

On the occasion of HM Queen Elizabeth II's Diamond Jubilee visit to Wiltshire in May 2012

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An educational resource for 11 - 14 year olds

Magna Carta: Charter of Liberties

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Magna Carta: Charter of Liberties

Programme of Study

Foreword

Introduction and overview

Session 1 - Charter of liberties

Session 2 - 'Magna Carta for mankind'

Session 3 - 'The seed of liberty'

Session 4 - It's not fair

Session 5 - Worth fighting for

Session 6 - Making a stand

Booking a visit

Additional files (see folders on disc)

Guided reflections

**Useful resources: i) Resources for programme of study sessions 1 - 6
ii) Resources for guided reflections 1 - 6**

Magna Carta: Charter of Liberties

Foreword

Lord Denning, one of the foremost Judges of the twentieth century, described Magna Carta as the “greatest constitutional document of all times – the foundation of the freedom of the individual against the arbitrary authority of the despot”.

Magna Carta has had a resonance throughout the ages. It has had a direct impact on legal development and politics. It can be seen to have had an influence in the English Civil War, the United States Constitution and many of its tenets can be found in our Human Rights Act 1998 and in the legislation of many Commonwealth countries.

Whilst it has been modified and translated, some original clauses remain on the statute book. One is a particular favourite of mine - clause 40 in the Salisbury Charter “to none will we sell, to none will we deny, to none will we delay right or justice.” I quoted this recently when responding to a government consultation which sought to restrict legal aid to poorer citizens, on the basis that it was fundamentally wrong to have a system of justice to which only the richer had access.

The important thrust of Magna Carta is to establish that we are all subject to law, that justice must be accessible to all and that all are entitled to a fair trial.

Sadly these principles are still not a part of the laws of many countries and in my work as a Judge involved in the European Network of Judges’ Councils I am surprised by how many countries fail to secure basic legal rights for their citizens.

It is very important for these issues to be subject to debate and scrutiny. I welcome these resources which highlight the core qualities of the Charter and which will give a useful insight to young people into the need for justice and civil freedom in society today.

His Honour Judge Keith Cutler CBE
Resident Judge of Salisbury and Winchester
Lay Canon of Salisbury Cathedral

Magna Carta: Charter of Liberties

Programme of Study: Introduction

This programme of study explores the legacy of Magna Carta in today's justice system and in the recognition and defence of human rights. The main themes focus specifically on the Magna Carta articles which advocate fair trial and the immediate dispensing of justice and the role of Magna Carta as a forerunner of human rights activity and thinking. The six individual sessions for key stage 3 students are firmly rooted in the Citizenship curriculum and are designed to last between one and two hours each, with ideas for extension activities. Although a historical document, these sessions bring Magna Carta very much into the modern day, investigating how the issues it raises affect us all. Aspects of these actual lessons were exhibited by local secondary school students to Her Majesty Queen Elizabeth II and HRH the Duke of Edinburgh when they visited Salisbury Cathedral as part of the Diamond Jubilee celebrations in May 2012.

Overview

Programme of study	Theme	Key question
1) Charter of Liberties	the medieval idea of liberties	What difference did Magna Carta make?
2) 'Magna Carta for mankind'	liberties and Magna Carta today	Does Magna Carta make any difference today?
3) 'The seed of liberty'	the rise of human rights	How has the debate on human rights moved forward since Magna Carta? What comes next?
4) It's not fair	liberty and the individual on trial	How is liberty maintained in trial by jury?
5) Worth fighting for	liberty and its protection	How should we defend liberty?
6) Making a stand	liberty and responsibility	What responsibilities go with liberty?

Magna Carta: Charter of Liberties

Session 1 - Charter of liberties

Key question: What difference did Magna Carta make?	Theme: the medieval idea of liberties
Learning objectives: <ul style="list-style-type: none">• to find out what Magna Carta was and why it was written• to understand some of the political and social context of Magna Carta• to discover the importance of Magna Carta in establishing the idea of liberties• understand and explore the roles of citizens in holding those in power to account• make links between citizenship and history	QCA: Citizenship KS3 Democracy and justice: 1.1b, 1.1c, 1.1d Rights and responsibilities: 1.2a, 1.2b, 1.2c Critical thinking and enquiry: 2.1a Advocacy and representation: 2.2a Range and content: 3a Curriculum opportunities: 4g, 4j
Resources provided: 1.1 - diagram of feudal system, 1.2 - group privileges, 1.3 - image of Magna Carta, 1.4 - translation of Magna Carta	
Other resources required: images of medieval life	Key vocabulary: feudal system, monarchy, charter, liberty, article
Useful websites: British Library http://www.bl.uk/treasures/magnacarta/index.html BBC History http://www.bbc.co.uk/history/british/middle_ages/magna_01.shtml Salisbury Cathedral http://www.salisburycathedral.co.uk/history.magnacarta.php	

