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Colonial America & Our Founding Documents

John Laymon III
Trinity University

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Colonial America & Our Founding Documents

Grade Level: 11th Grade

Subject/Topic Area(s): U.S History Regular Class or MYP IB Class

Designed By: John F. Laymon III

Time Frame: First unit at the start of the school year

School District: Houston Independent School District

School: M. B Lamar IB World School

School Address and Phone: 3325 Westheimer Rd Houston, TX 77098 (713) 522-5960

Brief Summary of Unit (Including curricular context and unit goals):

This unit was designed to cover the new STAAR TEKS for U.S History including the “Celebrate Freedom Week” TEKS and the Introductory TEKS for U.S History.

By covering these TEKS at the start of the year students can get a refresh from 8th grade History, if they still remember 8th grade U.S History. By front loading these TEKS early on instead of reviewing these TEKS before STAAR testing, students will have more time to review Colonial America, the American Revolution, our founding documents. This unit will provide a foundation for the rest of the year allowing U.S History to be taught in a chronological order instead of skipping our founding documents, the American Revolution, and quickly reviewing those later in the year.

By understanding the formation of our nation and its founding documents students will be able to understand the role the individuals play in our constitutional republic and how historical events developed as a result of or in correlation with the apparatus of our society these founding documents have created.

UbD -Colonial America & Our Founding Documents

Stage 1 – Desired Results					
<p>USH Intro 7 The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution,</p> <p>USH Intro 8 B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness-- That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."</p> <p>(8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents. -USH 1 (1) History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:</p> <p>(A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence;</p>	Transfer				
	<p><i>Students will independently use their learning to...</i></p> <ul style="list-style-type: none"> -Work with collaborative groups to analyze the meaning and intentions in our founding documents -Collaborate with peers and make a individualized tangible product that will demonstrate understanding of our founding documents and the contributions of our founding fathers -Analyze and compare the benefits of living in a constitutional republic compared to other forms of society with other peers 				
	Meaning				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;">Understandings</th> <th style="width: 50%; text-align: left;">Essential Questions</th> </tr> </thead> <tbody> <tr> <td> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> -The founding documents not only declared our independence from Britain but were specifically created to protect against injustices and violation of rights like those practiced by the British on the colonists -The Constitution is the law for the country and distributes the government's power across three branches to ensure the government is monitored to run in the best interest of the public. -The Bill of Rights was created to put restraints on the power the government has over individuals and to protect individuals unalienable rights. -Understand that America is a <i>constitutional republic</i> what a constitutional republic means and the role of an individual in a constitutional government as compared to other types of governments. </td> <td> <ul style="list-style-type: none"> -What are the unalienable rights outlined in the declaration of independence? Why might the founding fathers feel these specific rights are the most important rights to protect? What rights would you fight for? -How are checks placed on the government in the constitution to prevent corruption and to make sure the government is run by the people and for the people? -How did our founding fathers ensure the protection of individual's unalienable rights and what rights are protected in the Bill of Rights? -How does a constitutional republic try to represent the will of every individual? </td> </tr> </tbody> </table>	Understandings	Essential Questions	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> -The founding documents not only declared our independence from Britain but were specifically created to protect against injustices and violation of rights like those practiced by the British on the colonists -The Constitution is the law for the country and distributes the government's power across three branches to ensure the government is monitored to run in the best interest of the public. -The Bill of Rights was created to put restraints on the power the government has over individuals and to protect individuals unalienable rights. -Understand that America is a <i>constitutional republic</i> what a constitutional republic means and the role of an individual in a constitutional government as compared to other types of governments. 	<ul style="list-style-type: none"> -What are the unalienable rights outlined in the declaration of independence? Why might the founding fathers feel these specific rights are the most important rights to protect? What rights would you fight for? -How are checks placed on the government in the constitution to prevent corruption and to make sure the government is run by the people and for the people? -How did our founding fathers ensure the protection of individual's unalienable rights and what rights are protected in the Bill of Rights? -How does a constitutional republic try to represent the will of every individual?
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Acquisition		
<p>(B) analyze and evaluate the application of these founding principles to historical events in U.S. history; and</p> <p>(C) explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr.</p> <p style="text-align: center;">USH 22</p> <p>(22) Citizenship. The student understands the concept of American exceptionalism. The student is expected to:</p> <p>(A) discuss Alexis de Tocqueville's five values crucial to America's success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez-faire;</p> <p>(B) describe how the American values identified by Alexis de Tocqueville are different and unique from those of other nations; and</p>	<p>Knowledge <i>Students will know...</i></p> <p>-Constitutional Vocabulary Terms (unalienable, declaration, etc.)</p> <p>-The colonists had reasons that caused them to declare independence from Britain (-Why did colonists want to break away from the mother country Britain?)</p> <p>-Unalienable rights are universal "individual rights" that most societies feel the need to preserve (-What are unalienable rights and how were the colonists unalienable rights violated by the British?)</p> <p>-Individuals (our founding fathers) had to stand up with courage to go against the British and prove to other colonists the need to form a constitutional republic (-What contributions did our founding fathers make in the founding documents, what was their reasoning to advocate for a constitution.)</p> <p>-The Constitution is the law of the land that details every duty and power of the government. (-How does the Constitution provide instructions for how the government should operate?)</p> <p>-Key individuals involved in composing our founding documents and their contributions</p> <p>-Issues that caused the formation of our founding documents</p> <p>-Issues that lead to the American Revolution</p> <p>-How other people in the world viewed Early America & following terms by Alexis de Tocqueville: liberty, egalitarianism, individualism, populism, and laissez-faire</p>	<p>Skills <i>Students will be able to...</i></p> <p>-identify the full text of the first three paragraphs of the Declaration of Independence and practice memorization by composition of the text</p> <p>-analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights breaking down how each document affects their personal lives through writing and an arts and craft product</p> <p>-analyze the role and individual plays in a constitutional republic</p> <p><u>Possible Analytical Questions:</u></p> <p>-What role does an individual play in making sure a constitutional republic is operating in that individual's best interest?</p> <p>-How do individuals have more freedom in a constitutional republic compared to other forms of government?</p> <p>-work with collaborative groups to present their understanding, analysis, and findings with an individual hands-on craft project</p>

Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	<i>Students will show their learning by...</i>
	-Completion of four parts of mobile with demonstrations serving as evaluative points	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Creating a four part hanging mobile that illustrates their understanding and analysis of:</p> <p>1.) Reasons to Create a New Nation: What are unalienable rights and how were the colonists unalienable rights violated by the British? (at least two examples)</p> <p>2.) The Constitution: (Three demonstrations) -How does the Constitution provide instructions to operate our government in a way to promote the best interest of the people? -What powers does each branch of government have? -How does each branch of government “check” the other branch of government</p> <p>3.) Bill of Rights: (Two demonstrations) -Why did the founding fathers include a Bill of Rights in the Constitution? -After analyzing the Bill of Rights, what right do you find most important and why?</p> <p>4.) Alexis de Tocqueville & our Success as Constitutional Republic:(Two demonstrations) -What does each of de Tocqueville’s five values- liberty, egalitarianism, individualism, populism, and laissez-faire mean? -How do and how can individuals operate with at least two of the values in our constitutional republic.</p> <p>-----</p> <p>Other Evidence (e.g., formative)</p> <p>Aside from working in collaborative groups to create their performance task students will complete a unit guide individually with their text to help acquire and analyze each standard objective.</p> <p>There will be a short answer unit quiz to assess student understanding for each established goal (standard).</p>

Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment
	<p style="text-align: center;"><i>How will you check students’ prior knowledge, skill levels, and potential misconceptions?</i></p> <p>-Department wide pre-assessment to understand what students know about U.S History -Possible questionnaire using essential questions for unit</p>

	<p>Learning Activities: Outside of Class</p> <p>-Working individually at home and during granted class time on a unit guide that corresponds and breaks down their history text in aligning with state standards</p> <p>90 Minute Class Period The following Unit is designed for a 90 minute class period but can be divided up for two 45 minute class periods</p>	<p>Progress Monitoring (e.g., formative data)</p> <p>Allow in-class time for HW, HW checks, teacher walks around and signs and dates progression on student's HW, teacher asks if student needs help with any questions</p>
AMT		
AM	<p>-As a guiding question or "hook" students will be asked an essential question: Think about all the rights you have as a person, what right would you fight to keep if all your rights were taken away? For acquisition students will be provided with direct instruction over Colonial America to front load that topic along with the rights of the colonists the British infringed upon with specific actions like the Stamp Act, the forced housing of British troops, and taxation without representation.</p>	<p>Ask students questions, possible socratic questions to have them relay what was taught. Make sure students are following along and taking notes</p> <p>Socratic questioning</p>
AM	<p>-Direct Instruction will also be provided for colonists' rebellion (Boston Tea Party, etc.) and with department head permission display of school-friendly clips from the Patriot that visually demonstrate colonists' rebellions. Direct instruct the American Revolution briefly and ask students why Americans were rebelling to check their understanding.</p>	<p>Walk around and monitor groups, ask them the analytical questions and help any students that need assistance</p>
AM	<p>-Students work in collaborative groups to analyze the Declaration of Independence with analytical questions students can JIGSAW. Focus the questions on reasons why colonists Declared Independence. What are the unalienable rights outlined in the declaration of independence?</p>	<p>Call on students that have not participated so far</p>
M	<p>-Classroom discussion over unalienable rights and why these rights were decided to be "unalienable" by the founding fathers (chalk talk possible)</p>	
AM	<p>-Transition into the next founding document. Ask the students "what is a constitution"? "Why do we need a constitution? (directions to operate the government)</p>	<p>Walk around and monitor students, help students analyze the constitution</p>
AMT	<p>-Have students work in collaborative groups to detail each branch of government and the responsibilities of each branch of government by looking at the constitution in the textbook (possible triad). Have a possible grid or chart where students have to list at least 3-5 responsibilities of each branch.</p>	<p>Walk around and monitor students, help students analyze the handout</p>
AM	<p>-With the Constitution and a checks and balances handout (attached), have students analyze in collaborate groups at least one way each branch of government checks another branch, this could also be apart of the grid (attached)</p>	<p>Socratic questioning of groups, call on students that have not participated so far</p>
MT	<p>-Chalk talk: each group must give a different responsibility for a branch of government. Each group should be able to provide one way a branch checks another branch. How are checks placed on the government in the constitution to prevent corruption and to make sure the government is run by the people and for the people?</p>	<p>Monitor pairs and help pairs that need assistance</p>
M	<p>-Revisit and check for understanding: Classroom discussion of rights that were violated by the British, possible list..</p>	<p>Perform a thumb check to see if students understand performance task directions</p>
MT	<p>-Think-Pair-Share or group discussion of the Bill of Rights, have students focus on a right they find to be most important, why is that right most important to them?</p>	

<p>CODE (A, M, T)</p>		<p>Progress Monitoring (e.g., formative data)</p>
<p>M</p>	<p>-How did our founding fathers ensure the protection of individual's unalienable rights and what rights are protected in the Bill of Rights?</p> <p>-Possibly pause and move into performance task then address the next learning activity to help complete step 4 of the performance task - I feel that by pausing and letting students demonstrate what they have learned so far about the creation of the founding documents they will be able to make that knowledge more concrete before moving onto analyzing Alexis de Tocqueville's five values.</p>	<p>Ask socratic questions, make sure students are actively taking notes they will need to use them for their collaborative task</p>
<p>AM</p>	<p>-Direct Instruction over Alexis de Tocqueville's five values crucial to America's success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez-faire;. Provide students with easy-to understand terms.</p>	<p>Walk around and make sure teams are helping one another.</p>
<p>M</p>	<p>With these terms students can then finish the fourth part of the performance task : -What does each of de Tocqueville's five values- liberty, egalitarianism, individualism, populism, and laissez-faire mean?</p>	
<p>MT</p>	<p>-How do and how can individuals operate with at least two of the values in our constitutional republic.</p>	

Follow along with the lecture to complete the notes below:

-The first British Colony in North America was _____, Virginia established in 1607. The British made money growing _____ in Virginia where climate on plantations made it possible to grow a lot of tobacco. In the 1620s a group of Puritans, the _____, fled England to come to North America for _____ freedom. The Pilgrims formed the colony Plymouth in Massachusetts. The Pilgrims formed a document known as the _____ that established a **self-governing** colony. They still followed British law but the males of the church decided the laws and rules the colonists had to follow.

