

Why Government?

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*)

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.

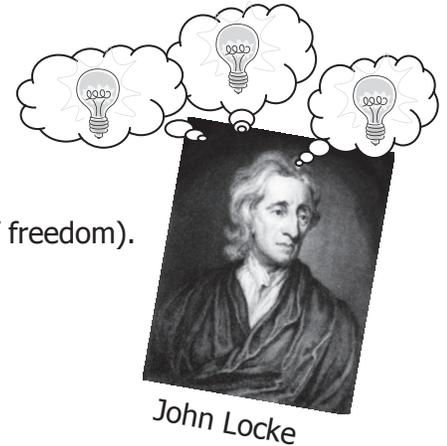
STEP BY STEP

- ANTICIPATE** the lesson by asking 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** students to complete step one: drawing pictures in all nine boxes based on the descriptions on page one.
- 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** students to cut out the caption cards in step two, and to match them with the correct pictures they drew in step one.
- DISCUSS** each caption as you go, unpacking the meanings of each vocabulary word.
- READ** through the completed comic strip with the students.
- DISTRIBUTE** the worksheet to students.
- 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.



John Locke

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.

| | |
|--|---|
| <p>There once was a man—a philosopher—named John Locke (1632-1704 CE). He thought a lot about life and particularly about government.</p> | <p>He thought a lot about living in a state of nature. That means living without any laws or government.</p> |
| <p>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.</p> | <p>Life means that people want to and will fight to survive.</p> |
| <p>Government 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.</p> | <p>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!</p> |
| <p>By property, Mr. Locke meant that people want to own things that will help them survive like land, food and tools. People want to earn things.</p> | <p>Liberty means that people want to be as free as possible to make their own decisions about how to live.</p> |

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

Why Government?

Activity, pg 1

Name: _____



| | | |
|---|---|---|
| 1 | 2 | 3 |
|---|---|---|

| | | |
|---|---|---|
| 4 | 5 | 6 |
|---|---|---|

| | | |
|---|---|---|
| 7 | 8 | 9 |
|---|---|---|

Why Government?

Name: _____

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.

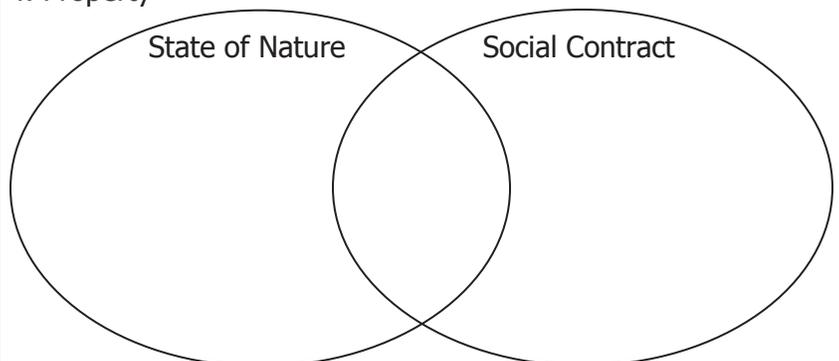
1. Life Liberty Property

2. Natural Rights State of Nature

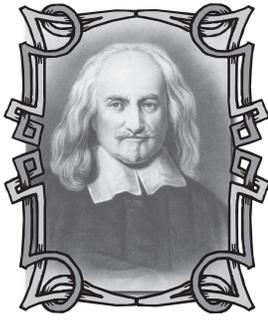
3. Government Social Contract

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

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



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?

