Revolutions: Individual Impacts on Revolutionary Change

An Integrated Thematic Unit

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Theme:

Human history has been molded and shaped by revolutions in thought and action. In every area of life, large-scale change has been central to human evolution and existence. New concepts in science and math have produced revolutions impacting the nature of all other scientific discovery. For example, the theory consisting of an elliptical earthly orbit circumnavigating the sun completely altered the path of discovery in astronomy forever. Social and ideological ideas centering on the idea of revolution have diverted the social history of the world. Specifically, the revolutionary ideas deriving from the Age of Enlightenment legitimized the American and French Revolutions and allowed these major changes in power to occur. Thus, the teachers on our eighth grade team will be inquiring with their students into the concept of revolution.

More specifically, the theme for this integrated thematic unit consists of the idea of the individual's influence on large-scale revolution. In particular, looking at what constitutes either a theoretical, scientific, or social revolution, the students will explore the individual contribution and organization of a complete upheaval or transformation of thought or tradition. The idea behind the theme of revolution involves examining and discovering how an individual has the power to influence any kind of large-scale societal transformation. Often students examine great changes in science or culture as an event constituting something larger than themselves. They do not see how any one person can affect any kind of long-standing or substantial difference. Great leaders are seen as someone whom students could never be; when in fact, often times a great leader only consists of someone who had the ability to organize, motivate, or convince others. This examination takes the large-scale theory of revolution down to the smaller and more manageable idea of individual contribution and influence. Students will study the effects

and outcomes associated with revolution and how an individual, idea, or theory can impact a greater society.

Overview:

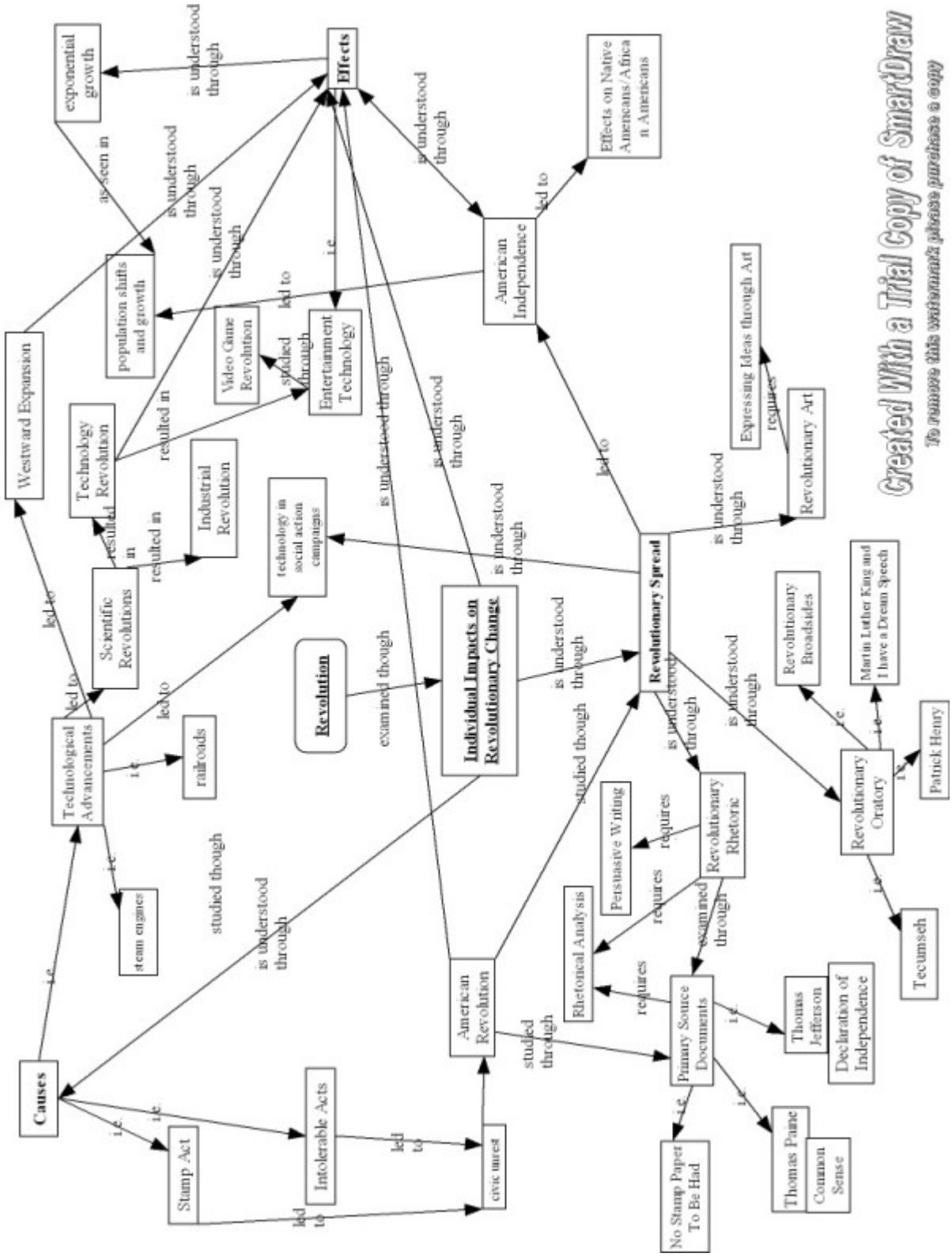
In this study, the students will be looking into several ideas centering on the theme of revolution. In social studies, the students will be looking at the American Revolution through different eyes, focusing on the individual events and people who influenced and spread the ideology of American freedom. In English/Language Arts, the students will discover the power of revolutionary rhetoric, focusing on the motivational ability of this craft. In science and math, the students will be studying the spread of ideas and theory during the industrial revolution. In all of the subjects, the students will be looking at how individual inspirations contributed to the large-scale effects and transformations of this era.