-After the French and _____ War in 1763 the British tried to make money off of the colonists to pay for the war. The British quickly put _____ on food items like sugar, molasses, and other items entering the colonies and this increase in prices quickly angered colonists.

The colonies did not have a _____ in British parliament so the colonists had _____ when the British made laws.

-What do you think the parliament does?

-Why are the colonists in America upset with the British?

The Colonists were upset that they had to pay _____ but had _____ in any of the laws that were made over them. "Taxation without _____."

The **Stamp Act** puts a tax on:

Angry colonists _____ and formed groups like the _____ under Samuel Adams.

-What does it mean to boycott something?

Parliament then passed the _____ in 1773. Angry they had to pay more for _____ colonists boarded three ships at night and threw 342 chests of tea into the _____ Harbor. This later became known as the Boston _____.

In response Parliament passed the _____

-What did the Intolerable Acts do?

-Colonists were British citizens, how might they feel that they are being treated unfairly by the British parliament compared to their families back in Britain?

In 1774 the First _____ meets to discuss how to rebel against the British.

The first battle breaks out at _____ & Concord.

Patrick Henry made a speech and declared, "_____!" and

Thomas Paine wrote a famous pamphlet "Common Sense" calling for the end of _____.

The Continental Congress worked together and had _____ draft the Declaration of Independence which was approved on July _____.

-When did we declare our independence from England?

-What three things did the Declaration of Independence say we had the right to?

With your group look at page 24 & 25 to answer the following questions about the Declaration of Independence :

1. What are the unalienable rights congress says a government should not violate?

2. What right do the people have if the government violates these rights?

3. With your group work together and come up with at least four ways the King of England has violated the rights and liberties of the British colonists.

1.

2.

3.

4.

Classroom Discussion:

-What are the unalienable rights in the Declaration of Independence, that a government should not violate?

-Why do you think these rights were decided to be “unalienable” by the founding fathers?

What is a Constitution? Why are Constitutions important?

In the grid below list **at least four** responsibilities each branch of the federal government carries out

Executive (President)	Legislative (Congress)	Judicial (Supreme Court)

Looking at the Checks & Balances handout detail three ways that the branches of government “check” one another.

- 1.
- 2.
- 3.

In order to prevent the new government from ever violating a citizen’s rights again, some of our founding fathers said that they would only support the constitution if it included a protection of rights or a _____.

Look at the Bill of Rights, pick one right that you feel is the most important. If all the other protections were taken away why would you keep the one you picked?

What would happen that amendment was taken away?

Alexis de Toqueville, a french scholar, wrote “Democracy in America,” detailing five values he felt were crucial if America was to succeed as a **constitutional republic**.

1. Liberty:
2. Egalitarianism:
3. Individualism:
4. Populism:
5. Laissez-faire:



Social Studies help for American History, Economics and AP Government. There are class notes, numerous Supreme Court case summaries and information on how to write a research paper inside.

[American History Topics](#)

[American History Lessons](#)

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How does our system of checks and balances help protect our rights?

As we have already seen our Constitution is very much a reaction to the events that came before it. Our founding fathers had several goals, foremost among those goals was to avoid tyranny. In order to do this several different systems were set up to prevent the abuse of power. Federalism was one of these systems. Federalism was designed to balance the power of the national and State governments and thus limit the powers of the national government. Jefferson and others were convinced that state government was closer to the people and thus more democratic.

Another system that was developed was the system of checks and balances. Checks and balances, or the separation of powers, is based upon the philosophy of Baron de Montesquieu. In this system the government was to be divided into three branches of government, each branch having particular powers.

RESOURCES

[Social Studies Help Center](#)

[American History](#)

[Economics](#)

[AP Government](#)

[Participation in](#)

[Government](#)

[The Supreme Court](#)

[Research Papers](#)

[Links Pages](#)

[Rubrics](#)

[Technology Integration](#)

SITEMAP

[Social Studies Sitemap 1](#)

[Social Studies Sitemap 2](#)

[Social Studies Sitemap 3](#)



[Additional Resources](#)

Legislative Branch	Makes the laws
Executive Branch	Enforces and carries out the laws.
Judicial Branch	Interprets the laws

Not only does each branch of the government have particular powers each branch has certain powers over the other branches. This is done to keep them balanced and to prevent one branch from ever gaining too much power. For example:

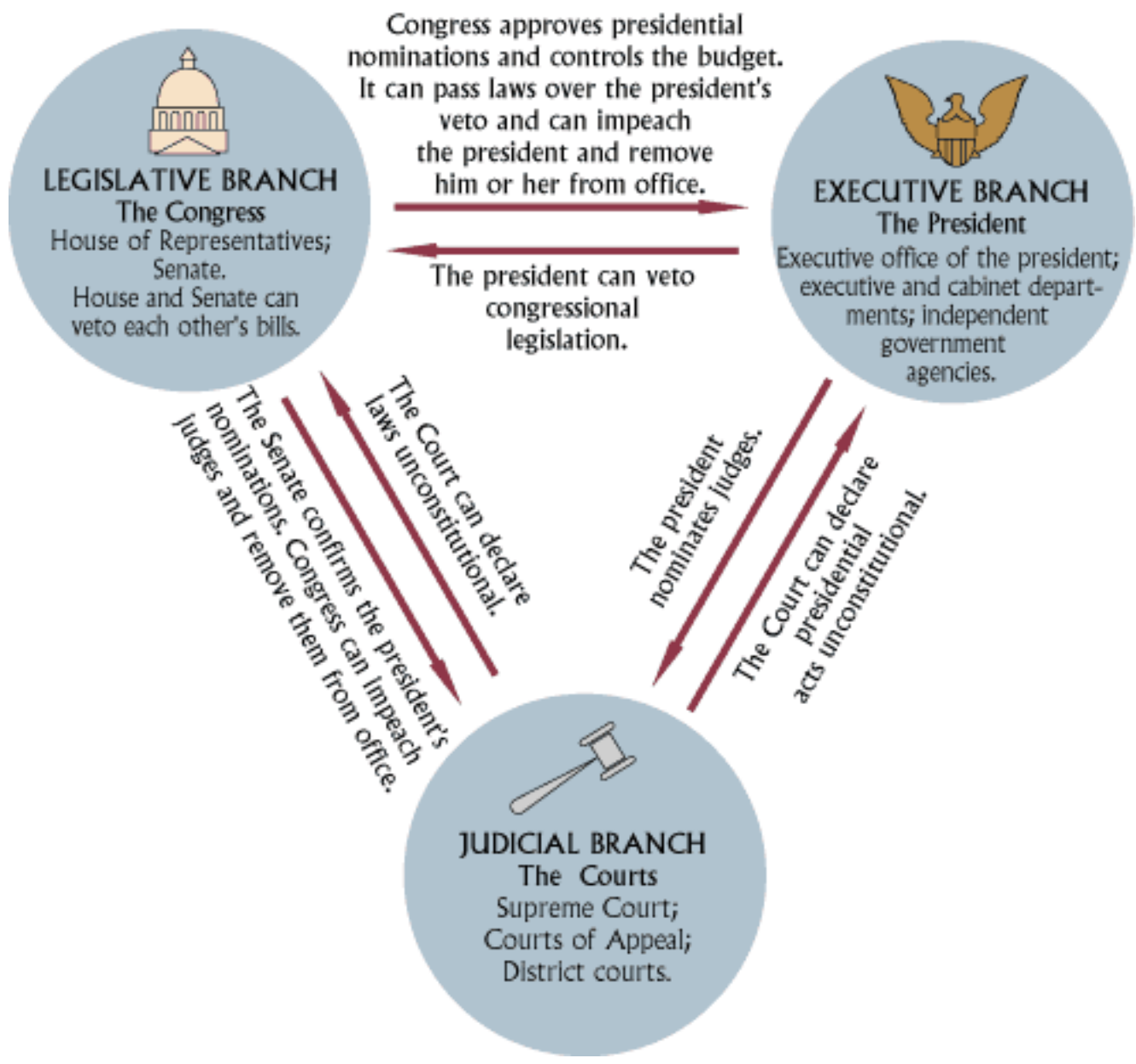
Congress may pass laws.....but the President can veto them.

The President can veto laws.....but Congress can override the veto with a 2/3 vote.

The President and Congress may agree on a law.....but the Supreme Court can declare a law unconstitutional.

The President can appoint Judges and other government officials.....but Senate must approve them.

Supreme Court judges have life terms.....but they can be impeached .



0.5 Colonial America & Our Founding Documents Mobile Performance Task & Rubric

To demonstrate your understanding you will create a mobile. Take a sheet of paper and using a pencil divide the paper into four equal parts you will cut apart from one another. For each cut piece of paper you must dedicate that paper to one of the following topics below (1-4). Use your notes, use colors or markers and be creative. You will be graded based on the following rubric after the instructions.

1.)Reasons to Create a New Nation: What are unalienable rights and how were the colonists unalienable rights violated by the British? (at least two examples)

2.) The Constitution: (Three demonstrations)

- How does the Constitution provide instructions to operate our government in a way to promote the best interest of the people?
- What powers does each branch of government have?
- How does each branch of government “check” the other branch of government

3.)Bill of Rights: (Two demonstrations)

- Why did the founding fathers include a Bill of Rights in the Constitution?
- After analyzing the Bill of Rights, what right do you find most important and why?

4.) Alexis de Tocqueville & our Success as Constitutional Republic:(Two demonstrations)

- What does each of de Tocqueville’s five values- liberty, egalitarianism, individualism, populism, and laissez-faire mean?
- How do and how can individuals operate with at least two of the values in our constitutional republic.

	<u>Reasons to Create a New Nation</u>	<u>The Constitution</u>	<u>Bill of Rights</u>	<u>Alexis de Tocqueville & our Success as Constitutional Republic</u>
	Yes=2, Somewhat =1, No=0			
Completed Demonstrations?				
Understand the concept well?				
Creative/Quality				
Total Pts.				
Combined Total ____/24 = ____/100 or IB Scale =____/8				

MTA Scripting for Houston ISD Collaborative Following M.B Lamar IB World School Learning Cycle

Guiding Question/Hook:

Think about all the rights you have as a person, what right would you fight to keep if all your rights were taken away?

CFU:

Allow students time to share the rights they would fight for.

Instructional Activity A:

Direct Instruction with fill in notes for Colonial America.

The first British Colony in North America was Jamestown, Virginia established in 1607. The British made money growing tobacco in Virginia where climate on plantations made it possible to grow a lot of tobacco. In the 1620s a group of Puritans, the Pilgrims, fled England to come to North America for religious freedom. The Pilgrims formed the colony Plymouth in Massachusetts. The Pilgrims formed a document known as the Mayflower Compact that established a self-governing colony. They still followed British law but the males of the church decided the laws and rules the colonists had to follow. The church had a strong control over the rules individuals had to follow in the Northern or New England colonies.

During the 1700s the British and French spent a lot of money fighting over land in Canada. After the French and Indian War in 1763 the British tried to make money off of the colonists to pay for the war.

The British quickly put taxes on food items like sugar, molasses, and other items entering the colonies and this increase in prices quickly angered colonists.

The colonies did not have a representative in British parliament so the colonists had no voice when the British made laws.

CFU

Inquiry: What do you think the parliament does? [Makes laws]

Why are the colonists in America upset with the British? [British are taxing them, taxation w/out representation]

Instructional Activity A Cont.

The Colonists were upset that they had to pay taxes but had no say in any of the laws that were made over them. "Taxation without representation." No one was representing their voice in the British parliament.

In 1765 the parliament passed another tax the Stamp Act. The stamp act puts a tax on all printed items like newspapers, legal documents, even poker cards. Angry colonists boycotted and formed groups like the Sons Of Liberty under Samuel Adams.

CFU

Have any of you seen Samuel Adams anywhere else?

What does it mean to boycott something?

Instructional Activity A Cont.

Samuel Adams and the Sons of Liberty tried to pass their own law saying they didn't have to follow the Stamp Act. The British refused and sent in troops, the redcoats to make sure the colonists paid their taxes.

Parliament then passed the Tea Act in 1773, the British Colonists like their tea, they drank it everyday at tea time, it was like water for them. Angry they had to pay more for tea colonists boarded three ships at night and threw 342 chests of tea into the Boston Harbor. This later became known as the Boston Tea Party.

In response Parliament passed the Intolerable Acts closing the port of Boston to trade, the Puritans could no longer govern themselves but officials were sent from Britain to keep control on the colonies, citizens were limited from traveling long distances, and people were forced to house and feed the redcoats.

