

Class Guide

Lesson 2 - Why did the Founders believe that people needed a government

Name: _____

Who is the governor of Indiana?

Step 1 – Bell Work – Critical Thinking Exercise. *This exercise can be found in the Upper Elementary Textbook on Page 12.* Before you learn about the Founders' beliefs about rights, let's examine your own ideas about rights. Then you can compare your ideas with theirs. You will probably find that you and the Founders have many of the same ideas. Work with a partner or in a group of three to five students. Together answer the questions that follow. Be prepared to share your ideas with the class.

Do you think you should have the right to believe in any religion you wish? Do you think you should have the right to speak freely?

- 1. List the rights you think you should have. Why do you think it is important to have these rights?**
- 2. Which rights seem most important? Arrange the rights you listed in order with the most important right first. Why do you think these rights are the most important? What responsibilities come with each of these rights?**
- 3. Do you think people everywhere should have these rights? Why or why not?**

Step 2 – Vocabulary Work. Complete the vocabulary work necessary to understand this lesson. The vocabulary should be completed first. Terms to know:

<i>Consent</i>	<i>Consent of the Governed</i>	<i>Liberty</i>	<i>Life</i>
<i>Natural Rights</i>	<i>Property</i>	<i>Social Contract</i>	<i>State of Nature</i>

Step 3 – Interactive Lecture. Answer the questions during the class discussion.

<p>WHAT WERE THE FOUNDERS' BELIEFS ABOUT RIGHTS?</p> <ul style="list-style-type: none"> • MOST FOUNDERS BELIEVED PEOPLE HAD CERTAIN NATURAL RIGHTS. • NATURAL RIGHTS INCLUDE LIFE, LIBERTY, AND PROPERTY • EVERYONE IS BORN WITH THESE RIGHTS AND THEY CANNOT BE TAKEN AWAY WITHOUT CONSENT 	<p>The idea of natural rights was embraced in the colonies, but was an unpopular idea in the noble classes of 1700s Europe. Why do you natural rights was unpopular in Europe during the 1770s?</p>
<p>WHAT WERE THE FOUNDERS' BELIEFS ABOUT RIGHTS? THE NATURAL RIGHTS.</p> <ul style="list-style-type: none"> • NATURAL RIGHT TO LIFE IS TO LIVE WITHOUT FEAR OF BEING INJURED OR KILLED BY OTHERS • NATURAL RIGHT TO LIBERTY IS THE RIGHT TO BE FREE. THE RIGHT TO BELIEVE WHAT YOU WANT, READ WHAT YOU WANT, SPEAK FREELY AND TRAVEL WHERE YOU WANT. • NATURAL RIGHT TO PROPERTY IS THE RIGHT TO OWN THINGS. YOUR LABOR AND WORK IS ALSO PROPERTY. 	<p>Which of these three natural rights matters the most to you? Explain.</p>
<p>WHAT PROBLEMS MIGHT WE HAVE PROTECTING OUR RIGHTS? JOHN LOCKE.</p> <ul style="list-style-type: none"> • THE ENGLISH PHILOSOPHER JOHN LOCKE WROTE ABOUT NATURAL RIGHTS • HE HEAVILY INFLUENCED THE FOUNDERS • LOCKE WROTE ABOUT THE “STATE OF NATURE” WITH NO GOVERNMENT, WITH NO RULES AND NO LAWS. 	<p>What do you think it might be like in a “state of nature”?</p>

Step 4 - Critical Thinking Exercise. This assignment is found in the Upper Elementary textbook on Page 15. *What might happen if there were no rules, laws or government?*

Imagine that you live on an island far away. There are no rules, no laws and no government. There is no one to tell you what to do. Work with a partner or small group. Answer the questions below after you discuss as a group.

