### Learning Objectives

Students will be able to:

- identify natural rights in vocabulary activities addressing natural rights.
- analyze advantages and disadvantages of living under a government through analysis of Thomas Hobbes’ statement on life in a state of nature.
- trace the development of the theory of government as developed by John Locke through a drawing and sorting activity.

### Time Needed:

One Class Period

### Materials Needed:

- Student worksheets

### Copy Instructions:

- **Activity Prep** (% single-sided, class set)
- **Activity** (% double-sided, class set)
- **Worksheets** (% double-sided, class set)

### STEP BY STEP

- **ANTICIPATE**: Ask the following question: “As a human being, what are your rights? What are things that you should be allowed to do?”
- **DISTRIBUTE**: The activity pages to students.
- **INSTRUCT**: Instruct students to complete step one: drawing pictures in all nine boxes based on the descriptions on page one.
- **PROVIDE**: Provide students with ideas as needed. For example, drawing someone living might be difficult, but they could draw a baby, someone dancing/moving, or someone doing their favorite activity.
- **DIRECT**: Direct students to cut out the caption cards in step two, and to match them with the correct pictures they drew in step one.
- **DISCUSS**: Discuss each caption as you go, unpacking the meanings of each vocabulary word.
- **READ**: Read through the completed comic strip with the students.
- **DISTRIBUTE**: Distribute the worksheet to students.
- **INSTRUCT**: Instruct students to create a vocabulary list, assisting as needed. Allow students to complete the worksheet.
Why Government?

**Step one.** On the next page, draw what is described here for each box.
Box 1: Draw a man thinking. He’s thinking about government.
Box 2: Draw a picture of life without rules. How might people behave?
Box 3: Draw a man having three ideas!
Box 4: Draw someone doing something to survive.
Box 5: Draw someone owning things.
Box 6: Draw someone being free to live how they want (or a symbol of freedom).
Box 7: Draw two people making an agreement with each other.
Box 8: Draw someone giving something away
Box 9: Draw a symbol of government.

**Step Two.** Cut out each of the cards below and match it with the picture that illustrates it, then attach them to the correct picture with glue or tape.

<table>
<thead>
<tr>
<th>There once was a man—a philosopher—named John Locke (1632-1704 CE). He thought a lot about life and particularly about government.</th>
<th>He thought a lot about living in a state of nature. That means living without any laws or government.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a state of nature, Mr. Locke thought that people would all pursue the same three rights: life, liberty, and property. He called these natural rights.</td>
<td>Life means that people want to and will fight to survive.</td>
</tr>
<tr>
<td><strong>Government</strong> is a body formed by a social contract to protect people and their natural rights. Governments don’t always do their job well, but that’s why we have governments.</td>
<td>In a contract, everyone gives up something to reach a desired goal. In a social contract, everyone agrees to give up a little freedom to protect everyone’s rights!</td>
</tr>
<tr>
<td>By <strong>property</strong>, Mr. Locke meant that people want to own things that will help them survive like land, food and tools. People want to earn things.</td>
<td>Liberty means that people want to be as free as possible to make their own decisions about how to live.</td>
</tr>
</tbody>
</table>

In order to be sure that all people could enjoy these three natural rights, people formed agreements or social contracts.
Why Government?

Vocabulary Building. Use the bold words in your “The Story of John Locke” comic strip to create a vocabulary list here. You will use these words for the following activities.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Word Math. Use the words from the list above to complete the “word problems” below.

Definition: __________________
Definition: __________________
Definition: __________________

Social: living in groups or communities instead of alone

Contract: an agreement between people

People make a ___________________ to form ___________________ to protect ___________________

A group of people living together under laws and government.

laws and government

Connection. Describe how the words listed are connected.

1. Life   Liberty   Property

2. Natural Rights   State of Nature


Venn. Put the number of the word in the right category.

1. Natural Rights   5. Government   8. Compromise

State of Nature   Social Contract
Why Government?

Thomas Hobbes was another philosopher who studied government and people in a state of nature. He said that in a state of nature everyone would have a right to everything, which would lead to constant war between all people. He said that lives would be “nasty, poor, brutish, and short.”

1. “Nasty, poor, brutish, and short” best corresponds
   A. to “Mean, harsh, beautiful, and long”
   B. to “Sweet, miserly, violent, and brief”
   C. to “Mean, harsh, violent, and brief”
   D. to “Dirty, brief, sweet, and long”

2. Hobbes believed that life in a state of nature
   A. was boring and slow.
   B. was violent and rough.
   C. was the way to live.
   D. was beautiful and sweet.

Critical Thinking. Answer the following questions in one or two sentences.

Why did Mr. Hobbes use the words “nasty, poor, brutish (rough), and short” when describing what life would be like in a state of nature?

Define “state of nature.” What do you think it would be like to live in a state of nature?

How do you think Mr. Hobbes feels about government? Does he think it is a good thing or a bad thing? Why?

Do you think we need government and laws to survive? Why?
Why Government?

**Vocabulary Building.** Use the bold words in your “The Story of John Locke” comic strip to create a vocabulary list here. You will use these words for the following activities.

- **Government**
- State of Nature
- Natural Rights
- Liberty
- Social Contracts
- Government
- Life

**Word Math.** Use the words from the list above to complete the “word problems” below.

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<th>LIFE</th>
<th>LIBERTY</th>
<th>PROPERTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition: People want to and will fight to survive.</td>
<td>People want to be free to make their own decisions about how to live.</td>
<td>People want to own things that will help them survive. They want to earn things.</td>
</tr>
</tbody>
</table>

**Social:** living in groups or communities instead of alone

**Contract:** an agreement between people

**SOCIAL CONTRACT:** An agreement in which both parties give up a little freedom to protect everyone’s rights!

**Connection.** Describe how the words listed are connected.

1. **Life Liberty Property**
   - *Life, liberty, and property are all natural rights that people pursue.*

2. **Natural Rights State of Nature**
   - *Natural rights are the things that people pursue in a state of nature.*

3. **Government Social Contract**
   - *Government is formed through a social contract.*

**Venn.** Put the number of the word in the right category.

- 1. Natural Rights
- 2. Life
- 3. Liberty
- 4. Property
- 5. Government
- 6. No laws
- 7. Laws
- 8. Compromise
- 9. Fend for yourself
- 10. Protected rights

Worksheet p.1
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