

Alabama Course of Study Standards Relating to the Declaration of Independence

5.8.1 Describing principles contained in the Declaration of Independence

7.2 Describing the influence of John Locke, Thomas Hobbes, Jean-Jacques Rousseau, Thomas Paine, Niccolò Machiavelli, Charles de Montesquieu, and Voltaire on the political system of the United States

9.5.1 Contrasting philosophies of Thomas Hobbes and John Locke and the belief in the divine right of kings

9.6 Identify significant ideas and achievements of scientists and philosophers of the Scientific Revolution and the Age of Enlightenment.

10.3 Trace the chronology of events leading to the American Revolution, including the French and Indian War, passage of the Stamp Act, the Boston Tea Party, the Boston Massacre, passage of the Intolerable Acts, the Battles of Lexington and Concord, the publication of *Common Sense*, and the signing of the Declaration of Independence.

10.3.3 Summarizing major ideas of the Declaration of Independence, including theories of John Locke, Charles de Montesquieu, and Jean-Jacques Rousseau

12.1 Explain historical and philosophical origins that shaped the government of the United States, including the Magna Carta, the Petition of Rights, the English Bill of Rights, the Mayflower Compact, the Virginia Declaration of Rights, and the influence of Thomas Hobbes, John Locke, Charles de Montesquieu, Jean-Jacques Rousseau, and the Great Awakening.

12.2 Summarize the significance of the First and Second Continental Congresses, the Declaration of Independence, Shays' Rebellion, and the Articles of Confederation of 1781 on the writing and ratification of the Constitution of the United States of 1787 and the Bill of Rights of 1791.

****Note: The sample 10th Grade social studies lesson is based on the 10th Grade standards in bold print. The other standards show the exposure students have had and will have to the Declaration of Independence over the course of their educational experience.*