



## Curriculum Guide



# FOUNDATIONS OF FREEDOM

## A Louisiana Civics Program

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### About Foundations of Freedom

Foundations of Freedom: A Louisiana Civics Program is a whole-class instruction program created in partnership with the non-profit Core Knowledge Foundation®. Foundations of Freedom is designed to align with the high school Civics student expectations of the [2022 K-8 Louisiana Student Standards for Social Studies](#) (LSSSS) and was created using criteria similar to the quality indicators of the [instructional materials review rubric](#).

Foundations of Freedom units are a coherent set of plans that ensure students have broad and deep knowledge about our country, can express reasoned and nuanced arguments, and are prepared to participate in civic life. Each unit topic is organized around a framing question, such as “How do government policies affect the daily lives and well-being of American citizens and people around the world?” and contains engagingly written texts along with color illustrations, photographs, maps, and primary source documents.

Support is central to the design of Foundations of Freedom. The Student Volume and resources create a consistent structure, that helps students and teachers stay on track and work toward a series of chapter assessments and unit performance tasks aligned with end-of-year expectations. Detailed teacher guidance provides scaffolds that connect specific objectives to the Louisiana state standards.

Please contact the LDOE via email at [classroomsupporttoolbox@la.gov](mailto:classroomsupporttoolbox@la.gov) with any questions.



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### Guiding Principles

Foundations of Freedom: A Louisiana Civics Program was designed with three guiding principles.

#### Knowledge

Each Foundations of Freedom lesson supports an instructional process in which teachers set the context, explore authentic and engaging primary sources with students, develop and argue claims, and ultimately express those claims in writing. These materials advance [Louisiana Literacy](#) by building explicit content knowledge and disciplinary literacy skills. All units emphasize primary sources and have been reviewed by subject matter experts, typically university professors. Foundations of Freedom units are designed to help students establish, build, and expand their learning community. Students work both collaboratively and independently throughout the units to build knowledge.

#### Coherent System of Instruction and Assessment

Everything that a student needs to master the Louisiana civics standards is provided in Foundations of Freedom and is openly licensed<sup>1</sup>. This includes a coherent system of curriculum-embedded assessments. Each Foundations of Freedom unit concludes with a Performance Task, which requires students to incorporate the knowledge and skills they have developed throughout the unit. In Foundations of Freedom, assessment is accomplished through three main practices:

- Topic (Chapter) Checks for Understanding
- Topic (Chapter) Assessments
- Performance Tasks

#### Importance of Strong Civics Instruction

A critical goal of Foundations of Freedom: A Louisiana Civics Program is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society. Foundations of Freedom broadens and deepens student understanding of the origin, structure, and functions of government and provides students with practical knowledge about how the American system of government functions on local, state, and national levels. Students also gain an understanding of the philosophical and intellectual underpinnings of our constitutional republic.

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<sup>1</sup> Foundations of Freedom is a Louisiana Civics Program that is easy to access and use. These materials are an open educational resource ([CCBY Attribution-NonCommercial 4.0 International](#)) available for free download and free use non-commercially.