1. Would anyone have the right to govern you? Would you have the right to govern anyone else? Why?
2. Would you have any rights? What might they be? *Think 😊
3. What might people who were smarter or stronger than others try to do? Why?
4. What might people who were not as smart as others or who were weaker than others try to do? Why?
5. What might life be like for you, your family, and everyone else in a state of nature?

Step 5 – Interactive Lecture. Answer the questions during the class discussion.

<p>WHAT DID JOHN LOCKE SAY MIGHT HAPPEN IF THERE WERE NO RULES, LAWS, OR GOVERNMENT</p> <ul style="list-style-type: none">• LOCKE THOUGHT SOME PEOPLE WOULD TRY TO TAKE AWAY THE RIGHTS OF OTHERS• STRONGER PEOPLE WOULD FORCE WEAKER PEOPLE• BELIEVED THE WEAKER PEOPLE WOULD UNITE AGAINST THE OUTNUMBERED STRONG• IT WOULD BE VERY HARD TO LIVE A SAFE AND PEACEFUL LIFE IN A STATE OF NATURE	<p>How did your thoughts on the “state of nature” compare with John Locke’s?</p>
<p>WHY DID THE FOUNDERS BELIEVE WE NEEDED GOVERNMENT?</p> <ul style="list-style-type: none">• LOCKE WROTE THAT GOVERNMENT WAS THE SOLUTION TO THE STATE OF NATURE PROBLEMS• THE PEOPLE WOULD CREATE A SOCIAL CONTRACT TO FORM A GOVERNMENT• THE CONSENT OF THE GOVERNED MEANS THE PEOPLE WOULD OBEY THE LAWS	<p>What do you think is the most important thing the people gain from the “social contract”?</p>

WHY DID THE FOUNDERS BELIEVE WE NEEDED GOVERNMENT?

- **THE SOCIAL CONTRACT REQUIRES THAT THE PEOPLE GIVE UP SOME OF THEIR NATURAL RIGHTS FOR SAFETY**
- **THE FOUNDERS BELIEVED THAT PEOPLE NEED GOVERNMENT TO PROTECT NATURAL RIGHTS**

Can you give an example of the “natural rights” that the people give up when the people establish a government through the “social contract”?

Step 6 – Analysis of the Mayflower Compact—America’s First Social Contract.

Read the background to the Mayflower Compact and the Mayflower Compact’s text.

Identify the three (3) things the signers of the mayflower compact agreed to do

Lastly, explain how the mayflower compact is an example of a social contract

Assignment 1: The Mayflower Compact – America’s First Social Contract

Background: In 1620, the Mayflower passengers spent nine stormy weeks crossing the Atlantic Ocean towards the warm lands of the Virginia colony. Instead they would land and settle in present-day Massachusetts. The 35 Pilgrims (a religious sect) and 70 others. On November 11, 1620, the boat reached Cape Cod, in present-day Massachusetts. In order to keep the group together and to maintain order, the Pilgrim leaders drew up the Mayflower Compact. Most of the adult men signed the compact. The passengers created the first permanent English settlement in New England. The Mayflower Compact became the basis for the government of the Plymouth Colony. The document is remarkable for its time because it created a government of ordinary citizens, not just members of the ruling class.

Document.

In the name of God, Amen. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord, King James, by the Grace of God, of England, France and Ireland, King, Defender of the Faith, &c.

Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country, a voyage to plant the first colony in the northern parts of Virginia; do by these presents, solemnly and mutually in the Presence of God and one of another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid; And by Virtue hereof to enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions and Offices, from time to time, as shall be thought most meet and convenient for the General good of the Colony; unto which we promise all due submission and obedience.

In Witness whereof we have hereunto subscribed our names at Cape Cod the eleventh of November, in the Reign of our Sovereign Lord, King James of England, France and Ireland, the eighteenth, and of Scotland the fifty-fourth. Anno Domini, 1620.

Assignment:

Name: _____

What are the three main things that the signers of the compact agreed to do?

1. _____
2. _____
3. _____

Explain how the Mayflower Compact is an example of a social contract?

