**DAILY LESSON PLAN**

Instructional Group Size: 16

Subject/Activity: American Government/1 Day Lesson

**Essential Question:** Why should a government’s power be limited?

**GPS Standard:**

**SSCG1 The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.**

a. Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Rights, and the English Bill of Rights.

**Objectives**:

At the end of the lesson students will know:

The key ideas behind limited government and rule of law and be able to differentiate which document established each as according to the following:

 Magna Carta: Established limited government

 Established rule of law

 Petition of Right: Established habeas corpus

 Prohibited quartering of troops

 English Bill of Rights: Established Parliament’s power over the king

 -King must have permission to levy taxes and maintain an army

 Established individual rights of citizens

-right to bear arms, freedom from cruel and unusual punishment, and trial by jury

Students will understand the impact of all three of these documents decreasing the power of government, while increasing the freedom of citizens.

At the end of the lesson students will be able to:

Identify the similarities and differences between the three documents and the rights each established on a written quiz

Create a written comparison between the rights gained by citizens and power lost by the government to the rights gained by themselves and power lost by their parents as they have grown older and more responsible

**Introduction** (Classroom will already be set up in a five group format with 2 on one side of the room and 3 on the other. These mixed ability and heterogeneous groups, including student names will be displayed in the front of the room by PPT slide as students enter. Students will sit with the assigned group, but the grabber will be presented in a whole group setting.)

Anticipatory Set/Grabber: As class begins, the teacher will display a new (false) school policy. Students will be told that the principal has instituted a new policy and that all teachers have been instructed to inform students of this new policy.

New School Policy: Zero Tolerance

* Absolutely no cell phones will be allowed at school at any time
* If any student is suspected of having a cell phone, the student will be suspended for one day immediately, with no questions asked.
* If any student argues about the suspension, the suspension will be doubled
* Once a student has violated this policy once, administration will randomly search that student’s locker and his or her person. If the student is found to have a phone during any search, he or she will get a 5 day suspension

Students will be told that these are the rules and that their thoughts and opinions don’t matter. When a student complains about the rule, the teacher will accuse that student of having a phone. When students respond to this accusation, the teacher will begin to debrief the activity, explaining that it was a hoax and that there is no new policy.

The introduction to the lesson will begin with the following whole class discussion:

The teacher will ask students if they feel the new rules were fair. Students will surely answer that they do not. The teacher will ask students if they feel that the principal uses his phone. Students will surely answer that he does. They will be asked if he is above the law, if this punishment is excessive, and if it is right to be convicted with no proof. This will promote discussion on the principle of rule of law, cruel and unusual punishment, habeas corpus, and trial by jury. These principles will be identified to students and a discussion on why these are needed in school will be linked to the need for them in society as a whole.

Students will be informed that they will be exploring the original adoption of these and other cornerstone policies of today’s government, by the signing of three historical documents. Students will be informed that the signing of the Magna Carta, Petition of Right, and English Bill of Rights established the principles of a limited government and rights of citizens. They will be informed that the exploration of these topics will be facilitated by a jigsaw activity, during which each student will become an expert on one of the three documents and then will share his or her knowledge (in mixed groups) with classmates. The following will be displayed to students on a PowerPoint slide in order to inform them of what will be required during the lesson. This will be displayed on the screen during the group activity as well, to direct students and act as a checklist for activities.

DRC = Data Retrieval Chart

Tasks to be completed in the order listed:

* Expert Group: 15 Minutes
	+ DRC: Fill in the information on your assigned document
	+ Newspaper Headline: Create one for your assigned document per group & turn in
* Mixed Group: 10 Minutes
	+ Inform peers of information on your topic in this order: Magna Carta, Petition of Right, English BOR
	+ Record information on the DRC
	+ Complete Task 1 on your student handout with help from the group (each student must complete)
* Individual: 15 Minutes
	+ Complete Task 2 on your student handout
	+ Turn in student handout
	+ Keep DRC in notebook for study purposes
	+ Prepare to quiz on today’s lesson
* QUIZ: 5 Minutes

To close the introduction, the teacher will review what is expected of students during the lesson and will probe students to be sure that it is understood. The students will be shown a PowerPoint slide to explain the dual jigsaw method to be used in class today. A number of students will have modifications prepared by pairing these students with a fellow classmate in his/her group. When groups move to the mixed group stage, the pair will move into the same mixed group so that the student with modifications will not be required to inform classmates of his/her topic alone. Modifications will also be prepared for up eight gifted students. These students will be challenged more than other students as they will be alone in the mixed group and must be fully prepared to do the job on their own. All of this will be set up prior to the lesson. On the PowerPoint file, student names will be inserted, so that groups can easily be displayed to students during the course of the lesson. Once it is clear that students understand the activity, the transition will be made to have students begin the activity.