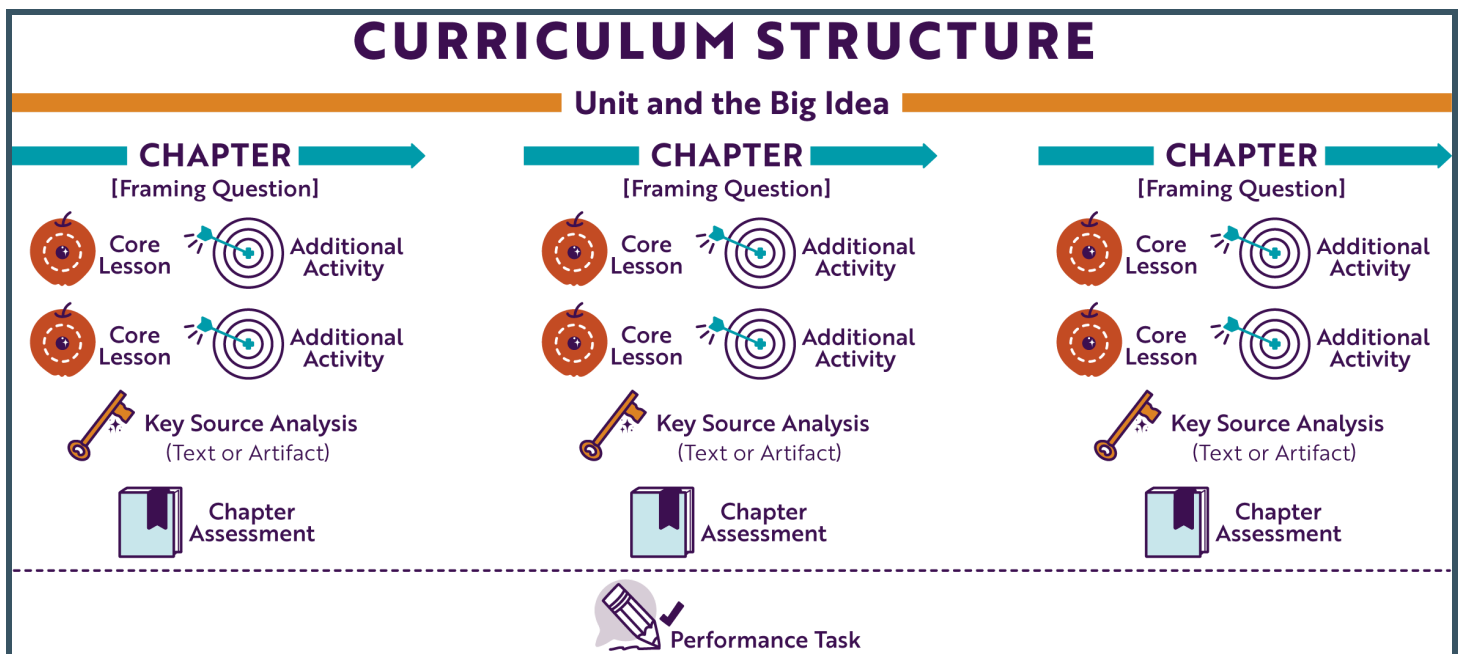


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### Curriculum Structure

The graphic below demonstrates the overarching structure and progression of the Foundations of Freedom: A Louisiana Civics Program. Each component of the curriculum builds upon the previous one. The Core Lessons establish the foundational context by delivering essential content instruction. Key Source Analysis and other supplementary activities guide students through the subsequent stages, allowing them to examine sources and formulate claims. The final stage occurs as students articulate their claims through completing the Performance Task.





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### Foundations of Freedom Program Design

#### Student Components

The two **Student Volumes** offer engagingly written text with color illustrations, maps, vocabulary, and sidebars. Student volume components include:

- **Framing and Supporting Questions** that focus the learning and are aligned with the [LDOE HS Civics Framework](#). Supporting questions support the Framing Question and are placed in the *Think Twice* question boxes throughout the chapters.
- **Chapter features** that include primary sources, both textual and visual, that align with the [LDOE HS Civics Framework](#). Domain-specific core vocabulary is defined in a glossary at the end of each volume. Each chapter begins with a *Setting the Scene* episode that provides historical “human stories” and establishes the context for each chapter.
- **Visual Supports** such as maps, charts, graphs, and diagrams contextualize historical/civics content (e.g., Electoral College, congressional districts, desegregation efforts).
- **An appendix** with a brief background and summary of each Supreme Court case discussed in that volume.

#### The DBQ Workbook

The DBQ workbook is a single volume encompassing all five units. It features primary sources for student analysis that align with core lessons in the Student Volume. The activities allow students to analyze sources and respond to questions regarding primary source texts, editorial cartoons, maps, data, and diagrams. The DBQ workbook contains the background for each source and provides opportunities for students to think across sources. The Teacher’s Edition includes implementation support and possible student answers.

#### Unit Instructional Slide Decks

Instructional Slide Decks can be accessed via the [Foundations of Freedom page](#) on the LDOE website or the Online Resources on the [Core Knowledge webpage](#). Each Google Slide Deck addresses one unit and contains Framing Questions, brief teacher notes for each image, and one slide per Student Volume image. Teachers should use these decks for instructional planning, content review, and classroom discussion.



