The American Revolution & American Documents

## Goals & Objectives

Students will learn about the about the American Revolution in an international context. Students will compare the American Revolution to other democratic revolutions and infer the unique character of the American Revolution.

## California State Content and Common Core Standards

California State Standards

* 1. Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.
     1. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).
     2. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.

Common Core

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

### Lesson Introduction

Students will do a brainstorm where they will write whatever they know about the American Revolution in their journals which will give an idea of where their previous knowledge of the topic is since the topic of the American Revolution will have been covered in 8th grade.

### Vocabulary

To address vocabulary the students will be given a vocabulary sheet with definitions for academic terms that appear in the primary sources to be read and analyzed for the lesson.

Key Terms:

Impeachment

Quorum

Duties

Naturalization

Letters of Marque

Habeas Corpus

Despotism

Enumeration

### Content Delivery

The teacher will preface the inquiry activity involving the primary documents by giving a short refresher presentation on the American Revolution since the students will have covered the topic in 8th grade. The presentation is there to jog the students’ memories which would cover anything they may have possibly forgotten as evidenced by missing information from their brainstorm. The teacher will then introduce the three primary documents for the lesson as well as the activity they will complete in order to analyze the primary documents.

### Student Engagement

The three primary documents that the students will be analyzing will be the Declaration of Independence, the Constitution of the United States, and the U.S. Bill of Rights. The students will receive transcripts of these three documents and the students will then individually work on document analysis forms which would cover collection and organization strategies. After finishing the document analysis forms the students will move into groups in order to discuss the information and their analysis of the documents from their forms.

### Lesson Closure

Students will do a journal writing where they write about any instances in their lives or a family member’s life where the principles listed in these documents affected them thus relating the documents to real life.

### Assessment

Formative- While students are working on their document analysis forms the teacher will move around the class monitoring the students’ work while asking students questions on their work.

Summative-At the end of the class the teacher will collect the students’ document analysis forms to make sure the students have understood the principles of the documents as well as the connections to other revolutions.

## Accommodations for English Learners, Striving Readers and Students with Special Needs

To accommodate for these students an added vocabulary sheet will be given that includes terms and phrases that are more common in English so that they will be able to understand the content of the documents. These students will also be allowed to work on their document analysis forms in pairs since the language of the documents is written in an older form of English and is thus harder to understand.