After this unit, students should:

- Feel empowered to become involved in changes in the world.
- Explore a cause about which he/she feels passionate.

- Critically evaluate and compose written and oral rhetoric.
- Apply linear and exponential functions to social and historical situations.
- Understand how technology and revolution influence one another.
- Using the American Revolution as an example, understand the causes and dynamics of political revolution.
- Understand different perspectives in times of social upheaval.

Unit Concept Map:



Classroom Environment:

Each of the classroom environments will be complete with materials that will help stimulate students' inquiry into the theme of revolution. Specifically, each content area classroom will display the theme of the unit and how it relates to the specific subject matter covered. Thus, in Social Studies, the unit question concerning how individuals influence large scale social change will be visible, as well as different visual stimulants about Thomas Jefferson, Thomas Paine, Colonial Broadsides, and the causes and effects of the American Revolution. The English Language Arts classroom will post the unit question, and will display different visuals associated with revolutionary rhetoric promoting large scale social change and examples of revolutionary fiction. The math classroom will display the unit question and will visually show a connection to exponential versus linear equations. Finally, the science classroom will show the unit question and how it relates to scientific discoveries and how they contributed to Westward Expansion and the Industrial Revolution. Thus, each classroom will have many visual stimulants aiding the student inquiry into the theme of revolution.

Additionally, each classroom will be equipped with materials that will supplement the investigation into the nature of revolutionary theory. Specifically, each classroom will have reading materials and trade books concerning each of the revolutions that they will be covering throughout the unit. For example, the English Language Arts classroom will have books and reading materials available on revolutionary rhetoric and the science classroom will make available sources on the Industrial Revolution and Westward Expansion. Furthermore, each classroom will contain at least two computers equipped with internet access, allowing students to research questions that they come across during their content area inquiry. Finally, each classroom will be supplied with a large supply of poster paper, allowing student ideas to be recorded and kept for future reference. Also, by

preserving the theories and inquiries produced in the classroom, teachers across the content areas will be able to share and spread the ideas generated in their own classroom and will be able to connect the inquiry going on in other content areas to the thoughts being generated in their other classrooms. Thus, each classroom will have many materials that will aid the exploration of revolutions.

Finally, the unified arts classrooms will provide environments that will supplement and support the inquiry in the unit. The art classroom will be complete with a variety of media through which students will be able to produce their graphic/artistic piece for the final project. Additionally, the art classroom will have many more examples of revolutionary art and propaganda available for student research and idea-gathering. The information technology classroom will be a place where a large part of the final project work will be generated. This classroom will consist of an internet-connected computer for every student, allowing students to do their own private work and research. This teacher will also have a large collection of helpful web-pages and applicable search engines that will help the students in their final project work.