Purpose in students’ lives

As the lesson begins, students should easily see the connection to their lives with the anticipatory set used. Students will see that the issue of individual rights and limited government do not end with government systems themselves, but are a central concept to human life. Students have rights in school and in the home, just as citizens have rights under governments. Students will be interested in these rights due to the easy relationship they can see with their lives in the school. As students age, they will be granted more freedom over their own lives, just as more freedom has been allowed to the people as governments have developed over time. This will be a major hook to relate the lesson to students’ lives.

Input

Our Essential Question will be presented to the class and explained: Why should a government’s power be limited? Definitional issues in this question will be addressed at this time. The teacher will explain what it means to limit the power of government. The teacher will explain to students: At one time governments were not limited at all and there were no constitutions and such to outline what a government can and cannot do. Without these safeguards, governments were free to take advantage of citizens in any way they wished. The three documents we will learn about today will pave the way for governments to be limited and for citizens to have listed rights to protect them from government.

**Expert Grouping:**

The following materials will be handed out to the appropriate students:

* A DRC to each student
* Document Briefing and Newspaper Headline Assignment to appropriate group (1 per student)

Students will begin by reading the briefing information about the assigned document. Each student will record information onto his/her DRC including “Most Important” information and “Other rights/laws Established” for the document assigned. After filling out the DRC for this document, students will divide up the work to be accomplished on the Newspaper Headline. Students will decide amongst themselves who will take the following roles to complete the assignment:

* Writer: Will write the newspaper article and date the article
* Editor: Create title for article and date the article. Proof read article to check for spelling and grammatical errors as well as accuracy of the content.
* Artist: Will draw the illustration and create the title for the article
* \*Groups with four members will have two writers who will share the responsibility for writing

The four person group created will be planned for the placement of a student with modifications. This will allow this student to work cooperatively and still be responsible for the same information as everyone else, but this student will be able to benefit from a decreased workload in comparison to other groups.

Upon completing the Newspaper Headline students must get the teacher’s attention. At this point the teacher will read and assess the headline created by students and the information they decided to place on their DRCs. The teacher will address any misconceptions or misunderstandings of the information at this time. The teacher will direct specific questions about the “Most Important” information and the “Additional laws/rights Established” to specific students to probe for understanding. If students seem to understand the information, they will be approved to quiz one another on the information until other groups have completed activities. The teacher might need to coach certain groups to ensure that those groups finish in a timely manner. Newspaper Headlines will be turned in for grading.

**Mixed Grouping:**

Students will transition to mixed groups. This will be facilitated by a display of the following slide on a PowerPoint presentation. This presentation will show the location of each mixed group with student names displayed at the appropriate location (the file attached will include student names on the mixed group slide at the time of the lesson). Once students relocate, groups will begin sharing information according to the information on Slide 1 of the attached PowerPoint file. The teacher should circulate and facilitate student progress at this time. Once this information has been shared and recorded on the DRC, students will inform the teacher. The teacher will assess student knowledge by asking probing questions to specific students such as:

* Which document established limited government?
* Which document established the right to bear arms?
* Which document established Parliament’s power over the king?

If students are unable to answer these questions, they will be instructed that they must be able to answer correctly or they cannot move on to the next activity. The teacher will tell students, in this case, that he/she will return to question them again in a few minutes. Once students are ready to move on, they will be issued the student handout labeled “Final Project”. Each student will get a handout and must complete it, but they may work together to complete task 1. Upon completing task 1, students must get approval from the teacher that they are correct in their answers. When students have completed task 1, they will be separated from their groups for the individual portion of the activity (Task 2). Students will complete task 2 individually at this time. Task 2 involves the student writing an account of events that have happened in his/her life that allowed him/her to gain more freedom from his/her parents or school. These events will be directly related to the rights gained by citizens due to the passing of each of the three documents studied. Three examples must be given by students, each of which relates to a specific freedom gained by each of these documents. An example of this comparison could be:

*When I turned 16 and got my drivers’ license I was able to control my own freedom on when I got up in the morning and when I left to go to school. This freed me from having to get up at 6:30 and be ready for the bus at 7:15, when school doesn’t start until 8:15. I think this was cruel and unusual punishment! I was able to free myself from this with my car and license. In 1689, the English people were freed from cruel and unusual punishment by the English Bill of Rights. In this regard, my car was like the English Bill of Rights.*

When students complete this activity, they will turn it in and review for the quiz by using the DRC. A modification could be offered on this activity by placing examples like the one above onto the handout and having the student to match the document/right to the most appropriate example listed. The need for this modification will be based on the specific wording of the IEP for the student.