Magna Carta: Charter of Liberties

Session 1 - Charter of liberties - the medieval idea of liberties

Introduction

Present a possible scenario / range of scenarios eg message received from headteacher or principal that break is cancelled today and for the foreseeable future / the government has decided to pass a bill to severely restrict access to Facebook for under 18s / the police have the powers to forcibly disband groups of more than three 'youths' when in public spaces. What are the reactions? Why? Discuss the idea of liberties and freedom and that we take this concept for granted now but it has been a slow development over several hundred years. Explain that 1215 was a key point in the nation's struggle to promote liberties

Activity

- 1) The year is 1215. Show images of medieval life. Group students into seven different status groups: nobles, church, knights, merchants, craftsmen, farmers, serfs. Introduce briefly the idea of the feudal system (**resource 1.1**) Hand out to each group their description of the status quo. (**resource 1.2**)
- 2) In status groups, discuss and suggest i) the top three liberties which your group feels should be established and reasons why & ii) the best decision-making process and reasons why. Present to rest of class.
- 3) Vote for a final 'charter of liberties' which contains the three best individual liberties and two best new decision-making processes which seek to serve the most people. Discuss: are there inequalities in this? Do some groups miss out? How can you get round this? Is it satisfactory? Are some rights more important than others?
- 4) Look at image of an original Magna Carta (**resource 1.3**) and then at a translation of Magna Carta (**resource 1.4**). Point out key liberties: articles 1, 8, 12, 14, 20, 28, 35, 39, 40, 42. Compare with decisions made above.

Plenary

What difference did Magna Carta make in medieval times? Background info: Magna Carta only really affected the top strata of society as the bulk of it was relevant to 'free men' only. But Magna Carta was the first time that the power of the monarch was significantly curtailed and the first time that justice had been so clearly regulated. There was no concept at this time of human rights, but there were certainly principles being laid down through Magna Carta that would inform future structures for justice and decision-making at a national level which affect us all today.

Magna Carta: Charter of Liberties

Session 2 - 'Magna Carta for mankind'

Key question: Does Magna Carta make any difference today?	Theme: liberties and Magna Carta today
Learning objectives: <ul style="list-style-type: none"> • to investigate how Magna Carta still makes a difference today • explore different rights and how these affect both individuals and communities • understand governments have responsibilities to ensure rights are balanced and protected • undertake an enquiry into issues of counter-terrorism • analyse and evaluate sources used to question different viewpoints 	QCA: Citizenship KS3 Democracy and justice: 1.1b, 1.1c, 1.1d Rights and responsibilities: 1.2a, 1.2b, 1.2c Critical thinking and enquiry: 2.1a, 2.1b, 2.1c Advocacy and representation: 2.2a, 2.2b, 2.2c, 2.2d Range and content: 3a, 3b, 3c Curriculum opportunities: 4a, 4b, 4c, 4g
Resources provided: 2.1 - article 35, 2.2 - article 40, 2.3 - counter-terrorism bill statements	
Other resources required: pretend or real quantities of flour, 2 same amounts of money,	Key vocabulary: standardisation, counter-terrorism, bill, act, pre-charge detention, activist, advocacy, repeal
Useful websites: Home Office http://www.homeoffice.gov.uk/counter-terrorism/ Foreign and Commonwealth Office http://www.fco.gov.uk/en/global-issues/counter-terrorism-policy/ Counter-terrorism act 2007 - 2008 http://services.parliament.uk/bills/2007-08/counterterrorism.html	

Magna Carta: Charter of Liberties

Session 2 - 'Magna Carta for mankind' - liberties and Magna Carta today

Introduction

Illustrate the conditions prior to the article on standardisation of weights and measures in Magna Carta by arranging for two students to 'buy' a 1kg bag of flour from you. One student gets given a really large bag and the other a really small one in exchange for the same money. Discuss what has happened. Display article number 35 (**resource 2.1**) on standardisation of weights and measures.

Activity

1) Explain that though most of Magna Carta has been repealed (see http://en.wikipedia.org/wiki/Magna_Carta#Repeal_of_articles_of_the_Charter), there are some very important Magna Carta articles which have been absorbed into English law and remain in force now. One article in particular has remained a fundamental and potent principle of justice. Display article number 40 (**resource 2.2**) - not delaying or denying justice . Discuss what this means.