Basically, the classroom environments available to students throughout the unit will help generate and support the interest levels of students. Every care will go into ensuring that each student has what they need to work productively on his/her final project. Finally, if a student needs a particular resource not immediately available, every effort will go towards meeting the needs of that particular student.

Engaging Activity: The Proclamation

Rationale

As an engaging activity for the three-week unit, students will experience a situation similar to what colonists faced before the revolution. They will then plan and participate in forms of protest against several unjust policies.

Students will listen to a prepared proclamation. After listening, students will brainstorm and discuss effectiveness of methods of protest. Elements of each of the conditions in the proclamation will be posted in a specific area of the room. Students stand near the sign of a condition that they would like to strongly protest. Groups of students (4 to 5 per group) will then organize and present a protest for their cause. After presenting, students will discuss the various methods and their effectiveness.

Essential Questions

1. How does it feel when authority infringes on your freedom?

2. What is the nature of individual contribution to a large-scale revolution?

Objectives

1. Students will understand how the colonists felt pre-revolution.
2. Students will analyze various methods of protest and their effectiveness.

Frameworks

USI.1 Explain the political and economic factors that contributed to the American Revolution. (H, C)
USI.4 Analyze how Americans resisted British policies before 1775 and analyze the reasons for the American victory and the British defeat during the Revolutionary war. (H)

Procedure

Attention Students:

The seventh grade class at Lesley Middle School has been selected by the state of Massachusetts to pilot a new set of policies to be instituted throughout the state. These new policies have been designed to promote better knowledge of the state standards as measured on the MCAS and to provide a safer more protected learning environment.

The new policies are as follows:

1. For the protection of both students and staff, security officers will be assigned to the school throughout the school year.
2. To help defray the cost of this service, the price of all items that are sold such as soda, candy bars, school lunches, etc. will increase by $0.75.
3. Also to assist in this endeavor, each of you will be required to share your locker during an assigned time period.
4. To further insure the safety of the premises, book bags and lockers will be randomly searched on a regular basis.
5. To promote improved test scores, lunch recess will be discontinued and every student will be assigned to a structured study hall in which he/she will review concepts required by Massachusetts Learning Standards

POSTERS TO HANG AROUND CLASSROOM:

- **Please wait until your book-bag is searched!**
- **Locker Sharing is mandatory**
- **Lunch Recess is suspended until further notice**

<u>Culminating Event</u>: **A Revolutionary Rally**

Duration: 1 Day

Rationale:

Throughout this integrated thematic unit, the students have inquired into the theme of an individual's contribution to a historic, social, or scientific revolution. They have looked at some specific revolutions throughout history and have attempted to discover the causes, the spread of ideas during, the essence of and the individuals behind these revolutions. This culminating event will allow the students to process and utilize what they have learned throughout the unit in the organization of a student-run revolution around a personally-important cause.

Since the unit examined the contributions of individuals and their influence on revolutions, the students will put this knowledge to use and will become individuals organizing and influencing a simulated revolution. In this manner, students will connect to the project because they will have the opportunity to rally around a cause in which they are personally interested, and because of this inherent group passion, the project should stimulate and perpetuate the whole-hearted participation in the group. Thus, instead of only being a study of outside or distant events, individuals, or theories; this integrated thematic unit has the ability to connect with students on a personal level, empowering them to explore and push for a cause they, themselves, deem to be worthy. The goal of the final project is to empower students to organize and act for an important cause incorporating all that they have learned about revolutionary theory throughout the unit.

In order to further connect the study of revolutions to the students' lives, this revolutionary rally will be the stepping stone for another unit centering on social action and fundraising. The result of this revolutionary rally will determine the cause for which all the students will be raising money and donating time and energy in the next unit. Thus, through this revolutionary rally, each group will be educating the other eighth graders about their cause and will be trying to rally support around their cause.

Event/Project Discussion:

In this project, the students will team up in groups of four with other like-minded individuals supporting the same cause and will have the opportunity to organize or become a part of an existing or new revolution. The students will be able to choose from any social, scientific, mathematic, or political cause that they find compelling and for which they want to argue.

