



FOUNDATIONS OF FREEDOM

A Louisiana Civics Program

Take a Closer Look

This document provides in-depth details and features of Foundations of Freedom: A Louisiana Civics Program. System and school leaders, as well as classroom teachers, should utilize this information to plan professional learning experiences, prepare for initial curriculum launch, and make ordering decisions.

Curricular Components

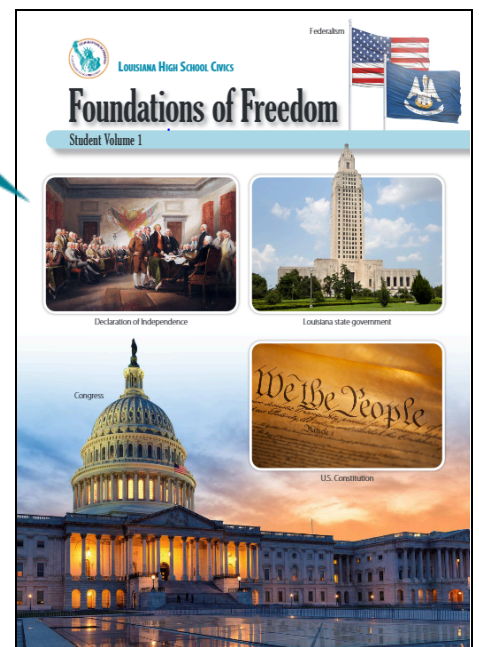
Foundations of Freedom: A Louisiana Civics Program comes with the following components:

- **Student Volumes**
- **Teacher Guides**
- **What Teachers Need to Know (Background Content)**
- **Document Based Question Workbooks (DBQs)**
- **Instructional Slide Decks**

Student Volumes

- **Volume Structure**
 - Volume 1: Units 1-3
 - Unit 1 - Foundations of the United States Government
 - Purposes and Types of Government
 - Principles and Events that Influenced the Formation of the U.S. Government
 - Unit 2 - Government Structures, Powers, Functions and Interactions
 - The U.S. Constitution and Bill of Rights
 - Structures, Powers, and Functions of the U.S. Government
 - The U.S. Government Over Time
 - Governments in the United States (Federal, State, Tribal, Local)
 - Unit 3 - Political, Social, and Economic Interactions
 - Government Policy and Spending
 - Role of the Government in Domestic Affairs
 - The United States in World Affairs
 - Volume 2: Units 4-5
 - Unit 4 - People of the United States

Student
Volume



- Civil Rights and Civil Liberties
- Citizenship
- Unit 5 - Elections and Politics
 - Elections, Political Parties, and Representation
 - Participation and Influence


Framing Question

Topic 1
Purpose and Types of Government

Framing Question
How does the U.S. government differ from other systems of government?

Individual Liberty and the Common Good

The year is 1775, and the American colonies are on the brink of revolution. For nearly a decade, the British government has imposed one unpopular tax after another on the colonists. Lacking representation in the lawmaking process, the colonists have turned to protests, such as what will become known as the Boston Tea Party. Now, at St. John's Church in Richmond, a group of local leaders gather to decide what role the colony of Virginia will play in the unfolding revolt. A lawyer named Patrick Henry stands up to speak. Some people in the room already know him for his earlier work arguing against the British government's attempts to control the salaries of clergymen, a dispute known as the Parsons' Cause. Henry had argued passionately that the Crown was abusing its authority by trampling legitimate Virginia laws.



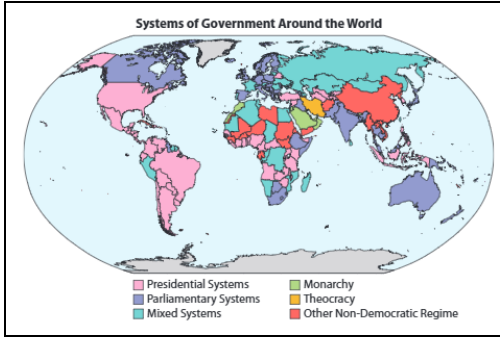
Patrick Henry argues passionately against British overreach before the House of Burgesses, the lawmaking body of colonial Virginia.

