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| Class Notes / PowerPoint Presentation / Textbook Notes  Mr. Kay’s  8th Grade Social Studies Class  Name:  Class:  Period:  Date: 10/29  Chapter 5 Section 1: | |
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| *Questions/Main Ideas:* |  |
| *Objectives* | 1. Identify the three concepts of government that influenced the American colonies. 2. Explain the influence of three landmark English documents. 3. Describe the three types of colonies that the English established in the American colonies. |
| Key Terms/People |  |
| **limited government:** | * : the idea that government is restricted in what it may do and that every individual has certain rights that government cannot remove |
| **representative government:** | * the idea that government should both serve and be guided by the will of the people |
| **Magna Carta:** | * the Great Charter signed in 1215 that limited the powers of the English king and guaranteed certain fundamental rights |
| **due process:** | * protection against the unjust taking of life, liberty, or property |
| **Petition of Right:** | * a document signed in 1628 that required the English king to obey the law of the land and increased the influence of Parliament |
| **English Bill of Rights:** | * a document signed in 1689 that required free elections and guaranteed many basic rights, such as due process and trial by jury, to all English citizens |
| **charter:** | * a written grant of authority from the king |
| **bicameral:** | * having two houses, as in a two-house legislature |
| **unicameral:** | * **having only one house, as in a one house legislature** |
| **Introduction** | What ideas and traditions influenced government in the English Colonies? |
| **English Laws and the Enlightenment**    **History and Geography** |  |
| **Articles of Confederation** |  |
| **The Land Ordinances**  **of 1785 and 1787** |  |
| Review | * How does the Articles of Confederation reflect the times in which it was written? |
| \*\*\*Summary, Reflection, Analysis |  |
| **The Magna Carta** |  |
| **Right to Vote** |  |
| **American Models of**  **of Government** |  |