**Understanding the Influence Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions**: Using your reading, explain the main purpose of each document, identify the “big idea” that emerged from the document and explain the big idea and its relationship to the document in your own words.

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| --- | --- | --- | --- |
| **Document** | **Main purpose of the document** | **Big idea from the document** | **Explanation of big idea** |
| **Magna Carta** |  |  |  |
| **Mayflower Compact** |   |  |  |
| **English Bill of Rights** |  |  |  |
| **Cato’s Letters** |  |  |  |
| ***Common Sense*** |  |  |  |
| **Summary Statement** |  |

**Evaluating the Impact on Government**

**Directions:** Using what you have learned about the big ideas from each document, determine how these influences appear in the U.S. Constitution. **Read** each passage below, **mark the text** that helps you identify the main idea, and **write** the main idea in your own words. **Then**, determine which of the following concepts influenced the passage and the evidence from the text that supports your answer.

|  |  |  |
| --- | --- | --- |
| **Passage** | **What does this mean in your own words** | **Big Idea** |
| “This Constitution and the laws of the United States ... shall be the supreme law of the land.” All government officials “shall be bound by an oath to support this constitution.” – Article VI |   |  |
| The first ten amendments in the Bill of Rights guarantees certain rights and freedoms that include: Freedom of speech, the press, and religion, right to petition the government and to bear arms  |  |  |
| The U.S. Constitution created three branches of government. Each branch is given the power to check, or limit the power of the other two. The system of checks and balances keeps any one branch from getting too powerful. |  |  |
| “No person shall...be deprived of life, liberty, or property, without due process of law”U.S. Constitution, 5th Amendment |  |  |
| “We the People of the United States...do ordain and establish this Constitution for the United States of America.”  |  |  |

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| --- | --- | --- | --- |
| **Document** | **Check One:**  | **Main purpose of the document** | **Big idea(s) from the document**  |
| **Magna Carta**Author:Year: | This is a: Government Document Agreement between individuals Collection of newspaper articles Pamphlet |  |  |
| **Mayflower Compact**Author:Year: | This is a: Government Document Agreement between individuals Collection of newspaper articles Pamphlet |  |  |
| **English Bill of Rights**Author:Year: | This is a: Government Document Agreement between individuals Collection of newspaper articles Pamphlet |  |  |
| **Cato’s Letters**Author:Year: | This is a: Government Document Agreement between individuals Collection of newspaper articles Pamphlet |  |  |
| ***Common Sense***Author:Year: | This is a: Government Document Agreement between individuals Collection of newspaper articles Pamphlet |  |  |
| **Summarize the information learned today in at least 4 sentences.** |

**Understanding the Influence Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions**: Using your reading, complete the chart. At the end, identify the “big idea(s)” (**Rule of Law, Self-Government, Due Process, Limited Government, Rights)** that emerged from the document.