Modeling

The teacher modeled the need for individual rights in the anticipatory set, when modeling a hoax of a new cell phone policy. The teacher modeled the correct procedure of the jigsaw activity by displaying the groups on the screen in front of the room. The teacher modeled task 2 on the student handout by giving an example to students before their beginning of the activity.

Guided Independent Practice

Students will be engaged in guided independent practice during the expert grouping activity as they filled out DRCs and completed their assigned roles for the Newspaper Headline. Students also engaged in guided independent practice as they completed task 1 on the student handout.

Independent Practice

Students will be engaged in independent practice while completing task 2 on the student handout. Students are working on this on their own and will get feedback and assistance from the teacher as needed.

Closure

To close the lesson, the teacher will review student responses to task 2. Students will be called upon to give one of their examples from their lives, while other students must decide what document and right is being represented in the example. Upon completing this debriefing and gauging student preparedness, the teacher will issue the quiz to students when they are ready to begin. Upon completion of the quiz, the teacher will place the key on the ELMO to display it in front of the room and display the answers. The teacher will ask for any questions before dismissing class.

Tomorrow’s class will begin with a quick reminder of the previous day and the return of the student handout and quiz to each student. Questions will be addressed before beginning the lesson on the Four Philosophers (standard 1B).

**Materials**:

* Magna Carta, Petition of Right, English Bill of Rights Briefing Handouts
* DRCs (Data Retrieval Charts)
* Student Handout
* Quiz
* ELMO
* Projection Technology
* PowerPoint
* Flash Cards

**Evaluation**:

Soft assessment by the teacher will be administered throughout the jigsaw activity. The teacher will circulate throughout the room during the activity to monitor progress. The teacher will monitor student understanding and make decisions about further remediation if needed during this activity.

Each time students finish a portion of the activity, the teacher will orally quiz students to assess their abilities to move on.

Standard 1A Quiz: Issued upon completion of activities and after probing class for readiness.

Unit 1 Exam—To be issued at the end of the unit. (Not included, but I can include it if needed.)

 \*The Unit 1 Exam assesses student mastery of government standards: 1, 2, 7, & 19

**Remediation:**

Students will be assessed throughout the lesson for remediation needs. Students in need will create notecards with all SFI as needed for their repetition with the information. Students will use a different color per topic (three total topics) to benefit from color association.

If needed, the teacher will issue a pre-filled-out DRC to any student who needs it or has modifications that require a printed version of notes.

Students will also be allowed to visit my room at any point to get further assistance as needed.

**Enrichment:**

Enrichment will be offered to students who finish early and/or are labeled gifted. These students will include in their work the amendments to the U.S. Constitution that relate to each of the rights being studied. These students will be issued a constitution to use for their research.

Those who also have a strong grasp on the information will also be used to review struggling students. If students have trouble with task 2, those who finish early will read their essays to struggling student to help them to think of ideas.

**Rationale**

I prepared for this lesson by looking at the GPS standards for government. In this lesson I planned for an elaborate anticipatory set to engage students in thought about what is fair and what makes it fair in their school. My plan is to take the controversy created by the hoax at the beginning of class and transfer that into passion about limiting governments.

I chose the essential question:

Why should a government’s power be limited? This question causes students to not just accept things as they are but question how and why they became this way. This question fits the topic well and allows students to be guided on their studies rather than merely studying disconnected factual information that has no purpose. This question gives our studies a clear purpose and direction. The lesson utilizes a cooperative learning strategy called jigsaw. The jigsaw method forces students to work cooperatively, while also placing a considerable amount of responsibility for individual understanding and achievement on each student as well. There is also an element of discovery learning to the lesson, as all information students need to complete their tasks are included in their handouts. They are left alone by the teacher to discover the information in their groups.

Formal cooperative learning requires four basic elements from the teacher: Make a number of preinstructional decisions. Explain the task and positive interdependence. Monitor students’ learning and intervene in the groups to provide task assistance or to increase students’ interpersonal and group skills*.*  Evaluate students’ learning and help students process how well their groups functioned (Johnson, 2009).

The way the lesson is constructed, all four of these elements should be accounted for. The preinstructional decisions were made by creating the groups before-hand and having all of the materials created with information needed by students included in the handouts. Explaining the task and positive interdependence was achieved by displaying the agenda to students before and during the group activity and positive interdependence was created by establishing requirements in the expert and mixed groups. Students were monitored throughout the lesson and assisted when needed on the individual and group bases. Students were formally and informally assessed throughout each portion of the lesson to ensure mastery. If the teacher plays the role of an effective facilitator, the lesson can be extremely effective in helping students to master the standard and in helping students gain the social interdependence that is needed for a strong self-esteem and social competency in society (Johnson, 2009).