CFU

What did the Intolerable Acts do?

Colonists were British citizens, how might they feel that they are being treated unfairly by the British parliament compared to their families back in Britain?

Instructional Activity A Cont.

In 1774 the First Continental Congress meets to discuss how to rebel against the British. In 1775 Britain sends more troops in to overthrow the rebellion. Paul Revere notifies the colonists that the British are coming and the first battle breaks out at Lexington & Concord. The Continental Congress meets again and decides to form the Continental Army choosing George Washington as the commander.

Colonists believed that the British had violated their rights as British citizens. Patrick Henry made a speech and declared, "give me liberty or give me death!" and Thomas Paine wrote a famous pamphlet "Common Sense" calling for the end of British rule. The Continental Congress worked together and had Thomas Jefferson draft the Declaration of Independence which was approved on July 4, 1776.

Watch the following clip from School House Rock on the Declaration of Independence (<http://www.youtube.com/watch?v=vrSeCYSnj5Y>)

CFU

When did we declare our independence from England?

What three things did the Declaration of Independence say we had the right to?

Student Guided Practice A

-Students work in collaborative groups to analyze the Declaration of Independence with analytical questions students can JIGSAW with the questions on the student handout.

CFU

-What are the unalienable rights in the Declaration of Independence, that a government should not violate?

-Why do you think these rights were decided to be “unalienable” by the founding fathers?

Instructional Activity B

Pose these questions for classroom discussion: “What is a constitution”? “Why do we need a constitution?”

Explain to students if they did not provide a solid answer that the constitution is the law for our country and details how our government should operate.

Student Guided Activity B

Have students work in collaborative groups to detail each branch of government and the responsibilities of each branch of government by looking at the constitution in the textbook (possible triad). Have a possible grid or chart where students have to list at least 3-5 responsibilities of each branch.

CFU

Randomly call on students at each group to provide one responsibility for a branch of government. ie: “Tommy- According to the Constitution what is one responsibility of the legislative branch?”

Student Guided Activity C

With the Constitution and a checks and balances handout (attached), have students analyze in collaborate groups at least one way each branch of government checks another branch.

CFU

Randomly call on students either using popsicle sticks or by any other random method to answer how one branch of government checks another branch of government. Allow for more answers after asking three students. OR You can do a Chalk talk: each group must give a different responsibility for a branch of government. Each group should be able to provide one way a branch checks another branch. (write these items down on

the whiteboard OR groups can answer back by holding up their own whiteboards or paper with the answer on the paper for other groups to see.

Instructional Activity C

Now that we have discussed the Declaration of Independence, and the Constitution let's revisit some of the reasons why we Declared Independence and formed our government based off of a constitution.

Let's list some rights of the Colonists the British violated (write rights down for class display, remind students that they can look at the beginning of their notes to refresh on the actions the British took against the colonists.)

In order to prevent the new government from ever violating a citizen's rights again, some of our founding fathers said that they would only support the constitution if it included a protection of rights or a Bill of Rights.

Independent Practice or Student Guided Activity D

Independently or using Think-Pair-Share, have students look at the Bill of Rights and focus on a right they find to be most important, why is that right most important to them? If they had to choose one right to preserve why would it be that one? What would happen if that right was taken away?

CFU

Ask students to volunteer their responses:

-Look at the Bill of Rights, pick one right that you feel is the most important. If all the other protections were taken away why would you keep the one you picked?

-What would happen that amendment was taken away?

-How did our founding fathers ensure the protection of individual's unalienable rights and what rights are protected in the Bill of Rights?

Independent Practice

-Possibly pause and move into performance task then address the next learning activity to help complete step 4 of the performance task - I feel that by pausing and letting students demonstrate what they have learned so far about the creation of the founding documents they will be able to make that knowledge more concrete before moving onto analyzing Alexis de Tocqueville's five values.

Have materials managers at each table grab a sheet of paper for each person, scissors, & one hole puncher.

Provide students with an instruction sheet, model these instructions, and display a slide with the following:

Using a sheet of paper you will divide that sheet of paper into four parts creating a four part hanging mobile that illustrates their understanding and analysis of:

1.)Reasons to Create a New Nation: What are unalienable rights and how were the colonists unalienable rights violated by the British? (at least two examples)

2.) The Constitution: (Three demonstrations)

-How does the Constitution provide instructions to operate our government in a way to promote the best interest of the people?

-What powers does each branch of government have?

-How does each branch of government “check” the other branch of government

3.)Bill of Rights: (Two demonstrations)

-Why did the founding fathers include a Bill of Rights in the Constitution?

-After analyzing the Bill of Rights, what right do you find most important and why?

4.) Alexis de Tocqueville & our Success as Constitutional Republic:(Two demonstrations)

-What does each of de Tocqueville’s five values- liberty, egalitarianism, individualism, populism, and laissez-faire mean?

-How do and how can individuals operate with at least two of the values in our constitutional republic.

If you are pausing to do part 4, tell students not to worry about part four yet but to do their first three panels with their notes. They can work together if you choose to allow them to but each student should be encouraged to create their own mobile to demonstrate their understanding. -You can require students to add imagery and graphics to each panel if they choose to do so, you can also include a creativity requirement in the rubric.

Explain the rubric to students and allow them to begin.

CFU

Walk around the room and check for student understanding. Provide students with ribbon when they are complete. If you are running out of time you can continue this activity next class period.

Instructional Activity

Provide students with notes on Alexis de Toqueville.

Alexis de Toqueville, a french scholar, wrote “Democracy in America,” detailing five values he felt were crucial if America was to succeed as a constitutional republic.

1. Liberty- freedom from arbitrary government control
2. Egalitarianism- belief in equality; there is no permanent class structure
3. Individualism- people are free to pursue their individual goals
4. Populism- the law is made for/has an appeal to ordinary people

5. Laissez-faire- government is “hands off”

Have students finish the final and fourth part of their mobile. Instruct them on how to use ribbon and a hole punch at the top in the center to string their mobiles together. Have them keep their notes or you can use their notes as a completion grade or in addition to the performance task grade.

CFU

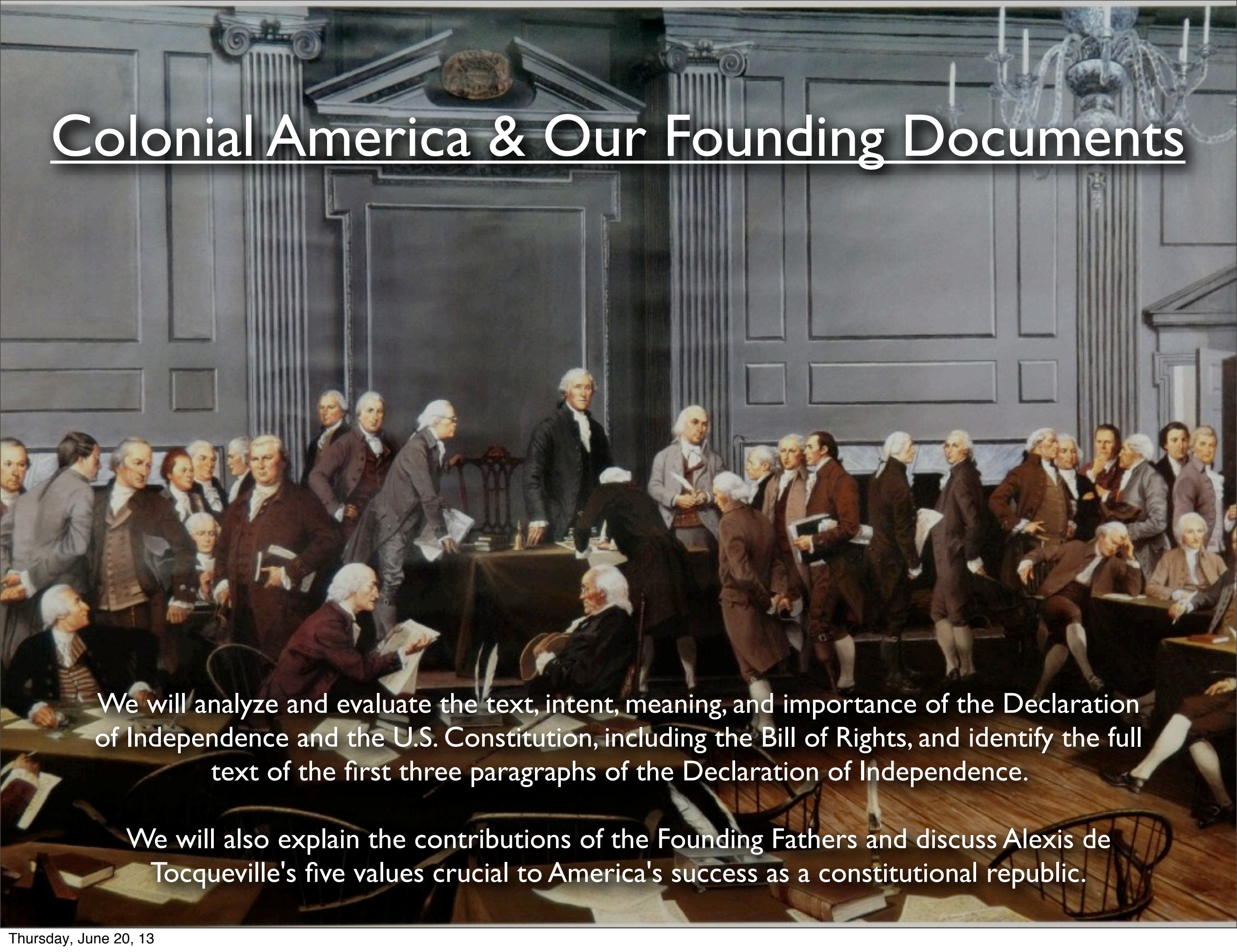
You may need to walk around and check student’s understanding on the five values as they figure out what each value means for them or you can ask for some examples after you have given them the terms for each value

Colonial America & Our Founding Documents Presentation

-Link to Keynote Presentation (Mac): <https://docs.google.com/file/d/0Bx1HhijCIUFIZTdrbTQ4VDFGck0/edit?usp=sharing>

-Link to PowerPoint Presentation (Windows): <https://docs.google.com/file/d/0Bx1HhijCIUFlaTVrQ21zYkF0bUE/edit?usp=sharing>

Colonial America & Our Founding Documents

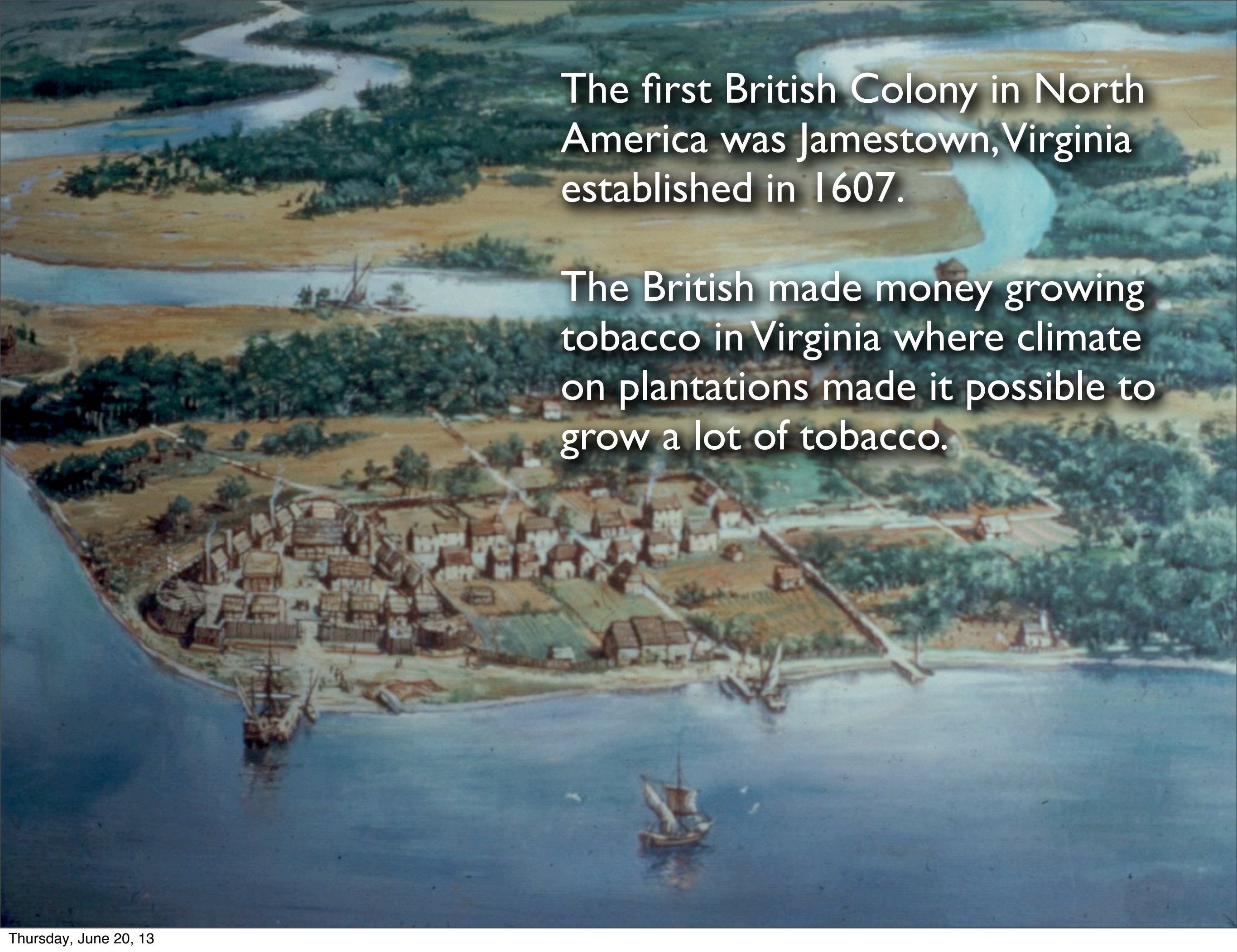


We will analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence.