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### Teacher Components

**Teacher Guides** come in two volumes and include lessons aligned to each chapter in the Student Volume, core vocabulary, primary source analysis, and discussion activities designed to reinforce the chapter content. Chapter Assessments, Checks for Understanding, and a Performance Task Assessment are included in Teacher Resources. All Teacher's Guides include:

- **Content Support** such as
  - Core Vocabulary;
  - Point-of-use support with content notes for teachers and activity suggestions to reinforce content understanding, such as
    - Section-by-section reading questions, including literal (DOK 1), analysis (DOK 2), and Inferential (DOK 3);
    - Teacher Directives for Think Twice (supporting questions) and connections to the Framing Questions;
    - Primary Sources that are integrated with concepts in the Student Volume that promote comparative analysis across sources;
    - Guidance for facilitation of discussion and debate; and
    - Connect to the Framing Question, providing key details for evaluating student understanding when utilizing Checks for Understanding in response to the Framing Question.
- **Topic (Chapter) Assessments** and a unit **Performance Task** modeled on the LEAP civics assessment. Topic (chapter) Assessments are entirely stimulus-based, incorporating multiple-choice and multiple-select items. The Performance Task includes approximately four sources. These sources may consist of primary texts from the Student Volume or workbook, maps, timelines, editorial cartoons, or primary source images. The prompt for the Performance Task is an open-ended question that aligns with the LEAP civics rubric.
- **Unit Activity Pages** aligned with suggested activities in the Teacher's Guide and designed to serve as a reproducible primary source analysis activity template.
- **Unit Answer Keys** including answers to Chapter Assessments, Activity Pages, and the Performance Task.





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### What Teachers Need to Know (WTNK)

The **What Teachers Need to Know (WTNK)** resource page includes content pedagogy about teaching with primary sources and implementing class discussions and debates, as well as topic-specific WTNKs that provide more detailed context and explanations for Student Volume content.

### Teacher Guide: Lesson Plans

**Topic Framing Questions** guide student learning throughout the topic, including the core lesson, targeted and additional activities, and primary source readings. The questions should be referenced often throughout the unit and culminate the unit by formally prompting students to discuss and/or answer the Framing Question as a Check for Understanding.

**Primary Focus Objectives** are aligned to the Louisiana Student Standards for Social Studies.

**What Teachers Need to Know** provides background information related to the chapter content for teachers.

**Materials Needed** lists specific materials needed to implement the chapter, including any materials outside the curriculum, such as maps or globes.

**Core Vocabulary** comprises domain-specific terminology, phrases, and idiomatic expressions featured in each chapter of the Student Volume. It includes definitions for each core vocabulary term, example sentences illustrating the usage of each term, and variations (word families) for each core vocabulary word.

**The Core Lessons** include Individual lesson implementation guidelines, encompassing supports for Guided Reading, such as instructions for read-aloud, independent reading, and partner reading; key actions to support students; text-dependent questions categorized as Literal, Inferential, and Evaluative, aligned with the high school Civics expectations of the Louisiana Student Standards for Social Studies; sample responses for each category of text-dependent questions; and intentional scaffolding strategies to enhance student understanding, including the incorporation of core vocabulary and background information on primary sources for teachers.

**Checks for Understanding** that formatively assess students' comprehension of the Framing Question, using the content they have acquired to date.

**Online Resources** include links to Foundations of Freedom Online Resources, such as Instructional Slide Decks and Activity Pages.





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### Teacher Guide: Resources

**Chapter Assessments** test student knowledge of each chapter using standard testing formats. They include Louisiana Student Standards for Social Studies alignment.

**The Unit Performance Task** requires that students demonstrate and communicate the knowledge acquired throughout the unit via a written response. This task encompasses the student prompt, suggested scaffolding, a scoring rubric, and all essential activity pages. All Performance tasks are aligned to the Louisiana Student Standards for Social Studies.

**Student Activity Pages** include Chapter Activity Pages, Primary Source Analysis Worksheets, and Domain Vocabulary Checks.

#### Answer Keys:

- Chapter Assessments Answer Keys and Scoring Notes
- Activity Pages Answer Keys
- Think Twice Answer Keys
- Domain Vocabulary Check Answer Key





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### Foundations of Freedom Materials Access

To implement each Foundations of Freedom unit, teachers need

- teacher guide volumes;
- instructional slide decks;
- student volumes;
- student activity pages; and
- DBQ Workbooks.

Access decisions are local.

