



LESSON PLAN: The state of nature and human rights in John Locke

School	High school
Class/year	4
Subject	Philosophy
Clil Language	English
Module	The state of nature and civil society in Thomas Hobbes and John Locke
Topic	The state of nature and human rights in John Locke
Timetable fit	2 hours (50 minutes+50 minutes)
Place	Classroom suitable for group work (4 groups of 4 students for each group)
Tools	Whiteboard, projector, free access to web resources (photos, pictures, videos; apps for learning), tablet or smartphone for each learner, learners' notebooks, monolingual dictionary

SHORT PRESENTATION AND IMPORTANT INFORMATIONS

Traditionally, at this part of the curriculum, the learners have already studied the events of the Glorious Revolution and the other important events both of the XVII Century of England and the American Revolution, so they have already read in history the *Bill of rights* (1689) and *The American Declaration of Independence* (1776); therefore, the students have already known the essential lines of liberalism in history.

It is important to consider that the students have also studied the biography, bibliography and the philosophical thought of John Locke (the Empiricism), so they don't need this information again; at the beginning of the first part of the lesson, the teacher is going engage the learners in a brainstorming activity to recall previously acquired knowledge.

This lesson is the second part of the module about "*The state of nature and civil society*" which comprehends a previous lesson about Thomas Hobbes' theory of absolutism. Therefore, this plan considers both the specific content about the theory of liberalism (content) and the particular lower order thinking skills such as identifying, comparing, contrasting (cognition) in comparison to Hobbes' politician absolutist theory.

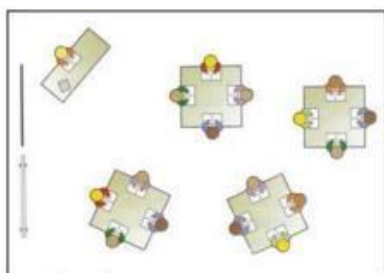
Previous lesson	The theory of absolutism in Thomas Hobbes.
Future lesson	The civil society and government in John Locke.
Topics already studied in history	The XVII Century of England (The Civil War, Interregnum, Restoration, Exclusion Crisis, and Glorious Revolution and <i>Bill of rights</i> , 1689). The American Revolution (with reading of <i>The American Declaration of Independence</i> , July 4 1776).
Topics already studied in philosophy	The biography and bibliography of John Locke (1632-1704). The Empiricism in John Locke.

TEACHING TEAM PROFILE

Teacher's role	Main teacher. The teacher has consulted the English teacher of this class to check the medium level of language knowledge of the students.
Subject taught in the classroom in L1	Philosophy and history.
Subject of this lesson	Philosophy in Clil. FL: English.
CEFR Level	The teacher has already achieved the level B2 and now she is attending a language course to improve her language knowledge and to obtain the level C1.
Clil experience	The teacher has not experience in Clil teaching; she is attending to Course – Clil Module during this school year with lessons both in presence and on line with platform by Cambridge English teacher; title of the on-line course <i>Clil: Introduction to Theory and Practice</i> .

LEARNERS GROUP PROFILE

Learners	The classroom is formed by 16 students. There aren't special educational needs.
CEFR Level	All the students have achieved the certification B1 between the second and the third year of high school. Since the beginning of this school year all the learners have started to study for the B2 certificatio.
Clil experience	The class is at the first experience with CLIL, taught in Philosophy and Science. This is the first Philosophy module. The choice is for modular subject-led (15 hours during one term).
Schoolroom	The desks are put in order of 4 students in 4 groups, as illustrated by the following picture.



