

## LIMITED GOVERNMENT – DECLARATION OF INDEPENDENCE

### Performance Standard 14A.G

Create a display illustrating the principles of limited government as outlined in the Declaration of Independence accordingly:

- *Knowledge*: identify the principles of limited government found the Declaration of Independence;
- *Reasoning*: analyze the principles limit government; and
- *Communication*: create a display and write an explanation that is well-organized, well-focused and well-detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

### Procedures

1. *In order to understand and explain the basic principles of the United States government (14A)*, students should experience sufficient learning opportunities to develop the following:
  - Identify the rights and principles of limited government found within the Declaration of Independence.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Discuss with the class the general characteristics of a limited government as opposed to those of a despotic government.
4. Using a copy of the Declaration of Independence, students will identify the principles of limited government as written by Thomas Jefferson. (this can be done individually or in groups)
5. Have students individually prepare a display of the principles of limited government they discovered in the Declaration of Independence. The display may be paper or electronic.
6. Have the students give a short summary of how the principles they identify on the display helps to limit government.
7. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
  - *Knowledge*: the identification of the principles of limited government within the Declaration of Independence is complete and accurate.
  - *Reasoning*: the explanation of the principles of limited government is logical and well-reasoned.
  - *Communication*: the display and summaries are well-organized, well-focused and well-detailed; the knowledge and reasoning were completely and effectively communicated.

### Examples of Student Work follow

### Time Requirements

- Two or three fifty minute class periods

### Resources

- Copies of the Declaration of Independence
- Poster board
- Colored pencils or markers
- Computer access
- Social Science Rubric

★ VOTE ★

LIMITED  
GOVERNMENT



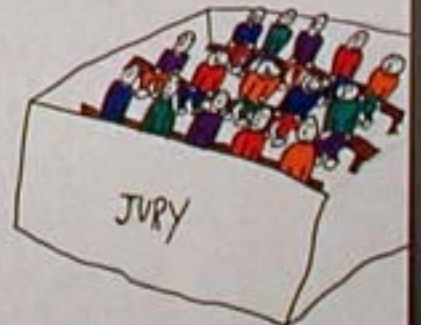
VOTE TO ELECT  
LEADERS, PASS LAWS, AND  
TAXES!



MILITARY  
INDEPENDENCE



TRIAL  
BY  
JURY



The Pursuit of Happiness

## Limited Government Poster

My poster represents a few items that make the American Government the great country that it is. Foremost, it is important to let the citizens elect their own leaders, pass laws that they favor, and reform taxes to better the things that they love. Also, it is important to allow the people to pursue happiness, and not to live under an evil tyrant. Equally important is the independence of the military. If a country is dependent upon another's army activity, then the two countries are too connected, almost one nation. Lastly, the significance of a trial by jury is gargantuan. Justice remains possibly the most important item that exists in our country even today. In conclusion, the American Limited Government remains a great spectacle of mankind.



- He has made judges depend on his will alone for the tenure of their offices and the amount and payment of their salaries.
- For protecting them by a mock trial from punishment for any murder which they could commit on the inhabitants of these States.
- For depriving us in many cases of the benefit of trial by jury.
- For transporting us beyond seas to be tried for pretended offences.



Your salary depends on every JUDGE...  
"I speak more than I can work"



Does the same story

## *Declaration of Independence* TRIALS AND COURTS

*He has made judges depend on his will alone for the tenure of their offices and the amount and payment of their salaries.*

The King of Britain did many "wrongs" that had to do with the trials and courts taken place at the colonies. As it says in the passage above the judges depended on him for almost everything. He alone controlled their salary intake as well as the amount of time they would spend in their position. The time and amount could be changed at will depending on what the king wanted.

*For protecting them by a mock trial from punishment for any murders which they should commit on the inhabitants of these States;*

This explains the unfair treatment given to the British soldiers compared to the colonists. If the soldiers committed a crime of any sort compared to the colonists they were let off VERY easy.

Some say that the Boston Massacre was a Mock Trial because the soldiers, even though they murdered 5 colonists, got off very easy. It was almost like they got off "scotch free."

*For depriving us, in many cases, of the benefit of trial by jury;*

The King of Britain stopped, in many cases, certain benefits to the colonists. One was the trial by jury.

*For transporting us beyond seas to be tried for pretended offences;*

Colonists also were treated unfairly because they were sent to Britain for trials. Even if they didn't commit the crime they were sent across the seas to be tried in a place where the crime wasn't even committed. This was very unfair in the eyes of the colonists.

*We must, therefore, acquiesce in the necessity which denounces our separation, and hold them, as we hold the rest of mankind, enemies in war, in peace, friends.*