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- **Framing and Supporting Questions**
 - Framing Questions
 - Focuses the learning
 - Aligns with [LDOE HS Civics framework](#)
 - Supporting Questions
 - Supports the Framing Question
 - Placed in Think Twice question boxes throughout the chapters

- **Chapter Features**
 - Topic Opener: "Setting the Scene"
 - Establishes context for each chapter
 - Provides historical "human stories"
 - Primary Sources
 - Includes textual and visual primary sources
 - Aligns with [LDOE HS Civics framework](#)
 - Core Vocabulary
 - Domain-specific vocabulary identified at the point of use
 - Defined in a glossary at the end of each volume

Visual Supports



- **Visual Supports**
 - Contextualization of historical/civics content (e.g., Electoral College, congressional districts, desegregation efforts)
 - Types of visuals
 - Maps
 - Charts
 - Graphs
 - Diagrams

Primary Sources

PRIMARY SOURCE: ADAPTED FROM PERICLES'S FUNERAL ORATION FROM THE PELOPONNESIAN WAR, 431 BCE

Pericles's Funeral Oration is a famous speech from Thucydides' History of the Peloponnesian War. As part of the annual public funeral for the war dead, Pericles, a prominent Athenian politician, delivered the speech at the end of the first year of the Peloponnesian War (431–404 BCE). In it, he praises elements of Athenian democracy.

Our constitution does not copy the laws of neighboring states; we are rather a pattern to others than imitators ourselves. Its administration favors the many instead of the few; this is why it is called a democracy. If we look to the laws, they afford equal justice to all in their private differences; . . . class considerations not being allowed to interfere with merit [worthiness]; nor again does poverty bar [prohibit] the way, if a man is able to serve the state, he is not hindered by the obscurity [unknowingness] of his condition. . . .

Source: Thucydides. *History of the Peloponnesian War*. Book 2 Chapter 37. London, J. M. Dent; New York, E. P. Dutton. 1910. <https://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0200%3ABook%3D2%3AChapter%3D37>

Teacher Guide

- **Volume Structure**
 - Volume 1: Units 1-3
 - Volume 2: Units 4-5
- **Introduction to each volume**
 - Introduces and explains the components of the program
 - Lists [2022 Louisiana Student Standards for HS Civics](#)
 - Includes Pacing Guide
 - Identifies the number of instructional days for each unit and topic (chapter)
 - Includes 2 weeks at the end of the year to review content from earlier in the year before the LEAP civics assessment
 - Contains Volume Table of Contents showing where each unit begins
- **Unit Table of Contents**
 - Identifies the location of chapter and unit teacher resources
 - Assessments
 - Activity Pages
 - Answer Keys
- **Topics (chapters)**
 - Chapter guidance
 - Reading methods
 - Flexibility in student reading (aloud, independently, with partners)
 - Accessing resources
 - Directions for What Teachers Need to Know (WTNK)
 - Introduction to Online Resources (ORGs)
 - Videos
 - Maps
 - Graphs
 - Visuals
 - Content Support
 - Core Vocabulary
 - Point-of-Use Support
 - Content notes for teachers

Teacher Guide

UNIT 1

TOPIC: Purpose and Types of Government

Framing Question: How does the U.S. government differ from other systems of government?

Primary Focus Objectives

- ✓ Explain the purpose of government and summarize major theories about why government is necessary. (C.3, C.8.a)
- ✓ Describe the ideas and influences that laid the foundation for modern democracies, including that of the United States. (C.4, C.8.g)
- ✓ Compare the various systems of government used worldwide in terms of their structure, leadership, and exercise of power. (C.3.b)
- ✓ Compare the United States government, in its structure and principles, to other governments past and present. (C.8, C.8.b)
- ✓ Understand the meaning of the following domain-specific vocabulary: *liberty, governance, government, social contract, monarchy, direct democracy, democracy, legislature, republic, constitutional monarchy, autocracy, authoritarian, totalitarian, fascism, theocracy, representative democracy, constitutional republic, dictator, tyranny, oligarchy, unitary, federal, confederate, head of state, head of government, parliamentary system, presidential system, political party, incumbent, capitulation, socialism, communism, separation of powers, checks and balances, mixed economy.*

What Teachers Need to Know

For background information, download the Foundations of Freedom Online Resource "About Purpose and Types of Government."