Materials	Description	Access
Teacher Guides	<p>Each Teacher's Guide Volume contains</p> <ul style="list-style-type: none"><li>• resources for teachers to build their own content knowledge;</li><li>• lists of core vocabulary;</li><li>• pacing guides and calendars;</li><li>• detailed lesson plans with supports that connect specific objectives to the <a href="#">Louisiana state standards</a>;</li><li>• formative and summative assessments with scoring rubrics; and</li><li>• student-facing worksheets/activity pages.</li></ul> <p>The teacher guides can be accessed in two different ways:</p> <ol style="list-style-type: none"><li>1. Foundations of Freedom page: Teachers should use this option to download and <a href="#">make copies</a> for a single classroom.</li><li>2. Core Knowledge is available to provide quotes and receive orders for high-quality, color-printed materials of Foundations of Freedom: A Louisiana Civics Program. Please reference the <a href="#">Foundations of Freedom Print Options</a> document for directions and submit requests for print materials as soon as possible to <a href="mailto:LABayouBridges@coreknowledge.org">LABayouBridges@coreknowledge.org</a>.</li></ol>	<p><a href="#">Foundations of Freedom</a> for download</p> <p><a href="#">E-mail Core Knowledge to order print copies</a></p>
Student Volumes	<p>The Foundations of Freedom Student Volume presents well-structured content that is both engaging and informative. It is organized around key framing questions and features color illustrations, photographs, maps, primary source documents, vocabulary sidebars, and a comprehensive glossary.</p> <p>The student volumes can be accessed in two different ways:</p> <ol style="list-style-type: none"><li>1. Foundations of Freedom page: Teachers should use this option to download and <a href="#">make copies</a> for a single classroom.</li><li>2. Core Knowledge is available to provide quotes and receive orders for high-quality, color-printed materials of Foundations of Freedom: A Louisiana Civics Program. Please reference the <a href="#">Foundations of Freedom Print Options</a> document for directions and submit requests for print materials as soon as possible to <a href="mailto:LABayouBridges@coreknowledge.org">LABayouBridges@coreknowledge.org</a>.</li></ol>	<p><a href="#">Foundations of Freedom</a> for download</p> <p><a href="#">E-mail Core Knowledge to order print copies</a></p>



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DBQ Workbooks	<p>The DBQ Workbook contains primary sources for student analysis that align with the core lessons in the Student Volume.</p> <p>The DBQ Workbooks can be accessed in two different ways:</p> <ol style="list-style-type: none"> <li>1. Foundations of Freedom page: Teachers should use this option to download and <a href="#">make copies</a> for a single classroom.</li> <li>2. Core Knowledge is available to provide quotes and receive orders for high-quality, color-printed materials of Foundations of Freedom: A Louisiana Civics Program. Please reference the <a href="#">Foundations of Freedom Print Options</a> document for directions and submit requests for print materials as soon as possible to <a href="mailto:LABayouBridges@coreknowledge.org">LABayouBridges@coreknowledge.org</a>.</li> </ol>	<p><a href="#">Foundations of Freedom</a> for download</p> <p><a href="#">E-mail Core Knowledge to order print copies</a></p>
Instructional Slide Decks	<p>Each Instructional Slide deck contains editable digital visual aids to reinforce the unit's big ideas, framing questions, and brief teacher notes for each image.</p> <p>The instructional slide decks for each unit can be accessed on the Foundations of Freedom page. Teachers should download and project for classroom use.</p>	<p><a href="#">Foundations of Freedom</a> for download</p>

### Printing Specifications

Resource	Printing Specifications
Teacher Guide	<ul style="list-style-type: none"> <li>• 1 bound copy per teacher</li> <li>• Print in color (for maps, images, and primary sources)</li> <li>• Double-sided</li> <li>• 50 LB (or higher) Coated Gloss White paper</li> <li>• Trim: 8.5X11</li> </ul>
Student Volume	<ul style="list-style-type: none"> <li>• 2 hardbound volumes</li> <li>• Print in color (for maps, images, and primary sources)</li> <li>• Double-sided</li> <li>• 50 LB (or higher) Coated Gloss White paper</li> <li>• Trim: 8X10</li> </ul>
DBQ Student and Teacher Edition	<ul style="list-style-type: none"> <li>• 1 set per student</li> <li>• Black and white print copy</li> <li>• Trim: 8.5X11</li> </ul>



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### Planning to Teach Foundations of Freedom

#### Foundations of Freedom Scheduling Guidance

At the high school level, it is best to think about instructional time in terms of hours per year per subject because there are many scheduling models. Civics instruction should receive at least 50 minutes a day, which equates to 150 hours/year in a 180-day school year. This is possible in most schools through either a 7-period / 8-period year-long schedule or a 4x4 block schedule.