As a culminating project/event for this thematic study, the students will all participate in a revolutionary rally. This event will take place throughout one entire day of classes and will be a presentation of the cooperative group projects on which the students will have been working throughout the unit. Every team of students will have 5-10 minutes in which to present their revolutionary cause to the rest of the eight grade team. Each presentation must explain and advocate for the cause the students have chosen; however, the exact nature and structure of the presentation will be up to the students. At the end of the rally,

each student will vote for the cause to which they want to devote the support of the whole class in the upcoming unit on social action and fundraising.

The project will be executed by cooperative student-led teams. Each team member will be responsible for and must participate in the ultimate presentation. All of the students in the group must contribute to the final project in a meaningful manner; however, they will be able to participate in a variety of ways. The completion of this project incorporates multiple abilities, enabling students to succeed in many different areas, while also pushing them to learn new skills.

The final project/presentation will have several parts, all touching on each of the subjects studied during the unit. Specified essential elements must be submitted beforehand or presented in every presentation including: the exhibition of proper research techniques, the presentation of a piece of revolutionary rhetoric, the submission of a written revolutionary justification, the creation of a piece of revolutionary artwork/graphic, the use of exponential statistics, the attempt to contact and/or become involved in and/or begin a revolutionary cause, and the demonstration of effective collaborative group work.

Instructional Objectives:
Students will be able to:

1. Integrate their newly gained knowledge from each subject area to create arguments for and organize their own revolution.
2. Work cooperatively as a student-led team throughout the production of their final project.
3. Present their final project to a large audience incorporating all of the necessary criteria.

Study Skills Emphasized:

1. Completing Effective Research
2. Making a Public Presentation
3. Collaborative/Cooperative learning
4. Project Organization and Management

Methods:

1. Students must choose a cause that they will rally behind and for which they will design and organize a potential revolution.
2. Students must research and develop a well-rationalized argument supporting their cause.
3. Students must produce a written summary of the issues involved in their cause and why others should join with them in support of their chosen cause.
4. Students must write a piece of revolutionary rhetoric promoting their cause and rallying others to join with them.
5. Students must produce a revolutionary piece of art/graphic/song/ propaganda etc.
6. Students must demonstrate an attempt to contact and/or become involved and/or personally start the cause for which they are working.
7. Students must demonstrate the ability to work cohesively as a team/group.
8. Students must incorporate exponential statistics into their project in some manner.

ITU Project Period:

Rationale:
Each class will give up one day a week for an intensive ITU project period. This day has been built into the schedule for this Revolutionary ITU so that the teachers will be able to help the students during the creation of their presentation for the Revolutionary Rally. The teachers will be able to facilitate the choice of cause, help the students in a variety of ways, monitor the group progress, and assess group process skills.

Instructional Objectives:

In this period of study, students will be able to:
1. Choose a cause around which they want to focus their revolution.
2. Research the ideas behind their cause.
3. Get in touch with existing organizations centered on their cause.
4. Work on their revolutionary rhetoric.
5. Work on the exponential and linear equations portion of the presentation.
6. Practice the revolutionary presentation.

Weekly Outlines:

Week 1:

Day	Activity
Monday	Students will be introduced to the Revolutionary Rally idea and requirements. The final rubrics for the presentation will be discussed. The students will spend the rest of the period brainstorming causes around which they would like to organize their revolution. Students will present all of their findings to the class, and as each student is presenting the causes they have found, the other students will be taking notes as to the causes to which they feel pulled. By the end of the class, the students should have three causes they feel they could possibly rally around.
Tuesday	The students will choose the cause around which they want to rally and will get into groups of four based on the cause around which they want to rally. They will begin doing the initial research around their cause.
Wednesday	Students will continue to do research on their cause.
Thursday	Students will begin trying to contact the existing organizations already centered on their cause. They must find some way to get involved in the cause, and must be able to present proof they have done so.
Friday	Students will continue researching and contacting their causes.