(Think TTK)

Materials Needed

Activity Pages: Individual student copies of Primary Source Analysis (AP 1.1), Venn Diagram (AP 1.2), Comparing Social Contract Ideologies (AP 1.3), Comparing Government Types (AP 1.4), and The Three Branches of Government (AP 1.5)

AP 1.1
AP 1.2
AP 1.3
AP 1.4
AP 1.5

UNIT 1 | TOPIC: PURPOSE AND TYPES OF GOVERNMENT 1

Student Supports

Section Questions

✓ **THINK TWICE**—How does government affect daily life?

- Government affects daily life in many ways. It is involved in maintaining infrastructure like roads, in ensuring the safety of food, and in settling conflicts through the court system.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "How does the U.S. government differ from other systems of government?" (C.7, C.8.a)

"Learning About Government from the Past" and "Ancient Greece and Rome," pages 6–11

Scaffold understanding as follows:

Have students read the section introduction and "Ancient Greece and Rome" on pages 6–11.

CORE VOCABULARY—Point out the vocabulary terms *democracy, direct democracy, legislature, and republic*, and explain their meanings.

SUPPORT—Clarify that the term *democracy* today applies to both *representative and direct democracies*. During the period of the American Revolution, when democratic systems of government were less widespread than they are today, *democracy* often referred to *direct democracies* specifically. Students will see an example of this usage in the final Primary Source Feature in this topic.

ACTIVITY—You may wish to have students fill in a Venn Diagram (AP 1.2) to compare and contrast ancient Greek and Roman government. The completed diagram will be a useful resource for students to revisit as they learn more about the design of U.S. democracy in Topic 2. (C.2, C.4, C.8)

Note: For more on the definition of *democracy*, see the Online Resource "About Purpose and Types of Government."

After students read the text, ask the following questions:

LITERAL—How did the citizens of ancient Athens participate in political decision-making? (C.4, C.8.b)

- Athenian citizens voted directly on public issues in an assembly. They practiced direct democracy.

LITERAL—What was the official role of the Senate during the Roman Republic, and what was its role in practice? (C.8.b)

- Officially, the Roman Senate's role was to give advice to other parts of the government. However, in practice it was very powerful because much of its advice was followed by lawmakers.

ANALYTICAL—How did representation in government change in the later years of the Roman Republic and then again when Rome shifted from a republic to an empire? (C.8.b)

- While only aristocrats functioned as representatives in the early Roman Republic, unrest among the lower classes eventually led to their increased representation in


UNIT 1 | TOPIC: PURPOSE AND TYPES OF GOVERNMENT 9

- Activity suggestions to reinforce content understanding
- Reading Questions
 - Section-by-section questions
 - Types of questions
 - Literal Questions (DOK 1)
 - Analyzing Questions (DOK 2)
 - Inferential Questions (DOK 3)
- Teacher Directives
 - Think Twice/Supporting Questions
 - Connections to Framing Questions
- Primary Source Features
 - Integrates Primary Source Features with concepts in Student Volume
 - Promotes comparative analysis across sources
- Discussion Opportunities
 - Guidance for facilitation of discussion
 - Opportunities for deliberation and debate
- Chapter Review - Check for Understanding
 - Response to the Framing Question
 - Key details for evaluation of student understanding
 - Option for oral or written response
- Teacher Resources Table of Contents
 - Assessments
 - Activity Pages
 - Answer Keys
- **Unit Assessments**
 - Topic (chapter) Assessments and a unit Performance Task Assessment modeled on the LEAP civics assessment
 - Topic (chapter) Assessment structure
 - 100% stimulus-based items
 - Multiple-choice and multiple-select items
 - Performance Task
 - Approximately 4 sources)
 - Includes:
 - Primary source texts from Student Volume and/or workbook
 - Maps
 - Timelines
 - Editorial cartoons
 - Primary source images
 - Open-ended question format
 - Essay response

Assessments

Assessment: Topic 1—Purpose and Types of Government

A. On your own paper, write the letter that provides the best answer.
Use the image to answer questions 1, 2, and 3.



1. Which political idea was this image made to illustrate? (C.6.c, C.8.a)

- a) A sovereign derives his or her right to rule from the people.
- b) Kings are like giants; they are monsters who terrorize their subjects.
- c) Both cities and the countryside are important to a country's well-being.
- d) Kings should be prepared to go to war at any time on behalf of their people.

