Who Holds Power?

Trace the ideas behind colonial self-government.

5.C.2.4.A "Explain how English traditions of limited government (Parliament's relationship to the monarchy) and ethical traditions reflected in colonial covenants and political writings which shaped the colonial experience in self-government."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the rule that limits the monarch, circle the Mayflower signers' promise, and write 1 beside Locke's idea about where government gets its power. Use your marks to trace three roots of colonial self-government.

Rules, Promises, and Power

1. Imagine a king in England asking for money to run the government. In 1689, England's Bill of Rights said the monarch could not collect certain taxes without Parliament's agreement. Parliament was a group of lawmakers, not the king's own voice. This rule did not give every person a vote. Still, it showed that even a ruler had to share power and follow rules.

2. Across the ocean, some English colonists brought the idea that leaders should not act alone. In 1620, some passengers aboard the Mayflower signed the Mayflower Compact. They promised to form a government and make fair laws for the good of the colony. By agreeing together, the signers gave their new government a source of authority. Many people, including women, were left out of signing.

3. Later, English writer John Locke argued that governments get their power from the consent of the governed. He wrote that a government should protect people's rights. Colonial readers used such ideas to question leaders who ruled without their consent. In some colonies, elected assemblies made local laws and voted on taxes, rather than leaving every decision to a governor. These practices helped colonists learn self-government.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did the English Bill of Rights limit the monarch, and what lesson about governing could colonists learn from that limit?

2. How did the Mayflower Compact give its signers a part in forming their government?

3. How could Locke's idea help colonists judge a leader who ruled without their consent?

4. How did elected colonial assemblies put into practice ideas from both Parliament's relationship to the monarch and the Mayflower Compact?

3 YOUR TURN

Your own words

Imagine a new colonial settlement must decide whether to collect taxes to build a public well. Write 4 to 5 sentences describing a fair way to decide. Include a limit on one leader's power, an idea from the passage, and how residents take part in governing.

ANSWER KEY

Who Holds Power?

GRADE 5 · 5.C.2.4.A

PART 1 · READ AND MARK

Underline the rule that limits the monarch, circle the Mayflower signers' promise, and write 1 beside Locke's idea about where government gets its power. Use your marks to trace three roots of colonial self-government. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did the English Bill of Rights limit the monarch, and what lesson about governing could colonists learn from that limit?	**The monarch could not collect certain taxes without Parliament's agreement. Colonists could learn that a ruler must share power and follow rules.**
2	How did the Mayflower Compact give its signers a part in forming their government?	**The signers agreed together to form a government and make fair laws for the good of the colony.**
3	How could Locke's idea help colonists judge a leader who ruled without their consent?	**Locke said government gets power from the consent of the governed, so colonists could question that leader's right to rule.**
4	How did elected colonial assemblies put into practice ideas from both Parliament's relationship to the monarch and the Mayflower Compact?	**Assemblies voted on taxes instead of leaving every decision to a governor, like Parliament limiting the monarch's power. Their members also made laws together, like the Mayflower signers agreed to do.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A governor wants to collect taxes to build a public well, but cannot decide alone. Residents choose representatives who must approve the tax before anyone pays it. The representatives promise to make fair rules for the good of the settlement. By choosing representatives and discussing the plan, residents take part in governing instead of leaving every choice to the governor.

Accept answers that connect limits on a ruler, agreement to govern for the common good, or consent of the governed to colonial self-government. For Part 3, look for a specific decision process, not just a list of historical ideas.