From: <http://bricks.maieutiche.economia.unitn.it/2016/03/18/lo-spazio-dazione-uno-strumento-per-insegnare-rivoluzionare-lo-spazio-aula-scuola-per-una-didattica-attiva/>

PRECONDITIONS

PRIOR KNOWLEDGES	The essential events in XVII Century of England
	The American Revolution
	The theory of absolutism in Thomas Hobbes
	The biography, bibliography and empiricism theory of John Locke
	The meaning of the following key words: absolutism, liberalism, state of nature, social contract, state, constitution, human rights
	Language: level B1+

PRIOR COMPETENCES	The learners can argument a philosophical theory only in L1
	The learners have already read primary and secondary sources and known how to deal with philosophical texts
	The learners can work in group and in pairs
	The learners can use a visual diagram, such as mind map and Carrol diagram
	The learners have already learnt to use Google Classroom and another program to create mind maps and word clouds
	The learners can write short answers with the help of a monolingual dictionary

Students completing this unit Clil are expected to achieve the following

LEARNING OUTCOMES

CONTENT	<p>Upon completion of this Clil unit the learner should be able to:</p> <ul style="list-style-type: none"> • recognize and define the terms, using specific philosophical terminology • understand Locke's thought regarding the state of nature, civil society, human rights • explain the Locke's political vision, reading both a part of original text and the secondary sources
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COGNITION	<p>Upon completion of this unit the learner should be able to:</p> <ul style="list-style-type: none"> • recall facts and events already studied in history and identify them in a specific historical context • remember the main bibliography in John Locke read and understand various types of texts (primary and secondary sources) • identify key words in the texts • compare the theory of Hobbes and Locke, finding similarities and recognizing the main differences • clarify the relation between the different models of absolutism and liberalism • hypothesize about the violation of the private property
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COMMUNICATION	<p>Upon completion of this Clil unit the learner should be able to:</p> <ul style="list-style-type: none"> • improve writing competences in the activities suggested • clarify orally to each other the terms in work group • produce various types of text and visual map or diagram suitable for interpreting and reporting orally what was learnt • understand the speech extracted from video
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CULTURE AND CITIZENSHIP	<p>Upon completion of this Clil unit the learner should be able to:</p> <ul style="list-style-type: none"> • reason on the most important declarations of political and human rights of the Modern Age, already studied in history • transfer this historical information in the cultural context and political debate of that period • reflect and evaluate the historical and cultural importance of Locke's theory • get curious about the contemporary declaration of human rights
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ASSESSMENT	<ul style="list-style-type: none"> • In this lesson plan the teacher intends primarily to employ formative assessment, with the aim of allowing the learners to approach this first Clil experience without test-related stress or fear. Therefore, it would be appropriate to postpone the summative assessment at the end of the entire module. • Self-assessment is favoured, especially as far as homework is concerned; peer assessment is encouraged for group-work, according to the assessment criteria reported in the chart below.
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Quick Peer Evaluation Form

Name _____ Class Period _____ Date _____

Write the names of your group members in the numbered boxes. Then, assign yourself a value for each listed attribute. Finally, do the same for each of your group members and total all of the values.

Values: 5=Superior 4=Above Average 3=Average 2=Below Average 1=Weak

Attribute	Myself	1.	2.	3.	4.	5.
Participated in group discussions.						
Helped keep the group on task.						
Contributed useful ideas.						
How much work each did.						
Quality of completed work.						
Total						

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Group Self Evaluation Checklist

Name _____ Class Period _____ Date _____

Topic of Study _____ Group Members' Names _____

As a team, decide which answer best suits the way your team worked together. Then, complete the remaining sentences.

We finished our task on time, and we did a good job! YES NO

We encouraged each other and we cooperated with each other. YES NO

We used quiet voices in our communications. YES NO

We each shared our ideas, then listened and valued each other's ideas. YES NO

We did best at _____

Next time we could improve at _____

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From: <https://it.pinterest.com/pin/96827460715561610/>

STEPS OF THE LESSON AND TOOLS

I. FIRST HOUR

<p style="text-align: center;">1. SYNTHETIC PRESENTATION OF THE TOPIC AND HISTORICAL CONTEXTUALISATION IN SECONDARY SOURCE</p>	<ul style="list-style-type: none">• First of all the teacher presents a video to introduce the topic of the lesson: “<i>Political Theory, John Locke</i>”• The video is available on https://www.youtube.com/watch?v=bZiWZJgJT7I from minute 3.20 to minute 5.20.• Then the teacher suggests that one student reads aloud the following text (Text 1), which presents a synthetic exposition about Locke’s political thought and his historical contextualization (secondary source).• The other students, while they listen to their classmate, have to identify the key words and create a word cloud, which will be completed after the reading both the text 1 and the previous text 2.• To create the world cloud the students use this link http://www.wordclouds.com/• The original contents of Text 1 are on http://www.iep.utm.edu/locke The point selected and adapted by teacher is: 4. Political Philosophy. The content of the text is adapted by paraphrasing and erasing unnecessary parts of the explanation.• Time required: 4 minutes
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TEXT 1