#### Foundations of Freedom Unit Overview

Unit Progression		
In the high school civics course, students broaden and deepen their understanding of the origin, structure, and functions of government. This course is designed to provide students with practical knowledge about how the American system of government functions on local, state, and national levels, as well as an understanding of the philosophical and intellectual underpinnings of our constitutional republic.		
Unit	Unit Title	Unit Performance Task
1	Foundations of the United States Government	Students apply and demonstrate knowledge about whether changes to the U.S. government have been appropriate responses to historical events and developments.
2	Government Structures, Powers, Functions, and Interactions	Students apply and demonstrate knowledge about how the U.S. Constitution, including the Bill of Rights, adopted principles and practices from several different times and places.
3	Political, Social, and Economic Interactions	Students apply and demonstrate knowledge of how the powers and roles of the three branches of the federal government have changed since 1789.
4	People of the United States	Students apply and demonstrate knowledge about the expansion of civil liberties and civil rights in the United States and whether the federal government responded effectively to protect these liberties and rights.
5	Elections and Politics	Students apply and demonstrate knowledge about the election process in the United States.





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### Unit Study Protocol

The Foundations of Freedom units are structured according to a backward design model, ensuring that the activities, lessons, and chapters effectively develop students' knowledge and skills in preparation for the unit assessments.

To support this process, teachers are encouraged to use the Unit Study Tool, specifically designed for collaboration sessions.

### Preparing to Teach a Unit

#### Step 1: Start with the End in Mind

- ☐ Review the unit introduction and become familiar with the unit's At A Glance important ideas, the Framing Questions, and the focus objectives/aligned standards for each chapter.
- ☐ Examine the chapter assessments and performance task to identify the knowledge and skill requirements of the unit's performance task.

#### Step 2: Develop Background Knowledge

- ☐ Review and annotate the “*What Teachers Need to Know*” documents for each chapter.
- ☐ Read all student volume chapters and primary sources to determine the big ideas and how each source connects to and supports the demands of the Chapter Assessments and Performance Task.
- ☐ Annotate the sources to show how each contributes to developing background knowledge and social studies skills for students throughout the unit. Highlight any areas that may confuse students.
- ☐ Annotate the core vocabulary words and note how they are connected to the big ideas in the unit.

#### Step 3: Trace Knowledge and Skills Through Assessment

- ☐ Complete a teacher-made response for the Unit Performance Task. Consider the key components of the “4” response exemplar.
- ☐ Complete the Chapter Assessments and connect the most important ideas in the unit to the assessments.
- ☐ Return to each chapter *Check for Understanding* and student activity pages, and review the look-fors to determine the knowledge and skills demands of each formative assessment.
- ☐ Identify the knowledge and skills necessary to complete the Chapter Assessments and the Performance Task. Track how these knowledge and skill indicators evolve throughout the unit. These indicators should be considered high-leverage and will serve as the basis for making instructional decisions.



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### Lesson Study Protocol

Grasping the backward design of the Foundations of Freedom units is crucial for effective daily lesson planning. The Checks for Understanding and Chapter Assessments help teachers evaluate whether students are prepared to succeed in the Performance Task. Therefore, it is vital to understand how to support students throughout the learning process when planning individual lessons.

#### Preparing to Teach a Lesson

##### Step One: Review Unit Study Tool

- ☐ Review and complete the Unit Study Tool.
- ☐ In step three, teachers should establish connections between the Checks for Understanding and skills and practices that students are expected to master throughout the unit.

##### Step Two: Support All Students with Lesson Annotations

- ☐ Determine the purpose of each activity and question.
- ☐ Create exemplar responses for written and spoken expressions of understanding to serve as student look-fors.
- ☐ Identify possible student misconceptions.
- ☐ Create additional questions to offer timely support based on student observations and anticipated misconceptions.
- ☐ Identify places in the lesson that might need timing adjustments.
- ☐ Identify which additional activities will be used and how they will fit into the lesson.

Sample [annotated teaching resources](#) are available.