We will also explain the contributions of the Founding Fathers and discuss Alexis de Tocqueville's five values crucial to America's success as a constitutional republic.

Think about all the rights you have as a person, what right would you fight to keep if all your rights were taken away?



An aerial view of Jamestown, Virginia, showing the settlement on a peninsula. The town is built on a narrow strip of land between two branches of a river. The buildings are small, wooden structures with gabled roofs. There are several ships docked at the wharves along the river. The surrounding landscape is a mix of open fields and dense forests. The water is a deep blue, and the sky is a pale blue.

The first British Colony in North America was Jamestown, Virginia established in 1607.

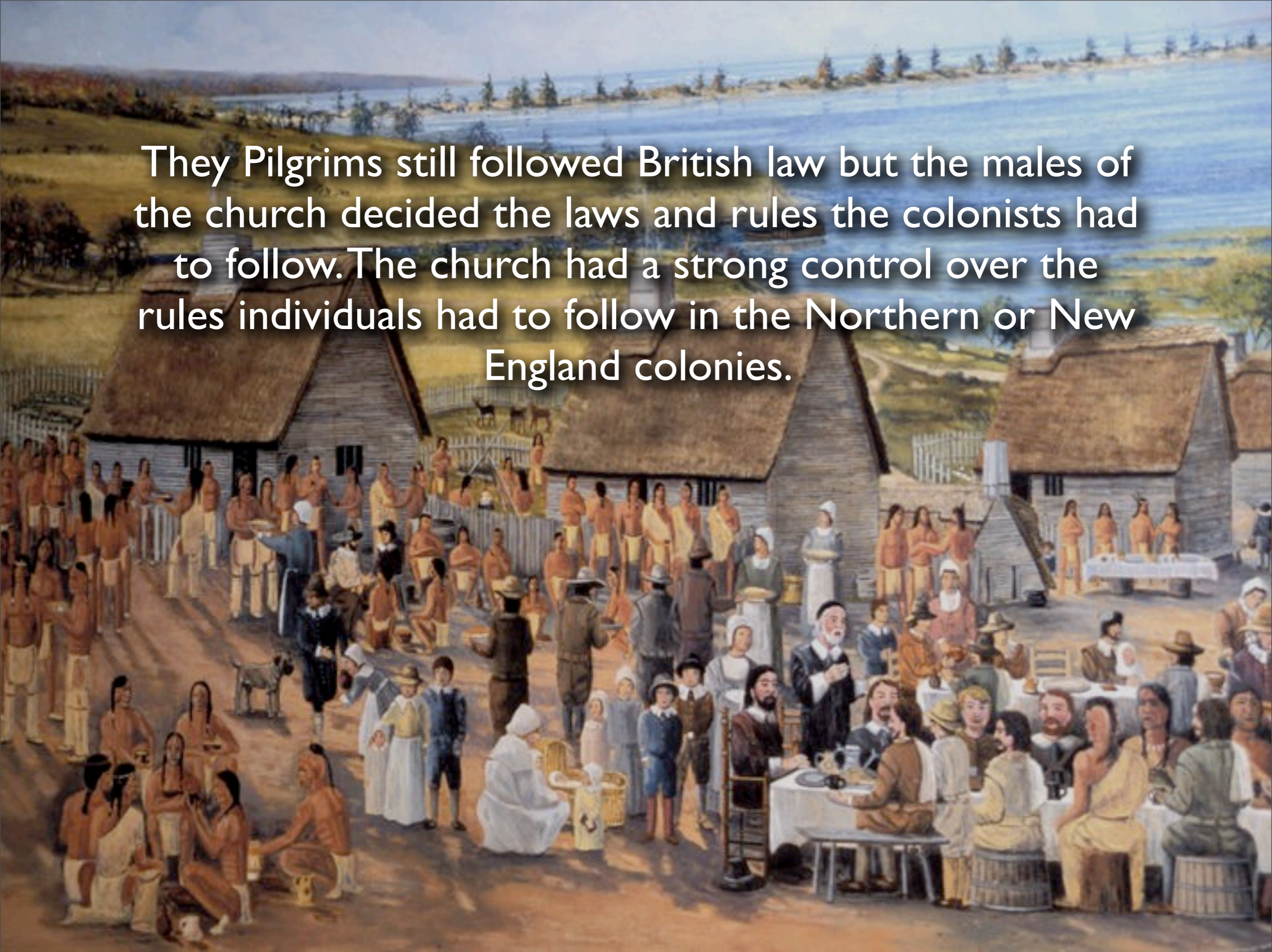
The British made money growing tobacco in Virginia where climate on plantations made it possible to grow a lot of tobacco.

In the 1620s a group of Puritans, the Pilgrims, fled England to come to North America for religious freedom.



The Pilgrims formed the colony Plymouth in Massachusetts. The Pilgrims formed a document known as the Mayflower Compact that established a self-governing colony.

They Pilgrims still followed British law but the males of the church decided the laws and rules the colonists had to follow. The church had a strong control over the rules individuals had to follow in the Northern or New England colonies.

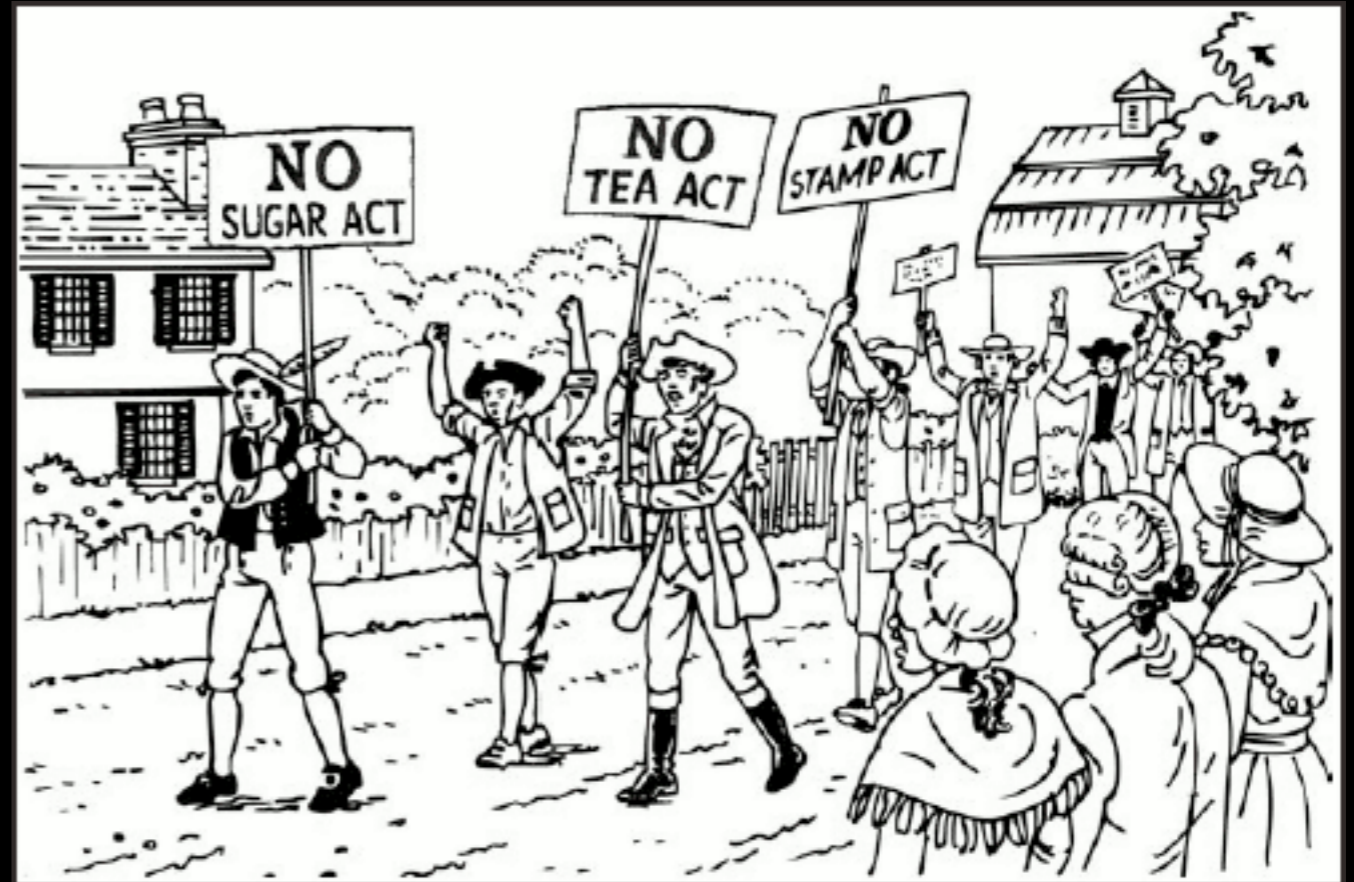


During the 1700s the British and French spent a lot of money fighting over land in Canada.

After the French and Indian War in 1763 the British tried to make money off of the colonists to pay for the war.



The British quickly put taxes on food items like sugar, molasses, and other items entering the colonies and this increase in prices quickly angered colonists.