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| Johnson D.W., Johnson R.T., An educational psychology success story: Social interdependence theory and cooperative learning. (2009) *Educational Researcher*, 38 (5), pp. 365-379. |
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**Materials For the Lesson**

**Magna Carta**

The Magna Carta or “Great Charter” was signed by King John of England in 1215. English nobles forced King John to sign the document after they were angered by his imposing of heavy taxes and arbitrary (random) rules. The Magna Carta defined the rights and duties of English nobles and set limits on the monarch’s (King’s) power.

The Magna Carta established the principle of “rule of law” which states that government is based on clear and enforced laws and no one is above the law—even a king.

This document is arguably the most important ever written as it set off a course of events that gave birth to limited government—stating that the government no longer had absolute power in England (Before this, governments could do anything they want!). Over the next few centuries, English monarchs (kings) often ignored or defied the rules set forth in the Magna Carta in spite of the “rule of law.” Even though the Magna Carta said that the monarch had to have Parliament’s (English Congress’) permission to tax, he often ignored their opinions. This struggle led to further actions by Parliament to further limit the power of the monarch.

**Most Important: Magna Carta gave birth to Limited Government!**

**Assignment: Create a Newspaper Front Page:** Must reflect the time represented. The paper is issued the day after the signing of your document, thus it must describe what news might be offered to the public about this occasion. Use the diagram below & fill all space provided.

Headline

Picture

Date

Article

**Petition of Right**

In spite of the limitations on the monarch’s power set forth by the Magna Carta, kings continued to abuse their power in England. Parliament (English Congress) tried to limit the power of King Charles I by passing the Petition of Right in 1628.

This document prohibited arresting people without telling them what they had done wrong—this would become known as the right of habeas corpus. It also prohibited the quartering of troops—placing troops into the homes of citizens without the owner’s permission. In these ways the Petition of Right further limited the power of the king and reaffirmed that his power was not absolute.

**Most Important: Petition of Right established habeas corpus laws and prohibited quartering of troops—limiting the king’s power.**

**Assignment: Create a Newspaper Front Page:** Must reflect the time represented. The paper is issued the day after the signing of your document, thus it must describe what news might be offered to the public about this occasion. Use the diagram below & fill all space provided.

Headline

Picture

Date

Article

**English Bill of Rights**

The English Bill of Rights was passed by Parliament in 1689 following the English Civil War. It established William and Mary of Orange as new king and queen of England if they accepted the terms of the English Bill of Rights.

This document reaffirmed the principle of individual rights (rights we all have as human beings and we get at birth) established in the Magna Carta and Petition of Right. These rights guaranteed the right to petition the King, right to bear arms, the freedom from cruel and unusual punishments, and trial by jury. This document finally established the power of the Parliament over the monarch. The king could no longer levy (establish) taxes or maintain an army during peacetime without the permission of Parliament.

**Most Important: Established the Parliament’s power over the king and individual rights for citizens.**

**Assignment: Create a Newspaper Front Page:** Must reflect the time represented. The paper is issued the day after the signing of your document, thus it must describe what news might be offered to the public about this occasion. Use the diagram below & fill all space provided.

Headline

Picture

Date

Article

**Final Project**

**Topic: Founding Documents of Freedom and Limited Government**

Magna Carta, Petition of Right, English Bill of Rights

**Task 1**

**Question:** What affect to these documents have on government power and freedom?

**Answer:**

Government power was affected by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Task 2**

Write a short account of three events which have happened in your life that affected your parents’ or your school’s control over you and affected your freedom in the same fashion as that of government control over citizens and freedom of citizens were affected by these three documents. You must reference these 3 documents in your writing, for example: This event in my life was like the Magna Carta because it… Fill the lines below with your story. *SFI: Magna Carta, Petition of Right, English Bill of Rights*

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**Quiz**

**Standard 1**

**Class II Minor Assessment**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_Period\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Write the most appropriate answer in the provided blank at the bottom of the page. All answers must be written in blue or black ink—NO PENCILS! Spelling counts, so spell correctly.

1. The \_\_\_\_\_ established habeas corpus laws and prohibited quartering of troops.

2. The \_\_\_\_\_established the Parliament’s power over the king and individual rights for citizens.

3. The \_\_\_\_\_ established limited government in 1215.

4. \_\_\_\_\_ decreased the power of the king.

5. \_\_\_\_\_ increased freedom of citizens.

**Answers: Only answers written on these lines will be counted.**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Standard 1a**

**DRC**

(Data Retrieval Chart)

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| Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_Period\_\_\_\_\_\_\_ | Most Important Information to Know | Other Rights/Laws Established |
| **Magna Carta** |  |  |
| **Petition of Right** |  |  |
| **English Bill of Rights** |  |  |