##### Step Three: Gather Materials

- ☐ Identify which student activity pages are needed for the lesson, and be sure to provide access to those materials.
  - ☐ Determine a procedure and explicit directions for distributing student activity pages to minimize disruptions to instructional time.
- ☐ Secure technology for displaying Instructional Slide Decks.



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### Appendix A - Foundations of Freedom Sample Annotated Resources

#### Teacher Guide

in this section helps answer the Framing Question, "What ideas and events influenced the formation of the U.S. government?" (C.6, C.8.d)

**"Magna Carta," page 29**

**AP 1.3 for Primary Source Activity**

**Scaffold understanding as follows:**

**Have students read the section on page 29.** **independent read and annotate**

**Context to the Magna Carta**

**Review information from the first section reading**

**Review the amendments**

**about 10 minutes to discuss these questions - Check for understanding**

**Supporting Question: How did legal protections within Magna Carta influence ideas within the Constitution?**

**Framing Question: What ideas and events influenced the formation of the U.S. Government?**

**Core Vocab: due process**

**CORE VOCABULARY**—Point out the vocabulary term *due process*, and explain its meaning.

**SUPPORT**—Remind students that the Magna Carta was written more than eight centuries ago; the U.S. Constitution was written nearly six centuries later. Yet both refer to due process and fair treatment under the law. What does this say about these principles? (Possible response: *The principles of due process and fair treatment under the law are meaningful across time and place, not specific to one country or historical era.*) (C.4, C.9.b)

**After students read the text, ask the following questions:** **post-reading**

**LITERAL**—What is due process, and what amendments to the U.S. Constitution include similar guarantees? (C.9.g, C.10.a, C.10.d, C.11.a–b)

- » Due process is the principle that everyone deserves a fair trial before they are found guilty of, or punished for, any wrongdoing. Elements of due process appear in the **Fifth, Sixth, and Fourteenth Amendments** to the U.S. Constitution.

**INFERENTIAL**—The Magna Carta includes the phrase "sell ... justice". What do you think this may have meant, and why was it important to prohibit this behavior? (C.4, C.9.d)

- » To "sell ... justice" could simply mean taking bribes. It could also involve other corrupt practices, such as letting wealthy donors decide who will serve as judges. When this behavior is tolerated, it undermines the right to a fair trial and equal treatment before the law.

**THINK TWICE**—How did legal protections in the Magna Carta influence ideas in the U.S. Constitution?

- » The Magna Carta specified that the monarch must answer to someone, an idea the Founders detailed in the U.S. Constitution where presidents can be impeached and legislators' actions can be vetoed or struck down by judges. It also stated that people were entitled to a fair trial, something also guaranteed by the Constitution. (C.8.d)

**Probing Questions:**

**Could the Magna Carta be considered the first step toward democracy?**

**Was the Magna Carta truly effective in limiting the king's power, or was it more of a symbolic gesture?**

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### Student Reader

Before reading ask: "What do you think it means when we say "no one is above the law?"

**Review:**  
context and  
Amendments

### Magna Carta

Earlier, you read about how and why Magna Carta came to be created in 1215 CE. Now it is time to examine the rights that are guaranteed in this important document, as well as how they relate to modern political liberties.

limiting power  
of the king -  
also limiting  
the power of  
the President

How does the  
U.S.  
constitution  
reinforce the  
idea that  
leaders must  
follow the law?

One critical part of the Magna Carta is that the monarch must answer to someone. Specifically, the charter created a council of barons who got to decide whether the king was respecting their rights and following the rules he agreed to. Although this did not always work well in medieval England, the idea that no one should have unchecked power is a fundamental component of today's democratic societies. For example, as you will learn later presidents can be impeached and laws can be vetoed or found unconstitutional.

Magna Carta also devotes an entire clause, or written portion, to the concept of

**due process.** This is the idea that everyone has the right to a fair trial before they are potentially found guilty of, or punished for, any wrongdoing. The English charter is very detailed on this point: It states that "no free man" shall be punished "except by the lawful judgment of his equals or by the law of the land." (In medieval England, many peasants were not considered "free men"; they were seen as legally bound to the owner of the land that they worked.) Another clause guards against corruption in the legal system, promising not to "sell [or] deny or delay right or justice." The Fifth, Sixth, and Fourteenth Amendments of the U.S. Constitution include very similar guarantees, such as the right to a speedy trial by jury and the right to equal treatment before a court of law.

applied to land  
owning men

What does  
free mean  
here?