2. Which principle of political philosophy does the sword most likely symbolize? (C.6.c, C.8.a)

- a) Swords should only be wielded by aristocrats.
- b) Monarchy is an inherently violent system of government.
- c) Governments have the authority to exercise physical force.
- d) It is the king's right, and only the king's, to confer knighthood.

3. Which term would be used by later writers to describe the relationship depicted in this illustration? (C.6.c, C.8.g)

- a) checks and balances
- b) separation of powers
- c) divine right of kings
- d) social contract

TEACHER RESOURCES

- LEAP-aligned rubric for scoring student responses
- Unit Activity Pages
 - Reproducible Primary Source Analysis Activity template
 - Activity Pages that align with suggested activities in the Teachers Guide
- Unit Answer Key
 - Answers to Chapter Assessments and Activity Pages



What Teachers Need to Know (WTNK)

- Access
 - Referenced in the Teachers Guide
 - Located via Online Resources as PDF
- Types of information
 - Content pedagogy WTNKs about teaching with primary sources and implementing class discussions and debates
 - Topic (chapter)-specific WTNKs that provide more detailed context and explanations for Student Volume content

Name _____ Date _____

Activity Page 1.1

Primary Source Analysis

SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgment does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

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DBQ Workbook (Student and Teacher Editions)



- 1 volume covering all 5 units
- Opportunity to examine sources and answer questions about
 - primary source texts
 - editorial cartoons
 - maps, data, diagrams
- Background for each source and opportunities for students to think across sources
- Implementation support and possible student answers added to the Teacher's edition

from Remarks at the "We the People" Bicentennial Celebration

Use with Unit 2, Topic 1

Background: On September 17, 1987, President Ronald Reagan delivered a speech at the "We the People" Bicentennial Celebration in Philadelphia, Pennsylvania, to commemorate the two hundredth anniversary of the signing of the U.S. Constitution.

Sometimes we're tempted to think of the birth of our country as one such golden age, a time characterized primarily by harmony and cooperation. In fact, the Constitution and our government were born in crisis. The years leading up to our Constitutional Convention were some of the most difficult our nation ever endured. This young nation, threatened on every side by hostile powers, was on the verge of economic collapse. . . .

No, it wasn't the absence of problems that won the day in 1787. It wasn't the absence of division and difficulty; it was the presence of something higher—the vision of democratic government founded upon those self-evident truths that still resounded in Independence Hall. It was that ideal . . . that enabled them to rise above politics and self-interest; to transcend their differences and together create this document, this Constitution that would profoundly and forever alter not just these United States but the world. . . .

Checks and balances, limited government—the genius of our constitutional system is its recognition that no one branch of government alone could be relied on to preserve our freedoms. The great safeguard of our liberty is the totality of the constitutional system, with no one part getting the upper hand. And that's why the judiciary must be independent. And that's why it also must exercise restraint.

If our Constitution has endured, through times perilous as well as prosperous, it has not been simply as a plan of government, no matter how ingenious or inspired that might be. . . . One scholar described our Constitution as a kind of covenant. It is a covenant we've made not only with ourselves but with all of mankind.

Source: Reagan, Ronald. "Remarks at the 'We the People' Bicentennial Celebration" (speech, Philadelphia, Pennsylvania, September 17, 1987), Ronald Reagan Presidential Library and Museum. <https://www.reaganlibrary.gov/archives/speech/remarks-we-the-people-bicentennial-celebration-philadelphia-pennsylvania>

TOPIC 1: THE U.S. CONSTITUTION AND THE BILL OF RIGHTS 7

Unit Instructional Slide Decks

- Access
 - 1 Google slide deck per unit
 - Access via Online Resources (ORGs)
- Contents
 - Framing Questions
 - 1 slide per Student Reader image
 - Brief teacher notes for each image
- Instructional uses
 - Planning
 - Lecture/classroom discussion
 - Review

Instructional
Slide Decks

Topic 1: Civil Rights and Civil Liberties



The civil liberties that people in the United States enjoy, such as the right to education, the right to vote, and the right to express yourself freely, have not always been protected.