Locke lived during a very eventful time in English politics. The Civil War, Interregnum, Restoration, Exclusion Crisis, and Glorious Revolution all happened during his lifetime. For much of his life Locke held administrative positions in government and paid very careful attention to contemporary debates in political theory. So it is perhaps unsurprising that he wrote a number of works on political issues.

In this field, Locke is best known for his arguments in favor of religious toleration and limited government.

Today these ideas are commonplace and widely accepted. But in Locke’s time they were highly innovative, even radical.

<p style="text-align: center;">2. FIRST ACTIVITY</p>	<ul style="list-style-type: none">• The teacher now asks the learners to recall the previous know ledges in history with the questions reported in Task 1.• The learners have to write down the answers on their own notebooks.• Time required: 4 minutes
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TASK 1

1. What do you remember about the Glorious revolution? Do you remember in particular the role of John Locke in this event?
2. Which titles of John Locke’s political issues can you recall?

READING IN SECONDARY SOURCES

- The teacher goes on suggesting another student to read the following text (**Text 2**), adapted from <http://www.iep.utm.edu/locke>
Key words are highlighted in bold.
- Before reading, the teacher invites the students to underline the key words or the weighty expressions (for example “origins of government”) and to Put them in <http://www.wordclouds.com/>.
The final cooperative word cloud will be shown on the interactive whiteboard at the end of the reading.
- Time required: 7 minutes

TEXT 2

The Two Treatises of Government

Locke's *Two Treatises of Government* were published in 1689. It was originally thought that they were intended to defend the Glorious Revolution and William's seizure of the throne. (...).

The *First Treatise* is now of primarily historical interest. It takes the form of a detailed critique of a work called *Patriarcha* by Robert Filmer. Filmer had argued (...) in favor of **divine right monarchy**. On his view, the power of kings ultimately originated in the dominion which God gave to Adam and which had passed down in an unbroken chain through the ages. (...)

After clearing some ground in the First Treatise, Locke offers a positive view of the nature of government in the much better known *Second Treatise*. Part of Locke's strategy in this work was to offer a different account of the **origins of government**. While Filmer had suggested that humans had always been subject to political power, Locke argues for the opposite. According to him, humans were initially in a **state of nature**. The state of nature was apolitical in the sense that there were no governments and each individual retained all of his or her natural rights. People possessed these **natural rights** (including the right to attempt to preserve one's life, to seize unclaimed valuables, and so forth) because they were given by God to all of his people.

4. KEY WORDS AND WORK GROUP

- The cooperative world cloud is shown on the interactive whiteboard.
- After reading the text, the teacher gives the students two assignments (reported in details in the next chart – **Task 2**).
Work group using <http://www.wordclouds.com/>
- Time required: 25 minutes

TASK 2

1. Working in groups, students look at the world cloud and reflect on the weighty expressions and write down them, using *worldclouds.com*.
2. Choose three of these expressions and define at least three key words that you have identified in the text; you have 15 minutes to do this task.
3. In the end, confront each other with the group next to you; you have 10 minutes to do this task.

5. THE STATE OF NATURE AND THE HUMAN RIGHTS IN PRIMARY SOURCE	<ul style="list-style-type: none"> • Focus of the activity: human rights recognized by John Locke in the state of nature. • Text 3 is an original extract from the author (Essay Two; Chapter II, sec. 4,5; <i>The Two Treatises of Government</i>); in this way the students can read an original philosophical text by John Locke (primary source). • The Text 3 has been found on the web at http://www.constitution.org/jl/2ndtr02.htm and is been adapted by the teacher. • Time required: 8 minutes
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TEXT 3

CHAPTER II.

Of the State of Nature.