Justice  
should be  
fair and  
apply to  
everyone -  
due process

continuity  
and change  
and due  
process

Do we see  
these points  
in the U.S.  
govt?

### Think Twice

How did legal protections within Magna Carta influence ideas within the U.S. Constitution?



LOUISIANA DEPARTMENT OF  
EDUCATION





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### Primary Sources

**Supporting Question:**  
How did legal  
protections within  
Magna Carta influence  
ideas within the  
constitution?

formation of the U.S. government?" (C.6, C.8.d)

#### Primary Source Feature: "Magna Carta, 1215 CE," page 29

**Framing Question:** What  
ideas and events  
influenced the formation of  
the U.S. Government?

**Scaffold understanding as follows:**

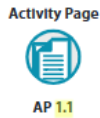
**Direct students to the Primary Source Feature on page 29.**

**Introduce the source to students by explaining that this is just a small portion of the original Magna Carta.** Many of the other articles were specific to issues that arose in a thirteenth-century monarchy, such as the rules and responsibilities of knighthood, details of medieval inheritance law, and management of the royal forests. Although society has changed a great deal since those days, some parts of the Magna Carta are still relevant to life in both the United Kingdom and the United States.

**Have students read the source.**

**SUPPORT**—Point out that "we" in the language of the Magna Carta refers to King John. This is an example of the royal we, technically known as the majestic plural. Long used by monarchs when speaking in an official capacity, the custom has continued to some extent even in modern times.

#### Activity Page 1.3



You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

with a  
partner

**After students have read the source, ask the following questions:**

**LITERAL**—What does it mean to "proceed with force against" a person? (C.7.a)

- » This means to send armed people—knights or soldiers—to arrest or attack a person.

**ANALYTICAL**—Did the Magna Carta grant equal protection under the law to everyone in England? How do you know? (C.7.a)

- » The Magna Carta did not extend equal protection to everyone. The phrase "free man" shows that land-bound peasants were excluded, and it suggests that women were not included either.

Connect to  
the U.S.  
Constitution

**Probing Question:** What is  
the "legal protection"  
referred to in the Magna  
Carta Called?





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### Unit Planning Tool

Foundations of Freedom Unit Study Tool			
Step 1: Start with the End in Mind			
Unit Title and Topic(s)	Unit: Foundations of the Government Topic 1: Purpose and Type of Government Topic 2: Principles and Events That Influenced the Formation of the U.S. Government	Connected Standards & Focus Objectives	How does the U.S. government differ from other systems of government? (C.8, C.8.a, C.4, C.8.g, C.8.g) What ideas and events influenced the formation of the U.S. government? (C.4, C.9.d, C.9.e) <b>Framing Questions and content standards</b>
After a brief overview, what are the most important ideas and primary sources in the unit?	(big ideas, at-a-glance important ideas, key primary sources)  Topic 1: Individual Liberty and the Common Good, What is Government, Why do we Need Government, Learning about Government from the Past Topic 2: Magna Carta, The Mayflower Compact, English Bill of Rights, The Great Awakening, Articles of Confederation, Declaration of Independence, Rebellions, Constitutional Convention, Virginia and New Jersey Plans, Federalists and Anti-Federalists <b>Topic sections</b>		
Performance Task Prompt	Analyze how the U.S. Constitution adopted principles and practices from several different times and places. <b>Adapted Prompt to correlate to LEAP Rubric</b>		
What do students need to know and be able to do to succeed on the Performance Task and chapter assessments? (Be sure to consult the scoring rubric)	What knowledge (standards) will students need?		What skills (standards) will students need?
	Students need to be familiar with different influences such as <ul style="list-style-type: none"> <li>Historical influences (Magna Carta, English Bill of Rights, Enlightenment ideas)</li> <li>Different places (British legal traditions, Ancient Greece and Rome)</li> <li>Various time periods (classical antiquity, medieval England, 18th-century Enlightenment)</li> </ul> <b>Applied reasoning process to student content knowledge</b>		<ul style="list-style-type: none"> <li>Continuity and Change: The question asks how the U.S. Constitution and the Bill of Rights have adapted (changed) principles and practices from different times and places while also preserving (continuity) some of those ideas.</li> <li>Analysis of which historical influences (e.g., Magna Carta, English Bill of Rights, Enlightenment philosophy) were incorporated and how they were modified to fit the American context.</li> </ul> <b>Reasoning Process and Skills and Practices Standards</b>