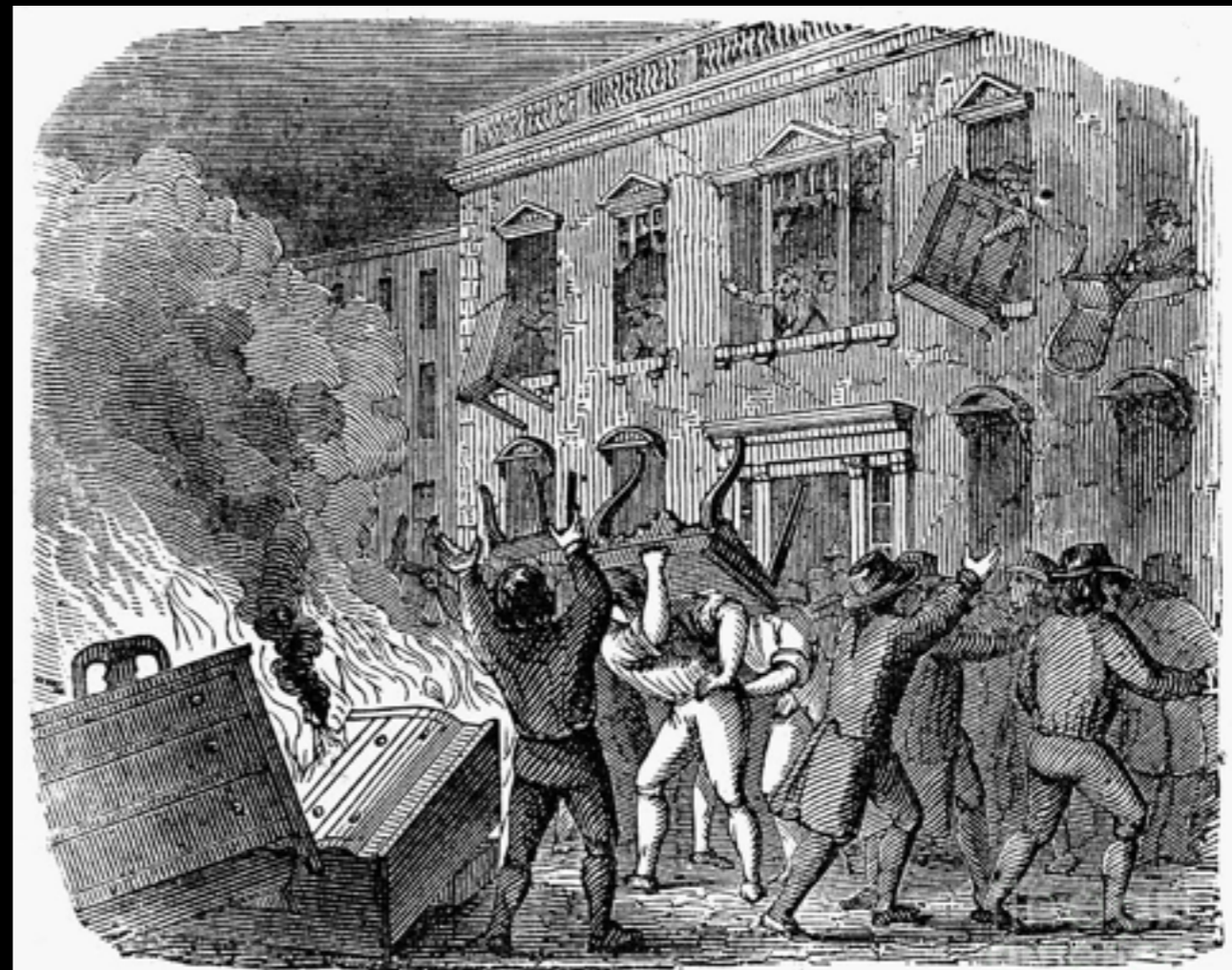
The colonies did not have a representative in British parliament so the colonists had no voice when the British made laws.

What do you think the parliament does?

Why are the colonists in America upset with the British?



The Colonists were upset that they had to pay taxes but had no say in any of the laws that were made over them. "Taxation without representation." No one was representing their voice in the British parliament.



Attack on the Governor's House.

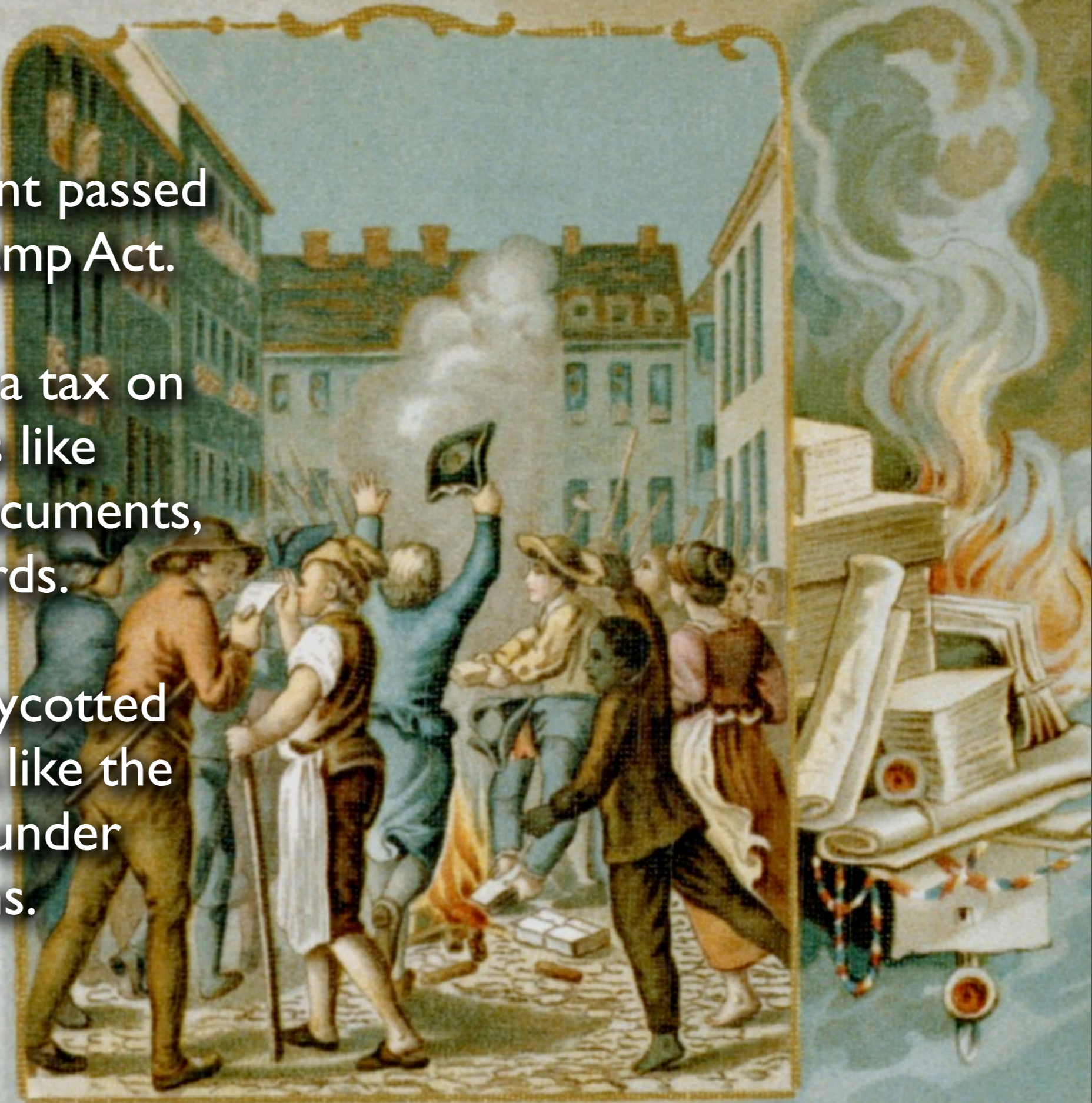
Attack on the Governor's House.

BURNING OF STAMP ACT,

In 1765 the parliament passed another tax the Stamp Act.

The stamp act puts a tax on all printed items like newspapers, legal documents, even poker cards.

Angry colonists boycotted and formed groups like the Sons Of Liberty under Samuel Adams.



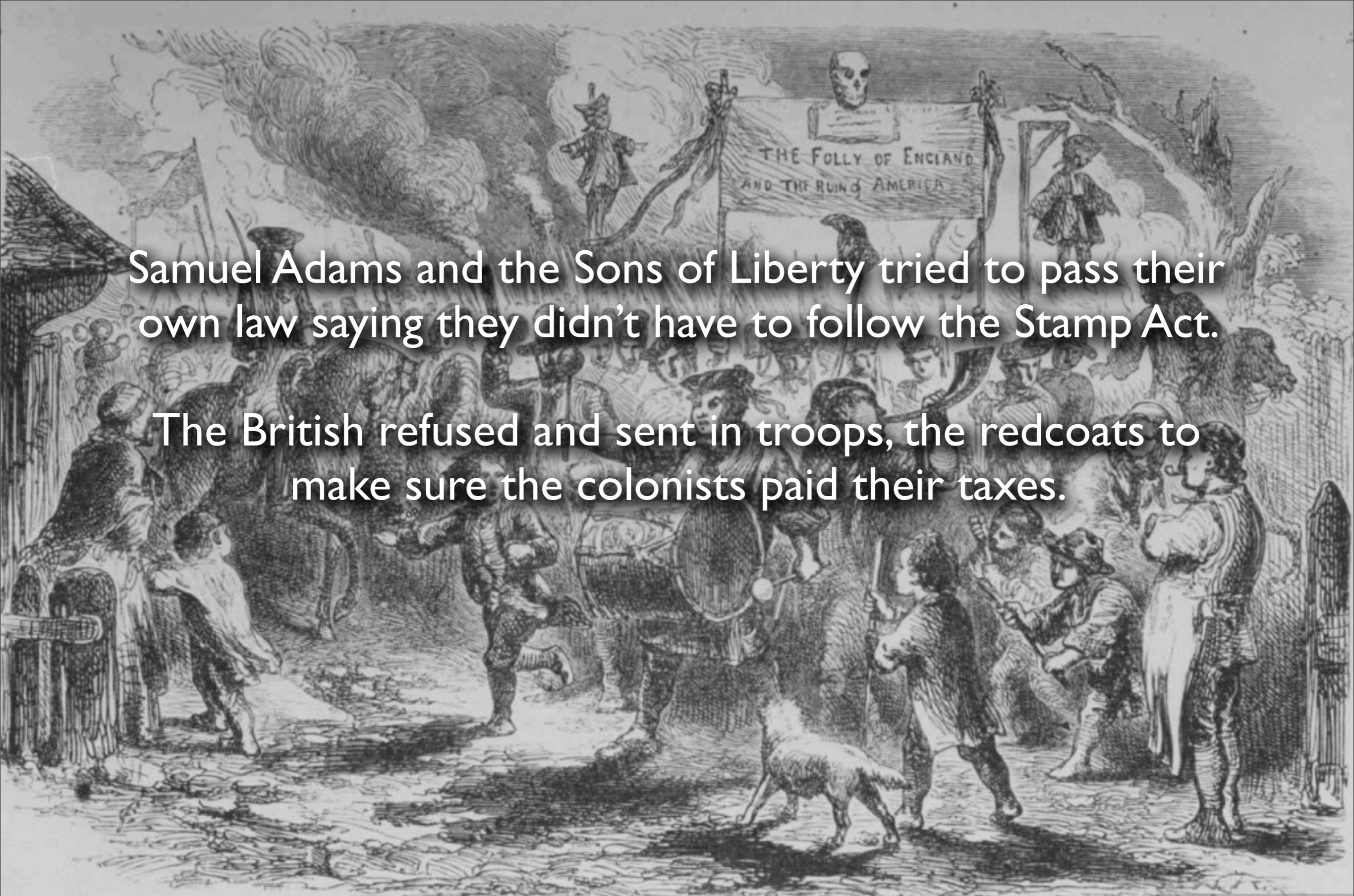
BURNING OF STAMP ACT,
Boston.

Stamp-Act passed by Parliament,
March 22, burned Aug. 1765; re-
pealed, March 19, 1766.

Have any of you seen Samuel Adams anywhere else?

What does it mean to boycott something?