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

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

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

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Government

Liberty

State of Nature

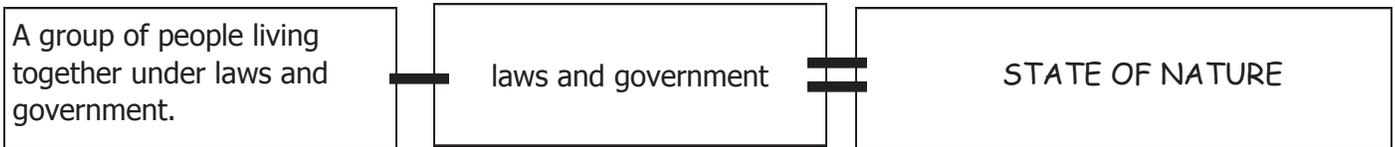
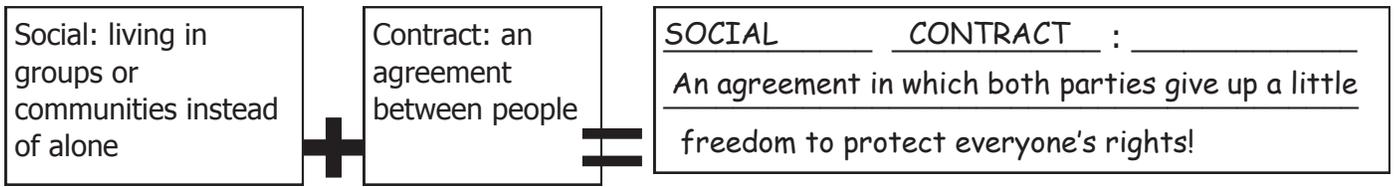
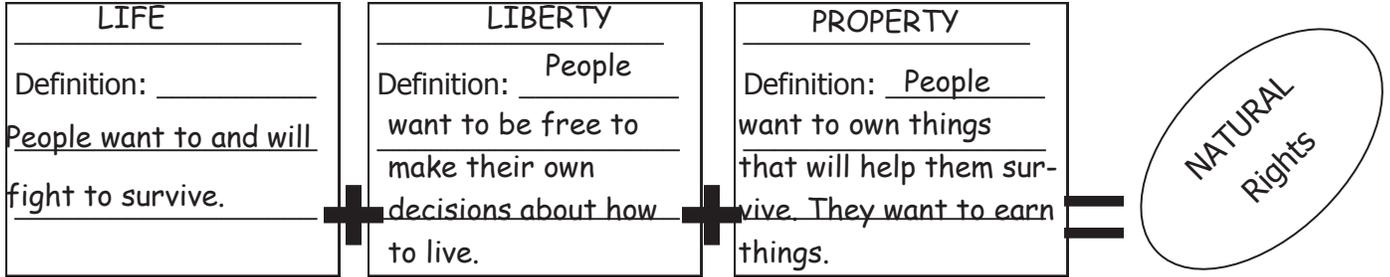
Social Contracts

Natural Rights

Government

Life

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



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

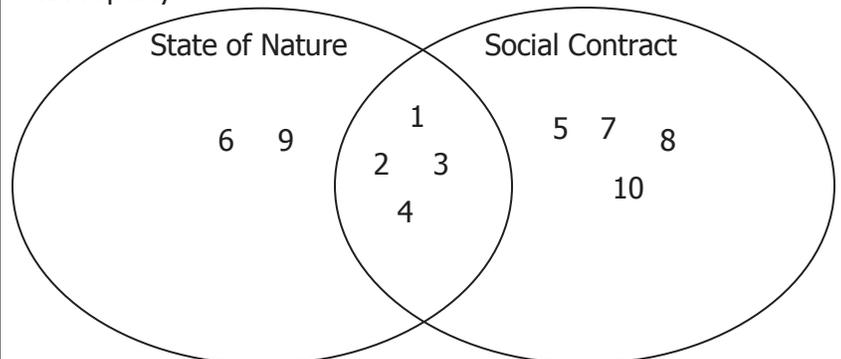
Natural rights are the things that people pursue in a state of nature.

3. Government Social Contract

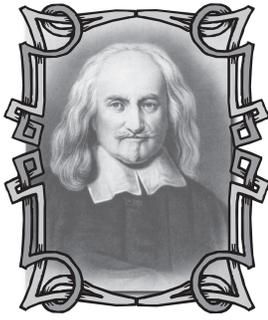
Government is formed through a social contract.

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

- | | | |
|-------------------|---------------|----------------------|
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