2) Introduce the Counter-Terrorism Bill and the detaining of suspects for a length of time without charge (pre-charge detention). This goes against the idea of dispensing justice quickly (Magna Carta article 40). In small groups, look at the different comments and viewpoints from human rights activists and politicians about detaining terror suspects in the UK. Put the comments into 'for' and 'against' detention without charge. (**resource 2.3**) Discuss: is there a conflict of rights? How do you balance the rights of victim and perpetrator?

3) Divide class into two with half the class each writing a short speech defending detaining without charge and the other half writing one against. Choose either the 42 day increase as the focus for debate or the current 28 days. Nominate spokespersons to give speeches followed by a free debate and end vote.

Plenary

Does Magna Carta make any difference today? Watch the resignation speech of David Davis ex MP in 2008 in his opposition to the detention of terrorist suspects for up to 42 days. <http://www.youtube.com/watch?v=LzpodjxmHLI>

The government was defeated in the House of Lords and so the Counter-Terrorism Bill pre-charge detention period remains at 28 days (<http://www.guardian.co.uk/commentisfree/libertycentral/2009/jan/19/counter-terrorism-act> for a concise record of the whole procedure)

Extension ideas

Research Eleanor Roosevelt's role in drafting the Universal Declaration of Human Rights, calling it a 'Magna Carta for mankind' / write a newspaper article or present a news report based on the 2007 story that the standard weight is getting lighter: <http://www.guardian.co.uk/science/2007/sep/13/1>

Magna Carta: Charter of Liberties

Session 3 - 'The seed of liberty'

<p>Key question: How has the debate on human rights moved forward since Magna Carta?</p>	<p>Theme: the rise of human rights</p>
<p>Learning objectives:</p> <ul style="list-style-type: none"> • to explore the legacy of Magna Carta in the development of human rights • consider how democracy, justice, diversity, tolerance, respect and freedom are valued by people with different backgrounds and traditions • engage with and reflect on different ideas, opinions, beliefs and values • express and explain their own opinions 	<p>QCA: Citizenship KS3</p> <p>Democracy and justice: 1.1b, 1.1c Rights and responsibilities: 1.2a, 1.2b, 1.2c Critical thinking and enquiry: 2.1a, 2.1b, 2.1c Advocacy and representation: 2.2a Range and content: 3a, 3e Curriculum opportunities: 4b, 4c, 4g, 4j</p>
<p>Resources provided: 3.1 - article 42, 3.2 - human rights excerpts, 3.3 - HM Queen</p>	
<p>Other resources required: vellum/parchment style paper, paints, gold pens, calligraphy pens, sealing wax</p>	<p>Key vocabulary: commemoration, sit-in, dignity, conscience, unalienable, suffragette</p>
<p>Useful websites:</p>	

Magna Carta: Charter of Liberties

Session 3 - 'The seed of liberty' - the rise of human rights

Introduction

Look at a picture of the memorial to the 'February One' individuals commemorating four young black Greensboro students who staged a sit-in when they were refused service in a whites-only cafe.

(info readily available on internet: <http://www.pbs.org/independentlens/februaryone/sitin.html>)

Activity

1) Look at article 42 of Magna Carta (**resource 3.1**) – In future it shall be lawful for any man to leave and return to our kingdom unharmed and without fear....Compare this with excerpts (**resource 3.2**) from five human rights speeches and writings which have followed on centuries later: Look at all the statements in groups and decide which is the most like (in spirit) article 42 of Magna Carta and explain why. Highlight where the talk is of rights and then where it is of responsibilities.

2) The Magna Carta was inscribed on the UNESCO 'Memory of the World' register in 2009 because of its worldwide importance. What do you think the world should remember? What do you think it sometimes forgets? Students to devise their own charter of five principles based on the above statements and articles about the freedom of the individual. Use vellum, calligraphy, illuminated letters, seals to decorate as required to make it look authentic.

Plenary

Look at what our own Queen said about Magna Carta (**resource 3.3**) and its influence on the rise of human rights. How has the debate on human rights moved forward since Magna Carta? What do you perceive as the state of human rights today? What should happen next?