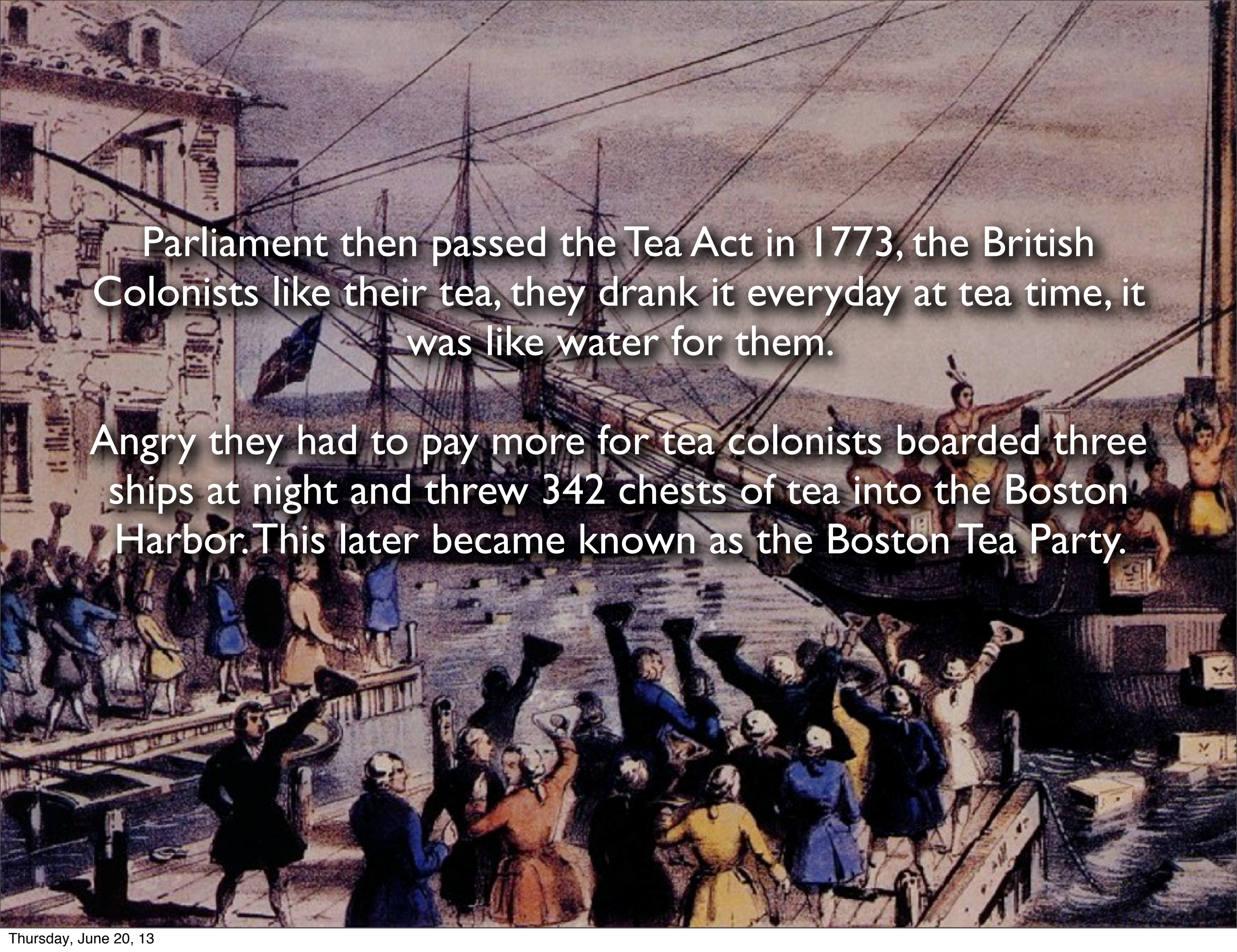


Samuel Adams and the Sons of Liberty tried to pass their own law saying they didn't have to follow the Stamp Act.

The British refused and sent in troops, the redcoats to make sure the colonists paid their taxes.

THE STAMP ACT RIOT IN AMERICA.

LIFE



Parliament then passed the Tea Act in 1773, the British Colonists like their tea, they drank it everyday at tea time, it was like water for them.

Angry they had to pay more for tea colonists boarded three ships at night and threw 342 chests of tea into the Boston Harbor. This later became known as the Boston Tea Party.



In response Parliament passed the Intolerable Acts closing the port of Boston to trade.

The Puritans could no longer govern themselves but officials were sent from Britain to keep control on the colonies.

Citizens were limited from traveling long distances, and people were forced to house and feed the redcoats.



What did the Intolerable Acts do?

Colonists were British citizens, how might they feel that they are being treated unfairly by the British parliament compared to their families back in Britain?

In 1774 the First Continental Congress meets to discuss how to rebel against the British. In 1775 Britain sends more troops in to overthrow the rebellion.



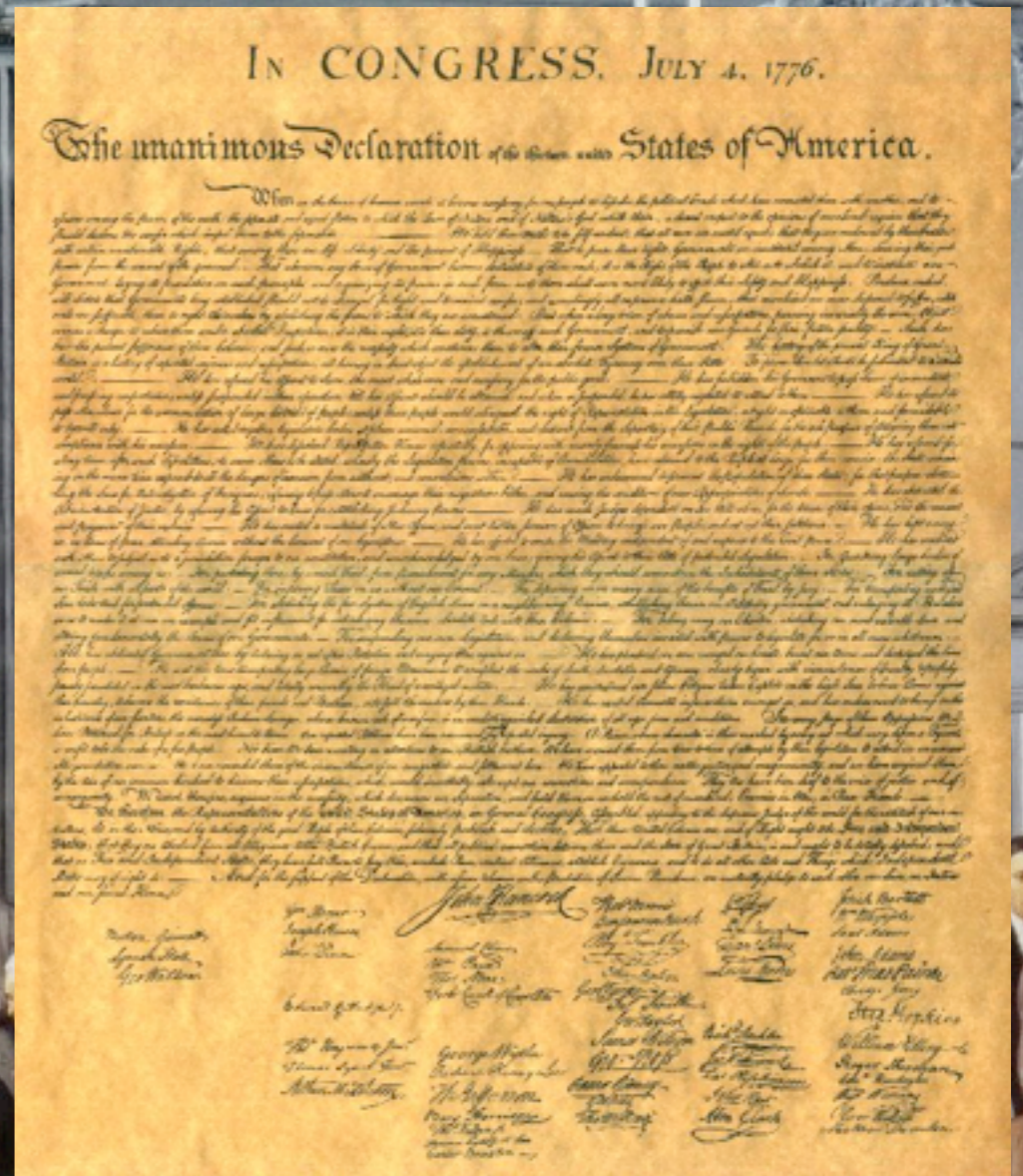
Paul Revere notifies the colonists that the British are coming and the first battle breaks out at Lexington & Concord..





The Continental Congress meets again and decides to form the Continental Army choosing George Washington as the commander.


Colonists believed that the British had violated their rights as British citizens. Patrick Henry made a speech and declared, "give me liberty or give me death!" and Thomas Paine wrote a famous pamphlet "Common Sense" calling for the end of British rule.



The Continental Congress worked together and had Thomas Jefferson draft the Declaration of Independence which was approved on July 4, 1776.



Watch the following clip from School House Rock on
the Declaration of Independence
(<http://www.youtube.com/watch?v=vrSeCYSnj5Y>)



When did we declare our independence from England?

What three things did the Declaration of Independence say we had the right to?

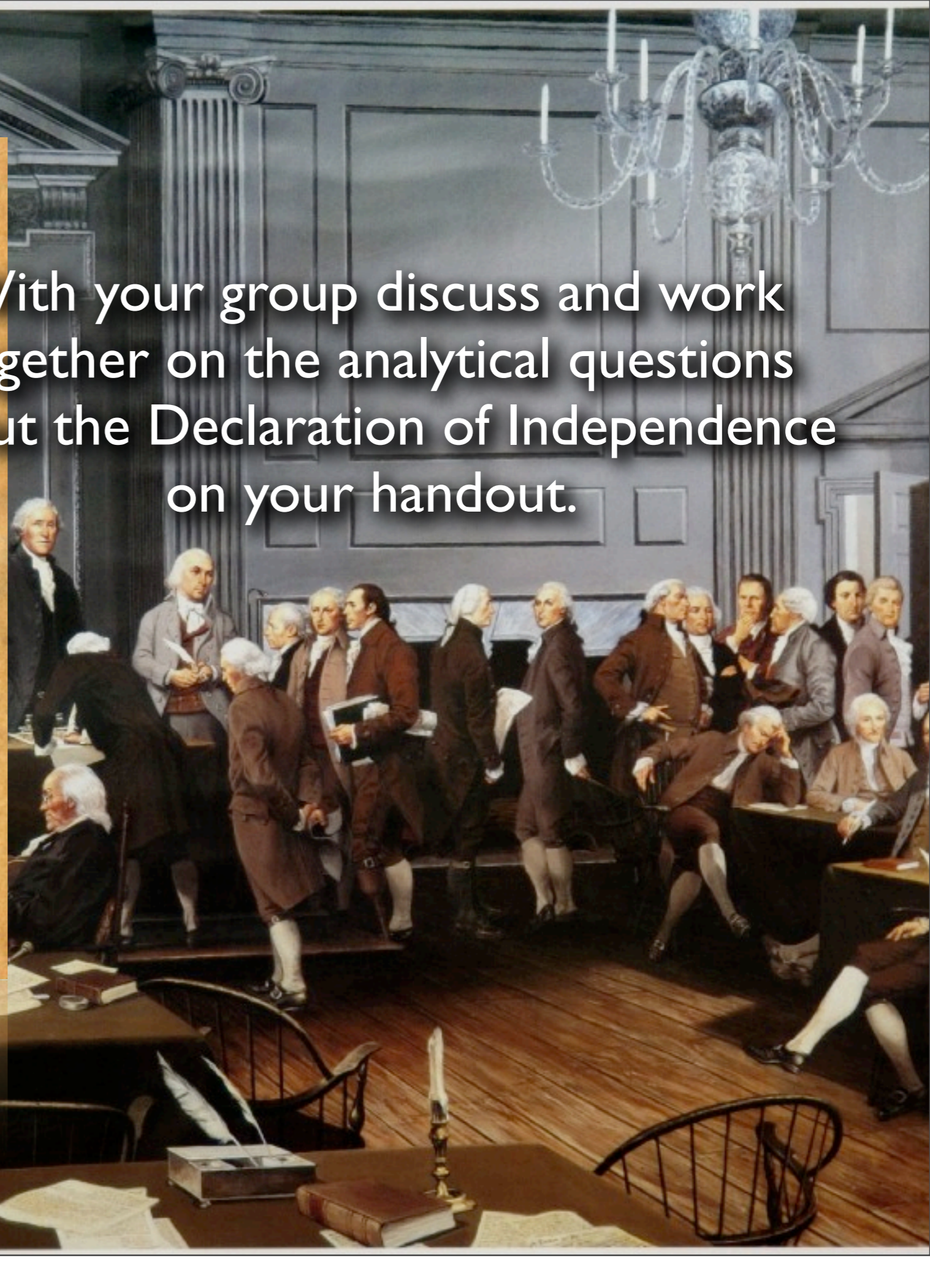
IN CONGRESS, JULY 4, 1776.

The unanimous Declaration of the thirteen united States of America.

When in the course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them...

John Hancock
Richard Stockton
George Washington
... (List of signatories)

With your group discuss and work together on the analytical questions about the Declaration of Independence on your handout.



IN CONGRESS, JULY 4, 1776.