Sec. 4. To understand political power right, and derive it from its original, we must consider, what state all men are naturally in, and that is, a state of perfect freedom to order their actions, and dispose of their possessions and persons, as they think fit, within the bounds of the law of nature, without asking leave, or depending upon the will of any other man.

A state also of equality, wherein all the power and jurisdiction is reciprocal, no one having more than another; there being nothing more evident, than that creatures of the same species and rank, promiscuously born to all the same advantages of nature, and the use of the same faculties, should also be equal one amongst another without subordination or subjection, unless the lord and master of them all should, by any manifest declaration of his will, set one above another, and confer on him, by an evident and clear appointment, an undoubted right to dominion and sovereignty.

Sec. 5. This equality of men by nature, the judicious Hooker looks upon as so evident in itself, and beyond all question, that he makes it the foundation of that obligation to mutual love amongst men, on which he builds the duties they owe one another, and from whence he derives the great maxims of justice and charity.

6. REVIEW AND HOMEWORK	<ul style="list-style-type: none"> • After the reading the activities of the first hour are finished • The teacher invites the learners to review at home the contents learnt in this unit and gives them the homework (Task 3, question 1 – LOTS, question 2 HOTS). • Every learner will share his mind map on Google Classroom • Time required: 2 minutes
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TASK 3

1. Using <https://www.mindmup.com/>, create a concept map or a free visual representation, including the key words or the weighty expressions you consider most important about the texts read in this lesson; then, share it with your classmates on Google Classroom and compare your mind map with the mind maps of your classmates.

2. In the Text 3, which is extracted from the chapter II by *The Two Treatises of Government*, the philosopher John Locke explains his vision about the state of nature.
 Can you explain his vision of the state of nature?
 Answer to this question on your notebook, writing a short text (7 lines)

II. SECOND HOUR

7. REVIEW AND CHECK HOMEWORK

- At the beginning of the lesson teacher invites two learners to show and explain their mind map to promote a general review about the first hour of the lesson (Task 3, question 1).
- Then the teacher invites another two learners to read their homework (Task 3, question 2).
- Time required: 8 minutes

8. ANALYSIS OF A SINGULAR CONCEPT

- After the summary, the teacher introduces learners to analyze a singular philosophical concept to improve HOTS. The content of analysis is the particular human right of private property.
- The teacher uses a original text by John Locke: Essay Two, Chapter V, sec. 25; *The Two Treatises of Government*. **Text 4** from <http://www.constitution.org/jl/2ndtr05.htm>
- Time required: 7 minutes

TEXT 4

CHAP. V.

Of Property.

Sec. 25. Whether we consider natural reason, which tells us, that men, being once born, have a right to their preservation, and consequently to meat and drink, and such other things as nature affords for their subsistence: or revelation, which gives us an account of those grants God made of the world to Adam, and to Noah, and his sons, it is very clear, that God, as king David says (Psal. cxv. 16) has given the earth to the children of men; given it to mankind in common. But this being supposed, it seems to some a very great difficulty, how any one should ever come to have a property in any thing: I will not content myself to answer, that if it be difficult to make out property, upon a supposition that God gave the world to Adam, and his posterity in common, it is impossible that any man, but one universal monarch, should have any property upon a supposition, that God gave the world to Adam, and his heirs in succession, exclusive of all the rest of his posterity. But I shall endeavour to shew, how men might come to have a property in several parts of that which God gave to mankind in common, and that without any express compact of all the commoners.

Sec. 26. God, who hath given the world to men in common, hath also given them reason to make use of it to the best advantage of life, and convenience. The earth, and all that is therein, is given to men for the support and comfort of their being. And tho' all the fruits it naturally produces, and beasts it feeds, belong to mankind in common, as they are produced by the spontaneous hand of nature; and no body has originally a private dominion, exclusive of the rest of mankind, in any of them, as they are thus in their natural state: yet being given for the use of men, there must of necessity be a means to appropriate them some way or other, before they can be of any use, or at all beneficial to any particular man. The fruit, or venison, which nourishes the wild Indian, who knows no enclosure, and is still a tenant in common, must be his, and so his, i.e. a part of him, that another can no longer have any right to it, before it can do him any good for the support of his life.