Extension ideas

Create and perform a drama which plots the sequence of events following the February 1st demonstration in Greensboro / research work of suffragettes / revisit the speech by Martin Luther King - <http://www.youtube.com/watch?v=V57lotnKGF8> and analyse key phrases and delivery

Magna Carta: Charter of Liberties

Session 4 - It's not fair

Key question: How is liberty maintained in trial by jury?	Theme: liberty and the individual on trial
Learning objectives: <ul style="list-style-type: none">• to consider how the justice system affects the individual and their liberty• participate actively in different kinds of decision-making• to explore the role of law in maintaining order, weighing up what is fair and unfair	QCA: Citizenship KS3 Democracy and justice: 1.1a, 1.1b Rights and responsibilities: 1.2a, 1.2b, 1.2c Critical thinking and enquiry: 2.1a, 2.1b, 2.1c Advocacy and representation: 2.2a, 2.2c, 2.2d Range and content: 3a, 3b Curriculum opportunities: 4b, 4c, 4g
Resources provided: 4.1 - article 39, 4.2 - warm-up questions, 4.3 - sequence of trial, 4.4 - verdict card, 4.5 - trial transcript, 4.6 - extension discussion	
Other resources required: information on a current local trial, washing line & pegs	Key vocabulary: verdict, defendant, defence, arrest, prosecution, charge, jury, plea, solicitor, magistrate, crown court, custody, caseworker, referral, judge
Useful websites: Crime, justice and the law http://www.direct.gov.uk/en/crimejusticeandthelaw/index.htm Crown Prosecution Service http://www.cps.gov.uk/index.html Justice Dept http://www.justice.gov.uk/ Old Bailey http://www.oldbaileyonline.org/	

Magna Carta: Charter of Liberties

Session 4 - It's not fair - liberty and the individual on trial

Introduction

Find out information on a current trial locally and present to group. Against this, highlight article 39: no free man shall be seized or imprisoned etc.....
(resource 4.1) Is trial by jury the fairest way to decide guilt or innocence?

Activity

1) Opening questions - brief warm-up activity **(resource 4.2)**

2) How does a trial happen? What do they know already? Students in groups of 5 given set of cards and need to put sequence of trial events in order **(resource 4.3)**. Go through correct sequence with them. Then students add onto the sequence personnel names: defendant, prosecution lawyer etc

3) Introduce mock scenario of a trial. Tell the students that in their groups of five they will be reading the trial's transcript and acting as if they were the jury, weighing up the evidence as they go along and suggesting a verdict. Groups given one part of the trial at a time: they read each part of the transcript and spend two minutes debating each section. A spokesperson places the group's verdict card **(resource 4.4)** where they agree is appropriate along the 'washing line' (scale runs from guilty to not guilty). Use different coloured verdict cards for different groups. After debating each new section of the trial, the verdict is moved along the line accordingly. 12 sections in total. **(resource 4.5)**

4) Discuss final verdicts. Is there bias here? How do you avoid bias?

Plenary

How is liberty maintained in trial by jury? So does trial by jury work as a system? What are the advantages/disadvantages?

Extension ideas

Further discussion points **(resource 4.6)** – eg how would the victim and defendant feel if there was no jury? / look at website: <http://www.oldbaileyonline.org/> and investigate the outcome of a trial from history

Magna Carta: Charter of Liberties

Session 5 - Worth fighting for

Key question: How should we defend liberty?	Theme: liberty and its protection
Learning objectives: <ul style="list-style-type: none">• to explore the question of liberty in our society and in societies across the world• to understand the role of armed forces in protecting and defending liberty• explore the role of law in maintaining order and resolving conflict• investigate strategies for handling local and national disagreements and conflicts	QCA: Citizenship KS3 Democracy and justice: 1.1b, 1.1c, 1.1d Rights and responsibilities: 1.2a, 1.2b, 1.2c Critical thinking and enquiry: 2.1a, 2.1b, 2.1c Advocacy and representation: 2.2a Range and content: 3a, 3b, 3e, 3f Curriculum opportunities: 4b, 4c, 4g
Resources provided:	
Other resources required: images of summer riots 2011, large sheets of paper, marker pens	Key vocabulary: society, responsibility, authority, accountability, defence, negotiation, anarchy, lawlessness, law enforcement, rebellion, democracy
Useful websites: United Nations http://www.un.org/en/ Ministry of Defence http://www.mod.uk/DefenceInternet/Home/	

Magna Carta: Charter of Liberties

Session 5 - Worth fighting for - liberty and its protection

Introduction

Show a range of images of the summer riots of 2011. The TV historian and presenter Dan Snow accosted a looter and pinned him to the ground whilst he waited for the police to arrive. Whose human rights was he defending?