Week 2:

Day	Activity
Monday	Students will begin drafting their written Revolutionary Justifications
Tuesday	Students will begin working on their piece of Revolutionary Rhetoric

Wednesday	Students will begin working on their use of exponential statistics.
Thursday	Students will continue working on the different elements necessary for their Revolutionary Presentation
Friday	Students will continue working on the different elements necessary for their Revolutionary Presentation

Week 3:

Day	**Activity**
Monday	Students will continue working on the different elements necessary for their Revolutionary Presentation
Tuesday	Students will continue working on the different elements necessary for their Revolutionary Presentation
Wednesday	Students will continue working on the different elements necessary for their Revolutionary Presentation
Thursday	Students will continue working on the different elements necessary for their Revolutionary Presentation
Friday	Students will continue working on the different elements necessary for their Revolutionary Presentation

ITU Culminating Activity Assessment:

The assessment of the final project/presentation will be completed using a variety of rubrics given out to all the students at the start of the project. Each portion of the project will be graded separately by all of the teachers, and the grades will be combined and averaged to produce one grade for the entire project. Each group will receive one grade.

The following list of components will be considered in the final assessment:

- Research Skills
- Demonstration of an attempt to contact and become involved in the cause for which they are fighting
- Revolutionary Rhetoric/Oratory
- Written Revolutionary Justification
- Revolutionary Arts/Graphic
- Group Organization/Process Skills
- Use of Exponential Statistics

Final Project Rubric One:

	20 pts	15 pts	10 pts	5 pts	0 pts
Exhibition of Research Skills Utilized	Use of 5 or more robust sources about the cause	Use of 3-4 robust sources about the cause	Use of 2 robust sources about the cause	Use of 1 robust source and other superficial sources about the cause	Use of only superficial sources about the cause
Demonstration of Attempt to Contact and/or Become Involved in Cause	Discusses and provides proof of extensive attempts to become involved in the cause		Discusses and provides proof of only a few attempts to become involved in the cause		Discusses and provides proof no attempts to become involved in the cause
Engagement in the cause of their choice.	Demonstrates genuine and meaningful engagement in the cause of their choice.		Demonstrates superficial engagement in the cause.		Demonstrates no engagement in the cause.

Collaborative Work Skills Rubric

CATEGORY	**30**	**20**	**10**	**0**
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.

Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Monitors Group Effectiveness	Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective.	Routinely monitors the effectiveness of the group and works to make the group more effective.	Occassionally monitors the effectiveness of the group and works to make the group more effective.	Rarely monitors the effectiveness of the group and does not work to make it more effective.

Written Revolutionary Justification Rubric

CATEGORY	**30- Above Standards**	**20 - Meets Standards**	**10 - Approaching Standards**	**0 - Below Standards**
Attention Grabber	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.	The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory paragraph but the connection to the topic is not clear.	The introductory paragraph is not interesting AND is not relevant to the topic.
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.
Sources	All sources used for quotes, statistics and facts are credible and cited correctly.	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and cited correctly.	Many sources are suspect (not credible) AND/OR are not cited correctly.

Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.

Revolutionary Rhetoric Rubric

CATEGORY	**30**	**20**	**10**	**0**
Preparedness	Students are completely prepared and have obviously rehearsed.	Students seem pretty prepared but might have needed a couple more rehearsals.	The students were somewhat prepared, but it is clear that rehearsal was lacking.	Students do not seem at all prepared to present.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Incorporates Revolutionary Rhetoric	Uses five or more revolutionary rhetoric techniques	Uses 3 or 4 revolutionary rhetoric techniques	Uses 1 0r 2 revolutionary rhetoric techniques	Uses no revolutionary rhetoric techniques

Exponential Statistics Rubric

CATEGORY	**30**	**20**	**10**	**0**
Mathematical Concepts	Explanation shows complete understanding of the mathematical concepts used to solve the problem(s).	Explanation shows substantial understanding of the mathematical concepts used to solve the problem(s).	Explanation shows some understanding of the mathematical concepts needed to solve the problem(s).	Explanation shows very limited understanding of the underlying concepts needed to solve the problem(s) OR is not written.

Mathematical Errors	90-100% of the steps and solutions have no mathematical errors.	Almost all (85-89%) of the steps and solutions have no mathematical errors.	Most (75-84%) of the steps and solutions have no mathematical errors.	More than 75% of the steps and solutions have mathematical errors.
Mathematical Terminology and Notation	Correct terminology and notation are always used, making it easy to understand what was done.	Correct terminology and notation are usually used, making it fairly easy to understand what was done.	Correct terminology and notation are used, but it is sometimes not easy to understand what was done.	There is little use, or a lot of inappropriate use, of terminology and notation.
Explanation	Explanation is detailed and clear.	Explanation is clear.	Explanation is a little difficult to understand, but includes critical components.	Explanation is difficult to understand and is missing several components OR was not included.

