

America on the World Stage
Teacher Scholars Program, Module 3
Self-Evident Truths: Did the Punishment Fit the Crime?

Day 3

Lesson/Learning Objectives

Students will be able to

- Compare and contrast primary sources from different perspectives.
- Compare and contrast the list of grievances in the Declaration of Independence
- Describe the basic facts of the events leading up to the American Revolution, and apply this knowledge while analyzing primary resources.
- Rank 7 of the grievances of the Declaration of Independence in order of importance
- Argue the validity one of the grievances in the Declaration of Independence to determine if it should have been included in the Declaration of Independence...if the punishment fit the crime.



Historical Skills Used

- Chronological Thinking
- Historical Comprehension
- Historical Analysis and Interpretation
- Historical Research Capabilities
- Historical Issues-Analysis and Decision Making

Materials:

- Notebook
- Pencil
- Day 2 materials
- Day 3 instructions and Final Assignment worksheet (Document 3a)

Instructional Procedures:

Starter: If students haven't finished from the day before, they should continue working on their final verdict.

Lesson:

- Review yesterday's activity

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- Introduce today's activity – taking our final verdicts and presenting our findings to the rest of the class.
- Hand out worksheets with instructions for organizing their presentations
 - o As a group students should organize their primary source analysis charts – all sources have a summary and have been determined which side they support.
 - o As a group, students should decide what evidence supports the Patriot cause and what evidence supports the English cause.
 - o Once they see all the evidence, the group will decide which side has a stronger case and make their final verdict. In the verdict, groups should list all the evidence that supports their decision
 - o Each member must help present. Find an equitable way to divide the information
- Each group will present their grievance and their verdicts

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Wrap Up:

After listening to each group, students will re-rank the original grievances in order of importance. Students will choose one grievance to “kick out” of the Declaration and explain, with evidence, why in paragraph form. (refer to worksheet and rubric) Finish for homework.

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Day 3 Instructions and Final Assignment

Directions: Be sure to read and follow all instructions carefully.

1. Your group should be sure your Primary Source Analyzing Chart is filled out completely:
 - o Make sure that all sources have a summary and have been determined which side they support and why. This task might be better divided – one person taking one source and then sharing with the group.
 - o Next, decide what evidence supports the Patriot cause and what evidence supports the English cause.
 - o Once all evidence is collected, decide as a jury which side has a stronger case. This will be your verdict. In the verdict, groups should list all the evidence that supports the decision whether the grievance is Guilty (should be kicked out of the Declaration) or Not Guilty (has enough evidence to back it up and should stay in the Declaration)
 - o If your group experiences a hung jury, you will need to defer to the group to decide. All members giving a Guilty verdict will present their side, and all members giving a Not Guilty verdict will present their side.
2. Organize your presentation of your verdict.

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- o Make sure you present your grievance, what it means, what your verdict is, and the evidence to support your verdict. If you have time, you may create visual aides, but it is not required.
- o Each member of the group must be responsible for an element of the presentation.

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Now that you have heard all the groups' presentations, re-rank the following grievances in order of importance. #1 should be assigned to the grievance with the most evidence to support it.

- He has kept among us, in times of Peace, Standing Armies, without the consent of our Legislatures.
- For quartering large Bodies of Armed Troops among us
- For protecting [the bodies of armed troops] by mock trial, from punishment for any murders which they should commit on the inhabitants of these states.
- For cutting off our trade with all parts of the world
- For imposing taxes on us without our consent
- For abolishing the free system of English laws in a neighboring province, establishing therein an arbitrary government and enlarging its boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these colonies.
- For taking away our charters, abolishing our most valuable laws and altering fundamentally the forms of our governments
- He has excited domestic insurrections amongst us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian savages whose known rule of warfare is an undistinguished destruction of all ages and conditions.

NOW...choose the grievance that should be kicked out. This may or may not be the grievance that your group worked with. Choose the grievance that has the least amount of evidence to support it, the one where the British would have the strongest case. Form your answer in a paragraph.

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Make sure your paragraph has a topic, evidence, and a conclusion. Refer to the rubric.