Activity

- 1) Divide students into groups of about 4 or 5. On a large piece of paper and using marker pens, students are to divide the paper in two and on the left hand side put 'Who?' and on the right 'How?'
- 2) Who is responsible for defending our human rights? eg society as a whole, UN, armed forces, individuals, police, governments, families....Add as many as they can think of in a list below 'Who?' Share with the class.
- 3) How do we go about defending human rights? eg making laws, living by example, by force, negotiation... Share with the class
- 4) Now join up the two lists with a line matching the 'Who' with one or more of the 'How'. Discuss - which ways are the best/most effective and why?
- 5) In groups, create a 'universal' statement which then defines who and how liberty should be defended. *Eg The defence of liberty is something which each of us should strive for as individuals but also as societies and nations, as much as possible in peaceful ways, for the betterment of all mankind.* Present groups' statements to rest of class.

Plenary

In World War I, military and civilian casualties totalled over 35 million. Is it justified to use force in such a way to defend human rights?

Extension ideas

Research current actions such as the war in Afghanistan, the fight against Somali pirates, the Arab Spring or the Syrian uprising - investigate the human rights which are at stake, who is defending them and how and the consequences for the different parties involved - perhaps even do a comparison between the conflicts and identify the similarities/differences.

Magna Carta: Charter of Liberties

Session 6 - Making a stand

Key question: What responsibilities go with liberty?	Theme: liberty and responsibility
Learning objectives: <ul style="list-style-type: none">• to explore current issues which threaten liberty• to understand the role of citizens and parliament in holding those in power to account• investigate actions that individuals, groups and organisations can take to influence others• communicate and justify an argument persuading others to support them	QCA: Citizenship KS3 Democracy and justice: 1.1b, 1.1c, 1.1d Rights and responsibilities: 1.2a, 1.2b, 1.2c Critical thinking and enquiry: 2.1a, 2.1b, 2.1c Advocacy and representation: 2.2a, 2.2b, 2.2c Range and content: 3a, 3e, 3f Curriculum opportunities: 4a, 4c, 4g
Resources provided: 6.1 - comparison, 6.2 - Salisbury Cathedral images, 6.3 - case studies	
Other resources required: images of a current human rights demonstration, Universal Declaration of Human Rights	Key vocabulary: human rights abuse, demonstration, campaign, advocate
Useful websites: Amnesty International UK http://www.amnesty.org.uk/ Burma Campaign UK http://www.burmacampaign.org.uk/ Liberty http://www.liberty-human-rights.org.uk/index.php Justice http://www.justice.org.uk/	

Magna Carta: Charter of Liberties

Session 6 - Making a stand - liberty and responsibility

Introduction

Introduce an example of people making a stand for a human rights issue eg Burma annual human rights demonstration in London. Why do people do it? What do you feel strongly about that you would make a public stand?

Activity

1) Human rights – what are they? Brainstorm – students to try to list 15 of them. Check with United Nations list.

<http://www.un.org/en/documents/udhr/>

2) Compare Universal Declaration of Human Rights and Magna Carta articles - pair up matching articles. Is it possible to see a link between these?
(resource 6.1)

3) So what can happen when human rights are abused? Who does anything about it? Explain work of groups such as Liberty, Justice and in particular Amnesty International (AI) - display image of Amnesty candle and Prisoners of Conscience window at Salisbury Cathedral **(resource 6.2)**

4) Enquiry - using a range of case studies from AI. All students select one each, study the information and draw out the particular human rights abuses it highlights. Find a partner and discuss each person's case and decide to proceed with just one. This pair then joins another pair and reviews the chosen cases and decides to proceed on just one case. As a four, report back to whole group which was chosen and why they chose that above the others and how it refers to Magna Carta **(resource 6.3 - cases correct for April 2012)**

Plenary

How is responsibility linked to liberty? Can you have liberty with no responsibility? Whose responsibility is it to make a stand? What if it doesn't affect us directly?

Extension ideas

Devise illustrated group presentations with images, music etc / write a campaign letter to the relevant government official (information on the AI website) / prepare as a class a term's worth of 5 minute thoughts-for-the-day based on a human rights organisation's work and their current cases for other year groups or tutor groups / create large-scale placards or artwork highlighting a case

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Salisbury Cathedral's Magna Carta is only one of four surviving original copies from 1215.

Salisbury Cathedral offers tailor-made citizenship, RE, history, art and cross-curricular visits for secondary school students in all key stages. For further information or to book a visit please contact the Education Centre on 01722 555180 or email: education@salcath.co.uk

www.salisburycathedral.org.uk