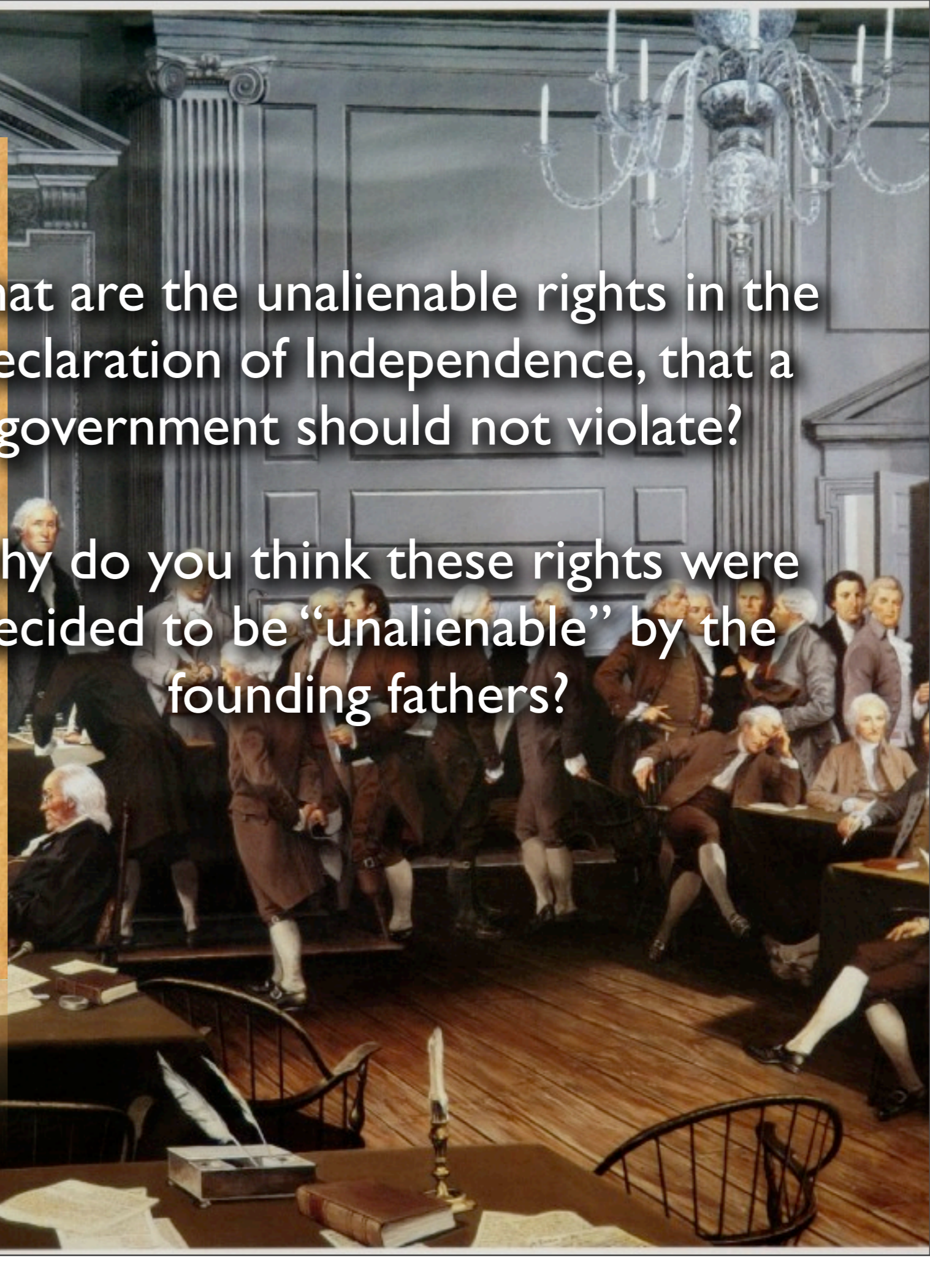
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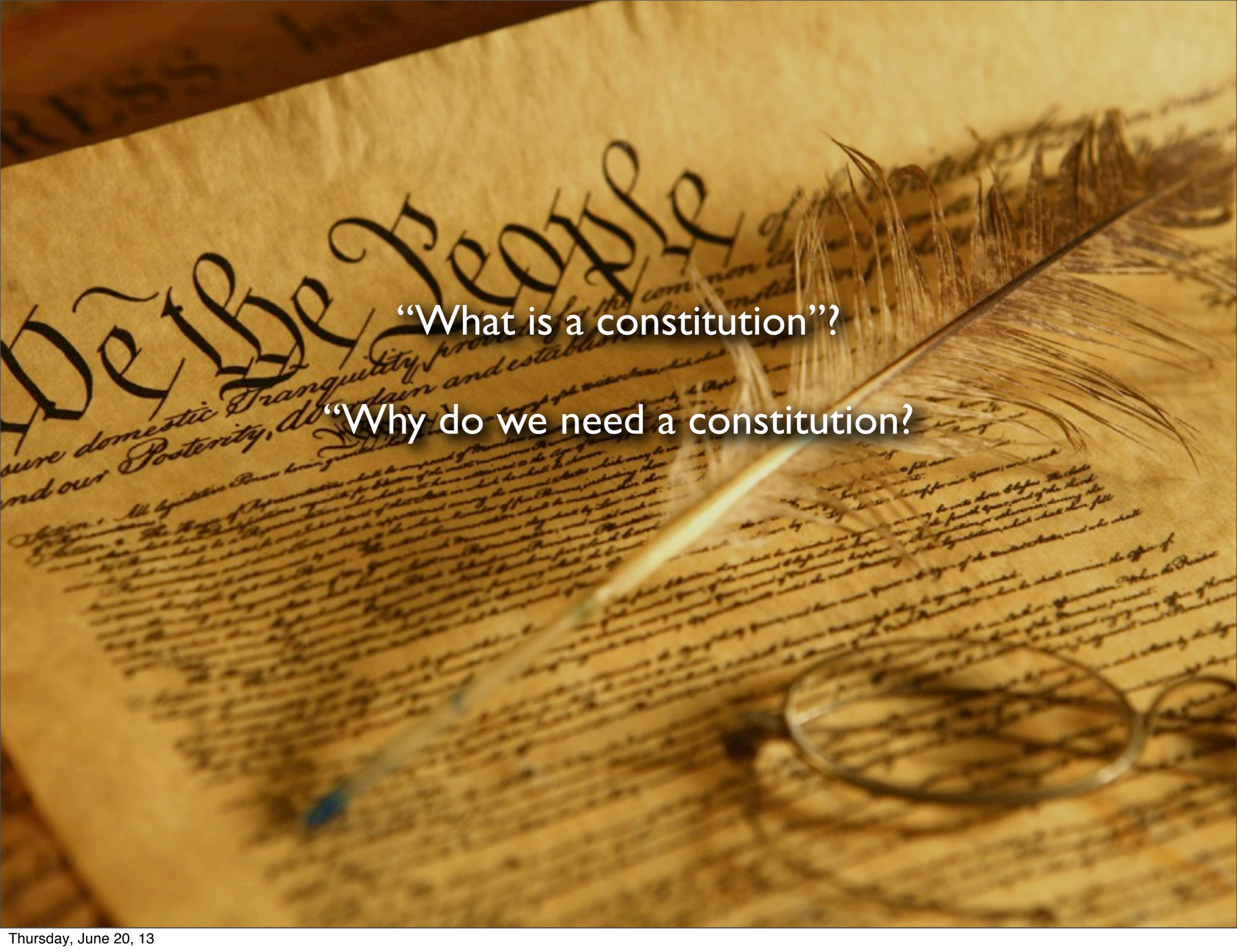
When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another...

John Hancock, John Adams, Benjamin Franklin, Thomas Jefferson, and other signatures of the Declaration of Independence.

What are the unalienable rights in the Declaration of Independence, that a government should not violate?

Why do you think these rights were decided to be "unalienable" by the founding fathers?





“What is a constitution?”

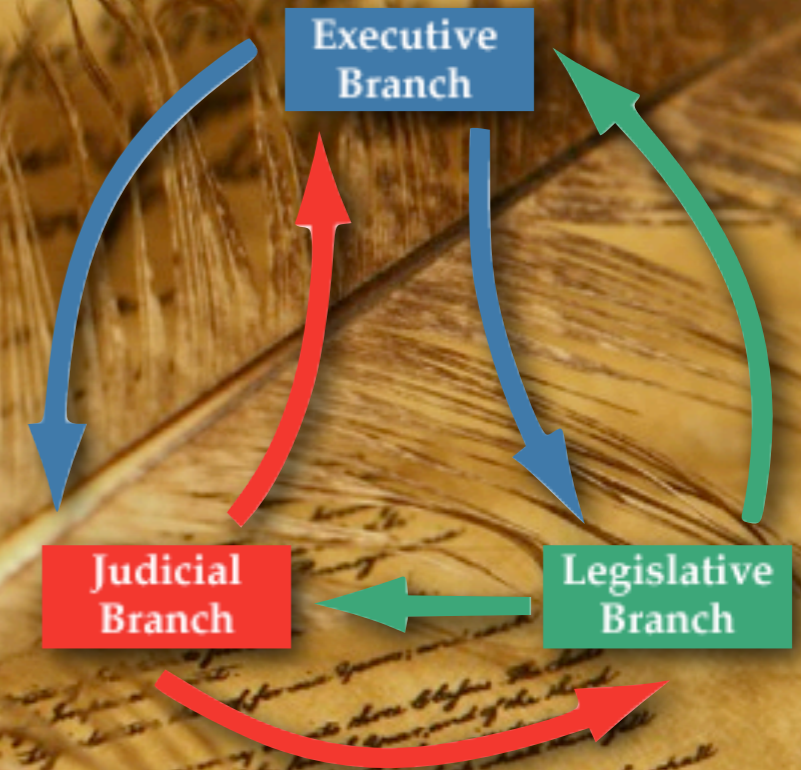
“Why do we need a constitution?”

Work with your book and handout to detail at least four responsibilities each branch of the federal government carries out.

Executive (President)	Legislative (Congress)	Judicial (Supreme Court)
-	-	-

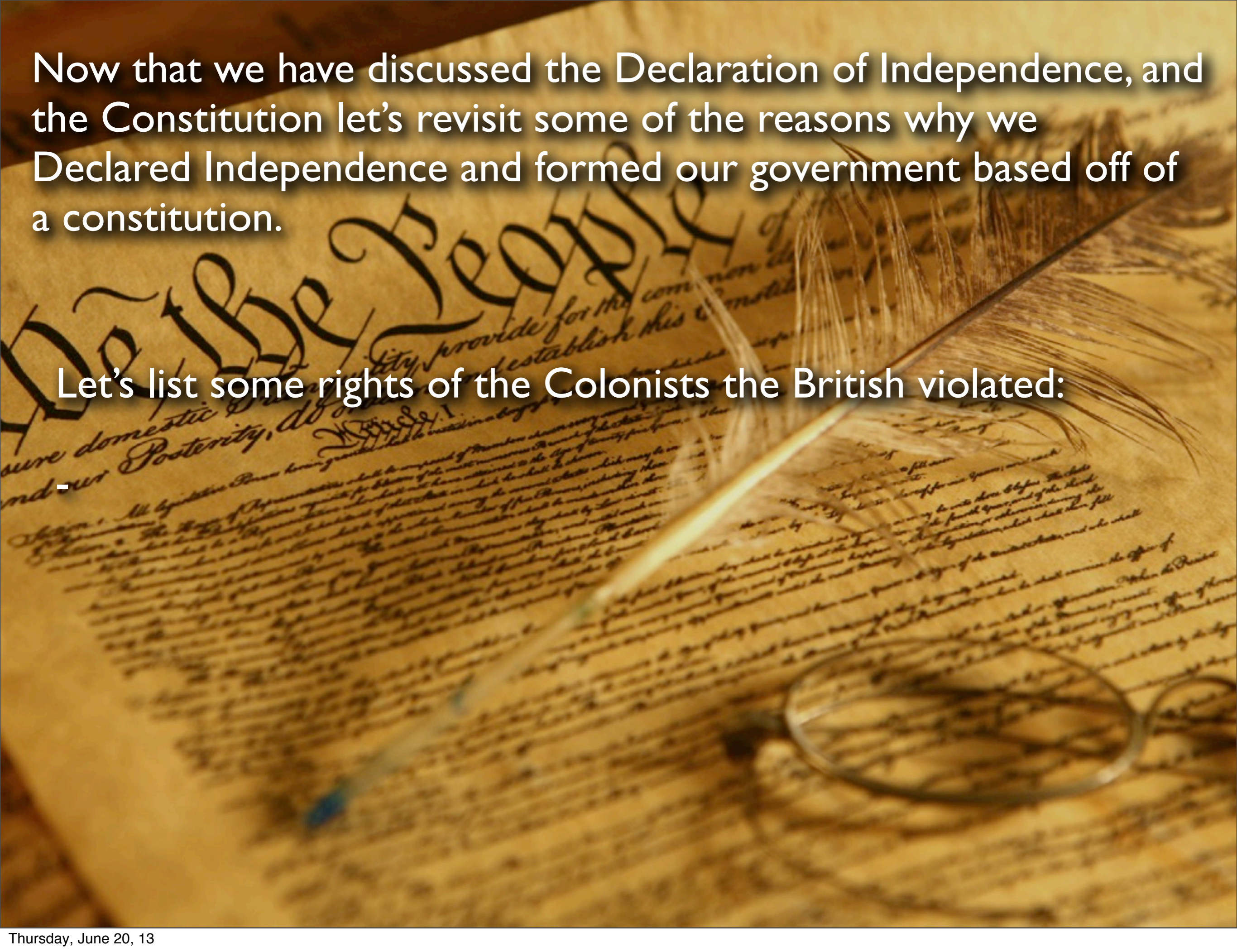
Looking at the Checks & Balances handout detail three ways that the branches of government “check” one another.