9. WATCHING A VIDEO	<ul style="list-style-type: none"> • Then, to improve the comprehension, the teacher shows a video from Open Yale course http://oyc.yale.edu/sociology/socy-151/lecture-3#ch3 from minute 32.40 to minute 37.55. • The students have to listen carefully to improve both their knowledge of the text that they had read and their skills of listening. • Time required: 5 minutes
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10. CRITICAL REVISION	<ul style="list-style-type: none"> • After those activities, the teacher introduces the goals demanding for the following task. • The main focus of this activity (Task 4) are not only to improve the specific language (LOTS), but also to develop the following HOTS to accustom learners to: <ul style="list-style-type: none"> - justify philosophic positions - express and explain a personal point of view - formulate and verify hypotheses • Time required: 20 minutes
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TASK 4

	<ol style="list-style-type: none"> 1. Define the meaning of the terms: <i>subsistence, property, mankind</i>. 2. Justify why John Locke considers the property as human right. 3. In the light of your own experience, why do you think the property is a human right? Do you agree or not? Explain your personal point of view. 4. What would happen if private property wasn't considered a human right?
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11. SIMILARITIES AND DIFFERENCES	<ul style="list-style-type: none"> • The teacher assigns homework for the next lesson (Task 5) • Students will have to compare the state of nature in Hobbes with the vision of Locke: <ul style="list-style-type: none"> - using Carrol Diagram - watching at home the video available on https://www.youtube.com/watch?v=bZiWZJgJT7I from minute 3.20 to minute 5.20 • The homework will be shared on Google Classroom reviewed at the beginning of the next lesson. • Time required: 3 minutes
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TASK 5

	<ol style="list-style-type: none"> 1. To review the contents of the lesson, watch this video: "<i>Life, liberty and the pursuit of happiness</i>" https://www.khanacademy.org/humanities/ap-us-history/period-3/apush-declaration-of-independence/v/life-liberty-and-the-pursuit-of-happiness 2. Watch the video https://www.youtube.com/watch?v=bZiWZJgJT7I from minute 3.20 to minute 5.20, then, make a slideshow that summarizes with a Carrol Diagram the similarities and differences between the concept of the state of nature in Hobbes with the vision of Locke.
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3. Write a report (20 lines max) about the reasons of the state of nature in Hobbes and Locke, pointing out the connections/differences between the two philosophers' theory of war and their concept of freedom
4. Don't forget to share your homework with your classmates on Google Classroom
5. If you want to, you can watch the following video: "*John Locke's natural rights*"
<http://www.teachertube.com/video/john-lockes-natural-rights-453116>

12. CITIZENSHIP

- Lastly, the teacher helps the learners to reflect and evaluate the historical and cultural importance of the Locke's theory, with the following text.
The contents of the **Text 5** are freely adapted by <http://www.iep.utm.edu/locke>
The point selected and adapted is:
7. Locke's Influence
A final question helps the reflection about citizenship (**Task 6**) and the planning of future lesson with the same students.
- Time required: 7 minutes

TEXT 5

Locke's Influence

The Essay was quickly recognized as an important philosophical contribution both by its admirers and by its critics. Before long it had been incorporated into the curriculum at Oxford and Cambridge and its translation into both Latin and French garnered it an audience on the Continent as well.

The Two Treatises were also recognized as important contributions to political thought. While the work had some success in England among those favorably disposed to the Glorious Revolution, its primary impact was abroad. During the American Revolution (and to a lesser extent, during the French Revolution) Locke's views were often appealed to by those seeking to establish more representative forms of government. (...)

So Locke was able to use the account of natural rights and a government created through contract to accomplish a number of important tasks. He could use it to show why individuals retain certain rights even when they are subject to a government. He could use it to show why despotic governments which attempted to unduly infringe on the rights of their citizens were bad. And he could use it to show that citizens had a right to revolt in instances where governments failed in certain ways. These are powerful ideas which remain important even today.

TASK 6

Have you ever heard about the Universal Declaration of Human Rights?

Do you know in which context this Declaration was born? Are you curious to know more about it?

To start with, consult this site:

<http://www.un.org/en/universal-declaration-human-rights/>