

Student Learning Plan

Unit 6: Citizenship in American History and Government

Colonial Government—Basic Rights & Constitutional Government [U6C2L4]



Why this is important:

In this lesson you will consider why the American colonists who founded your country decided to seek independence from England. You will examine how the Founders carefully crafted the Declaration of Independence to summarize their reasons for seeking independence and to lay the groundwork that would give us a government that would better protect our rights. Finally, you will have an opportunity to judge if the rights the American colonists worked to protect measure up to today's equal rights expectations.



What you will learn to do:

Form an opinion about how the Declaration of Independence reflects your ideas about the purpose of government and protection of individual rights

Linked Core Abilities

Communicate using verbal, non-verbal, visual, and written techniques

Apply critical thinking techniques



How you will know when you are succeeding:

You will show that you have learned the target knowledge and skills:

- by drafting a brief newspaper editorial commenting on the American Colonies' Declaration of Independence
- by reflecting on the importance and impact of the Declaration of Independence

Your performance will be successful when:

- Newspaper editorial expresses a clear point-of-view: American white male colonist, other American colonist (woman, slave or indentured servant), British Loyalist, OR a time traveler from your school visiting colonial America
- Newspaper editorial begins with a headline that clearly sets the tone of your chosen point-of-view
- Newspaper editorial briefly and accurately summarizes WHO, WHAT, WHERE, WHEN, and WHY of the events surrounding the Declaration of Independence
- Newspaper editorial expresses an opinion, from your assigned point-of-view, about whether the American Colonies' Declaration of Independence is positive, negative, or both
- Reflection briefly describes two or more new things you have learned, notes whether you personally agree with your editorial's point-of-view, and explains your opinion about how the Declaration of Independence reflects your ideas about the purpose of government and protection of individual rights



Knowledge and skills you will learn along the way:

(Learning Objectives)

- Explain how differences between colonial America and Europe affected the Founders' beliefs about government and individual rights
- Consider how you, as a citizen today, would view the limitation of many rights to white, male, property owners
- Show how the Declaration of Independence justified the arguments for separation of the colonies from Great Britain
- Examine what the Declaration of Independence says about the purpose of government and protection of individual rights

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- Define key words: indentured servant, Boston Massacre, Boston Tea Party, Committees of Correspondence, constituents, covenant, Declaration of Independence, established religion, First Continental Congress, Fundamental Orders of Connecticut, governors, Intolerable Acts, legislatures, magistrates, Massachusetts Body of Liberties, Mayflower Compact, Minutemen, primogeniture, Quartering Act, Seven Years War, Sons of Liberty, sovereignty, Stamp Act Congress, suffrage, Tea Act, The Laws and Liberties, writs of assistance



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

1. PREVIEW the information in the Student Learning Plan. CONSIDER scenarios that examine violation of fundamental rights. CONTRIBUTE to a class debriefing. [Work with a small group]
2. [SELF-PACED OPTION] PREVIEW the information in the Student Learning Plan. REFER to Identifying Violations of Rights - Critical Thinking Exercise and read the scenarios. Briefly note in your Cadet Notebook the rights you think have been violated in each scenario. Select one of the scenarios and note how you would feel if you were that American? Why do you think American colonists sought independence?
3. LISTEN TO and OBSERVE a briefing on the ideas and events that led Colonial American's to declare independence from England.
4. [SELF-PACED OPTION] READ about the ideas and events that led Colonial Americans to declare independence from England. Review the Double Bubble and Multi-Flow Maps provided by your instructor.
5. COMPLETE Exercise 1 in which you PARTICIPATE in one skit and OBSERVE the other skits that defend the ability of the American colonists to govern themselves.
6. [SELF-PACED OPTION] PRETEND you are a young man who has come to live in the American colonies. WRITE a brief letter to a friend in England in which you try to persuade him to come to America by explaining what's different about America that gives opportunities for more people to enjoy rights basic rights. Describe what type of government the American colonists are likely to create. (How did the colonial settlement of America inspire new experiments in constitutional government? What was unique about the American experience? Why did colonial governments become more representative than Britain's? and What basic ideas of constitutional government did the colonial governments use?) SUBMIT your work to your instructor for feedback.
7. PARTICIPATE in the Circle of Rights activity. (Did all Americans enjoy these rights? and Evaluating the Institution of Slavery in Using the Natural Rights Philosophy.)
8. [SELF-PACED OPTION] Pretend you are a woman, an indentured servant OR a slave. Write a brief paragraph describing how you would feel about the rights offered in the American colonies. SUBMIT your work to your instructor for feedback. (Did all Americans enjoy these rights? and Evaluating the Institution of Slavery in Using the Natural Rights Philosophy.)
9. SUMMARIZE the Tree Map on Declaration of Independence Editorial Worksheet in two brief paragraphs. [Work with two partners]
10. [SELF-PACED OPTION] Same as above. Work independently.



Assessment Activities:

These assessment activities will enable you to show that you have learned the target skills and knowledge for this lesson. Your instructor may assign additional or alternative assessment activities.

1. COMPLETE the Declaration of Independence Assessment Task in which you draft a newspaper editorial about the Declaration of Independence. USE Exercise 2 - Declaration of Independence Worksheet. USE the attached scoring guide to self-assess your work. SUBMIT your completed assessment task to your instructor for feedback and evaluation. ADD your completed work into your Cadet Portfolio.
2. [SELF-PACED OPTION] COMPLETE Assessment Activity 1 independently.