-Enter responses here



Now that we have discussed the Declaration of Independence, and the Constitution let's revisit some of the reasons why we Declared Independence and formed our government based off of a constitution.

Let's list some rights of the Colonists the British violated:



Bill of Rights

In order to prevent the new government from ever violating a citizen's rights again, some of our founding fathers said that they would only support the constitution if it included a protection of rights or a Bill of Rights.

Congress of the United States

Wednesday, the fourth of March, one thousand seven hundred and eighty nine

The Conventions of a number of the States having, at the time of their adopting the Constitution, expressed their opinion, that certain rights ought to be more explicitly defined, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added: And many of the States, having ratified the said Constitution, under the impression and expectation that declaratory and restrictive clauses should be added: And

Resolved, by the SENATE and HOUSE of REPRESENTATIVES of the United States in Congress assembled, That the following Articles be proposed to the Legislatures of the several States, in addition to, and Amendment of the Constitution of the United States, pursuant to the fifth Article of the Original Constitution, after the first enumeration required by the first Article of the Constitution, the number shall amount to one hundred, after which, the proportion shall be so regulated, that there shall be one Representative for every forty thousand persons, after which, the proportion shall be so regulated by Congress, that there shall be one Representative for every fifty thousand persons. And the compensation for the services of the Senators and Representatives shall be ascertained by Law respecting an establishment of religion, or the free exercise thereof, or the right of the people peaceably to assemble, and to petition for the redress of their grievances.

With your handout and using your book look at the Bill of Rights, pick one right that you feel is the most important.

If all the other protections were taken away why would you keep the one you picked?

THE BILL OF RIGHTS

The First Ten Amendments to the U.S. Constitution

<p>1</p> <p>FREEDOM OF SPEECH, RELIGION, PRESS, ASSEMBLY, AND PETITION</p>	<p>2</p> <p>RIGHT TO BEAR ARMS</p>	<p>3</p> <p>QUARTERING OF SOLDIERS</p>	<p>4</p> <p>ARRESTS AND SEARCHES</p>	<p>5</p> <p>RIGHTS OF PERSONS ACCUSED OF CRIMES</p>
<p>6</p> <p>RIGHTS OF PERSONS ON TRIAL FOR CRIMES</p>	<p>7</p> <p>JURY TRIALS IN CIVIL CASES</p>	<p>8</p> <p>LIMITATIONS ON BAIL AND PUNISHMENTS</p>	<p>9</p> <p>RIGHTS KEPT BY THE PEOPLE</p>	<p>10</p> <p>POWERS KEPT BY THE STATES OR THE PEOPLE</p>

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Questions and more information on page 1 of Teacher's Edition.

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If all the other protections were taken away why would you keep the one you picked?

What would happen that amendment was taken away?



How did our founding fathers ensure the protection of individual's unalienable rights and what rights are protected in the Bill of Rights?



THE BILL OF RIGHTS

The First Ten Amendments to the U.S. Constitution



1
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RELIGION, PRESS,
ASSEMBLY, AND
PETITION

2
RIGHT TO
BEAR ARMS

3
QUARTERING
OF SOLDIERS

4
ARRESTS
AND SEARCHES

5
RIGHTS OF PERSONS
ACCUSED OF CRIMES

6
RIGHTS OF PERSONS
ON TRIAL FOR CRIMES

7
JURY TRIALS
IN CIVIL CASES

8
LIMITATIONS
ON BAIL AND
PUNISHMENTS

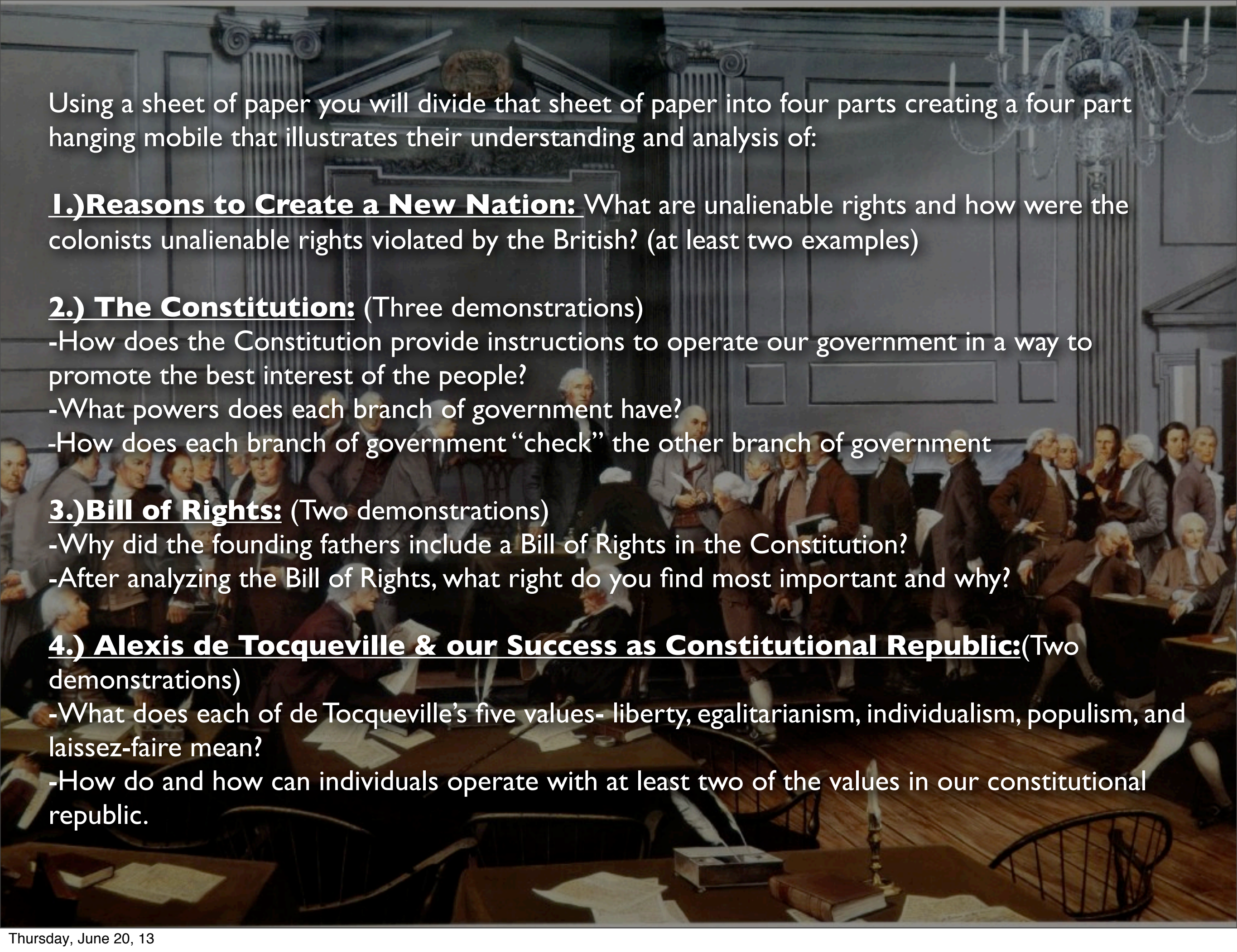
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2.) The Constitution: (Three demonstrations)

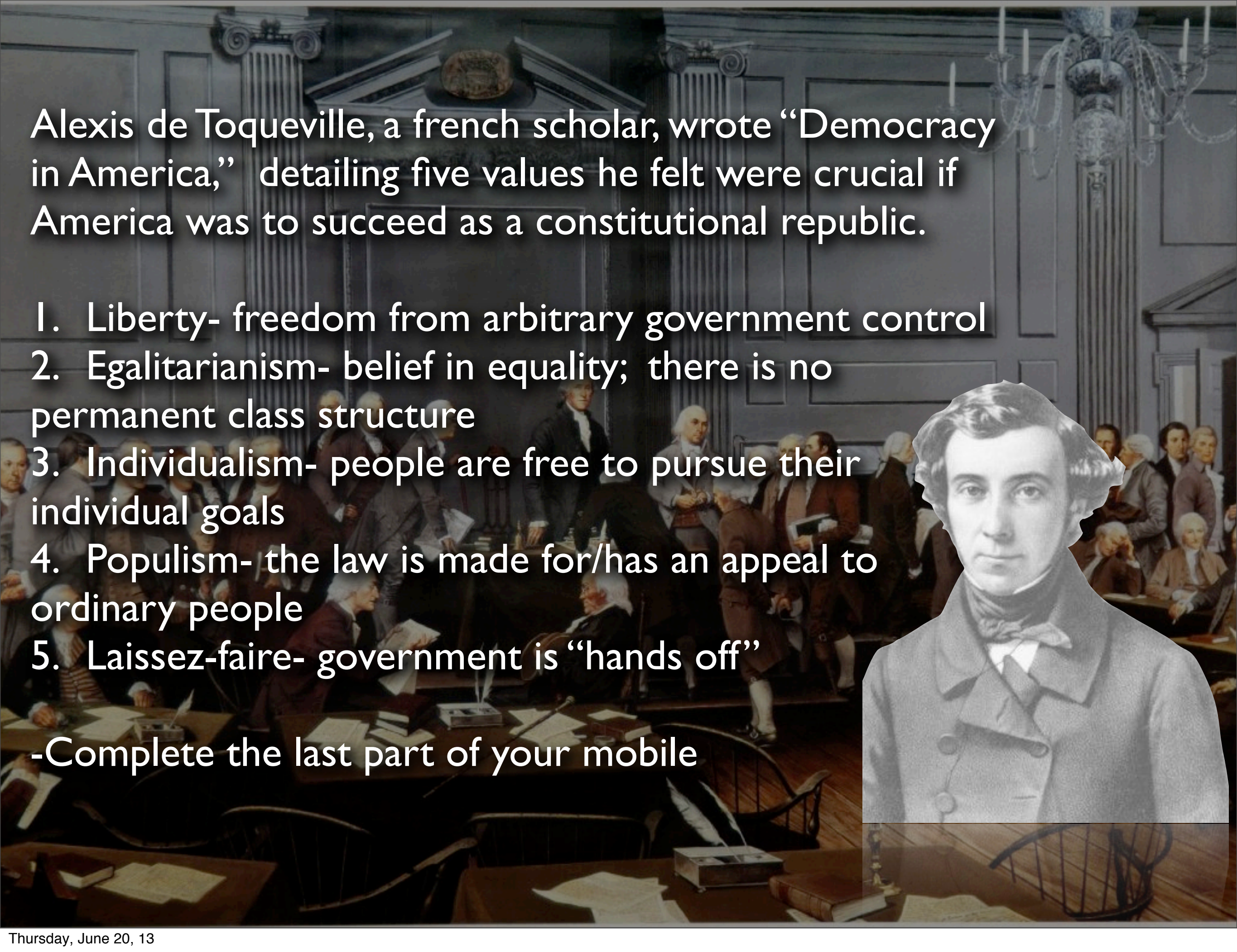
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- What powers does each branch of government have?
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3.) Bill of Rights: (Two demonstrations)

- Why did the founding fathers include a Bill of Rights in the Constitution?
- After analyzing the Bill of Rights, what right do you find most important and why?

4.) Alexis de Tocqueville & our Success as Constitutional Republic:(Two demonstrations)

- What does each of de Tocqueville’s five values- liberty, egalitarianism, individualism, populism, and laissez-faire mean?
- How do and how can individuals operate with at least two of the values in our constitutional republic.



Alexis de Toqueville, a french scholar, wrote “Democracy in America,” detailing five values he felt were crucial if America was to succeed as a constitutional republic.

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4. Populism- the law is made for/has an appeal to ordinary people
5. Laissez-faire- government is “hands off”

-Complete the last part of your mobile