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Step 2: Develop Background Knowledge				
"What Teachers Need to Know" Notes	Relevant information you might need to fill your own content gaps			
Context-Setting Text or Source Title	How does this text/source support the development of background knowledge and social studies skills for students?	How does this source support students in successfully completing the Chapter Assessments and Performance Task?	What feature(s) of this source will students likely struggle with?	How is the Core Vocabulary for the unit supported in this source?
Magna Carta	Key Source - Builds on context, connects the past and present, skills and practices	Due process, limited govt, trial by jury	"We" - example of the royal "we"	Due Process
Mayflower Compact	Key Source - Builds on context, connects the past and present, skills and practices	Established key democratic principles of self-government and popular sovereignty	Vocabulary (by these presents, covenant, subscribes, separatists)	Pilgrim, precedent
English Bill of Rights	Key Source - Builds on context, connects the past and present, skills and practices	Freedom of Speech	Archaic language, vocabulary (primogeniture, understanding quartering of troops, 3rd Amendment)	deposed
Great Awakening	Text - Builds context	Religious freedom, equality	Understanding of Protestant groups	denominations

What evidence will students use to support their claim?

If unclear, look over the teacher supports for guidance







# FOUNDATIONS OF FREEDOM

## A Louisiana Civics Program

Step 3: Trace Knowledge and Skills Through Assessment				
Teacher Self Assessment		What are the key components of an exemplary "4" response?	How do the most important ideas in the unit connect to the Performance Task and Chapter Assessments?	What misconceptions do you anticipate that students will have?
<input checked="" type="checkbox"/> Complete the Chapter Assessments		N/A	-Both focus on principles and practices that influenced the Constitution as well as different times and places that influenced the Constitution	-Test is not pure recall <ul style="list-style-type: none"> <li>Political cartoon analysis</li> <li>Document analysis</li> </ul>
<input checked="" type="checkbox"/> Complete exemplar Unit Performance Task		Claim, evidence, reason, explanation	-Ancient Athens was ruled by a democracy. (The people should rule the country) -Magna Carta and English Bill of Rights (due process, trial by jury, limited govt, free speech) -Colonists (guards against bills of attainder, ex post facto laws, imprisonment without trial, treason)	Students will need support with writing claims and evidence  <b>Answers in Rubric</b>
<b>This is an important step and should not be skipped.</b>				
Topic	Check for Understanding	What knowledge will students need?	What skills will students need?	What misconceptions do you anticipate that students will have?
1	How does the U.S. government differ from other systems of government?	Separation of powers, checks and balances, representative democracy	Comparison  <b>Reasoning Skill</b>	The U.S. was not the first democracy, U.S. "invented" separation of powers", U.S. govt. was meant to be unchanging
2	What ideas and events influenced the formation of the US Government?	Concepts inherited from English Law, the creation of Articles of Conf., debates about role and structure of govt.	Causation	Protestantism, Timeline of events, founding fathers and disagreements, Bill of Rights not part of origins Const.
<b>Framing Questions</b>		<b>Answers to Framing Questions</b>		<b>Can be found in the support sections</b>







# FOUNDATIONS OF FREEDOM

## A Louisiana Civics Program

### Appendix B - Expanded Guidance on Program Components

#### Guidance for Think Twice

Some chapters include an opportunity for discussion or debate in the Guided Reading Support. These opportunities will be marked with the debate icon shown above. Before implementing any of these discussions or debates, teachers are encouraged to review the rules for respectful conversation with students.

#### Guidance for Using Primary Sources

Each chapter includes a Student Volume feature and Additional Activities that explores primary sources. Primary sources are crucial for understanding history, as they offer a glimpse into the past and enhance our comprehension of the human experience. Students are encouraged to investigate these sources through the structured activities provided in each chapter.

#### Guidance for Using the DBQ Workbook

Students have access to supplementary resources and can compare multiple sources using the DBQ Workbook. This workbook is designed to enhance the Core Lessons and provide additional practice in alignment with the Louisiana Student Standards for Social Studies skills and practices. However, it is not a mandatory part of the curriculum.