Revolutionary Art/Graphic Rubric

CATEGORY	**4**	**3**	**2**	**1**
Graphics - Originality	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.

Math:

Rationale:
The concept of revolutions and social change will be incorporated into the Math unit on exponential growth. The goal for this unit is to have the students building and analyzing exponential models with respect to population shift due to the advancements in travel due to the Industrial Revolution.

Instructional Objectives:
They will correlate numerical patterns of change during revolutions with mathematical rules for exponential change. They will learn to reason with and about exponential relationships, and explore the significance of shapes of exponential graphs and patterns in tables. They will learn to make sense of the symbols in the exponential expression $y=a\ (b^x)$. While exploring rates of growth and decay, they will be able to recognize and describe situations (applicable to various revolutionary periods and events) that can be modeled with exponential functions.

Study Skills Emphasized:
1. Completing Effective Research
2. Making a Public Presentation
3. Project Organization and Management
4. Collaborative/Cooperative Learning

Students will incorporate the mathematical concepts of exponential projections using Math culminating project to support some form of data related to their cause in the "Revolution Rally".

Week One- Math class will combine with Social Studies class for overview of revolution and study of population data. Class will combine with InfoTech to use Internet to research population data.

Week Two- Math class will combine with Science to discuss the invention of the steam engine and railroads. They will look at the scientific impact on industry, and the effect on mass population shifting as a result. The math class will combine with InfoTech to research population growth data during the westward expansion due to railroads.

Week Three- Math class will combine with Humanities for discussion of classic revolutionary events and the percentages of population support and percentages of success.
During three-week unit, each Thursday period will be used by students to continue group work on their ITU Culminating event –"Revolutionary rally".

Learning Standards
Learning standards that I plan to address through this unit are as follows:
Massachusetts Mathematics Curriculum Framework Grade 7/8 Standards
Patterns, Relations, and Algebra Strand
Students engage in problem solving, communicating, reasoning, connecting, and representing as they:

7.P.1 Extend, represent, analyze, and generalize a variety of patterns with tables, graphs, words, and, when possible, symbolic expressions. Include arithmetic and geometric progressions, e.g., compounding.
This standard is intentionally the same as standard 8.P.1.

7.P.2 Evaluate simple algebraic expressions for given variable values, e.g., $3a^2 - b$ for $a = 3$ and $b = 7$.
This standard is intentionally the same as standard 8.P.2.

7.P.3 Create and use symbolic expressions for linear relationships and relate them to verbal, tabular, and graphical representations.

7.P.4 Solve linear equations using tables, graphs, models, and algebraic methods.

7.P.5 Identify, describe, and analyze linear relationships between two variables. Compare positive rate of change, e.g., $y = 3x + 1$, to negative rate of change, e.g., $y = -3x + 1$.

7.P.6 Use linear equations to model and analyze problems involving proportional relationships. Use technology as appropriate.
This standard is intentionally the same as standard 8.P.9.

Bibliography

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Foresman, S.,(1996). Algebra Teaching Aid Masters-University of Chicago School Mathematics Project. Glenview, Il

Weekly Unit Structure

Week One

Goals are to gain an intuitive understanding of basic exponential growth patterns. Students will begin to recognize exponential patterns in tables, graphs, and equations. They will solve problems involving exponential growth, and learn to express numbers that are the product of identical factors in exponential form and standard form. The concepts of exponential relationships will be introduced to the students through two classic problems applied to factors of population and industry growth and expansion during the Industrial revolution. Students will be given rubric for unit project: Find a current societal trend, and based on exponential patterns determine if it may reflect a revolution in the future.				
Monday	Tuesday	Wednesday	Thursday	Friday
In combination with ELA to introduce concept of revolution and population shifts during historical revolutions.	Begin to recognize exponential patterns via historical tables, graphs, and patterns.	Solve problems involving exponential growth.	Comprehensive ITU project period	Class in combination with InfoTech to utilize internet to research population growth data during Westward expansion due to Industrial Revolution.

Week Two

Goals are to recognize patterns of exponential growth in tables and equations. Students will compare and contrast exponential growth with linear growth. They will reason with and solve problems involving exponents and exponential growth. They will also determine the growth factor in a given exponential mode. Students will continue to develop concepts of exponential relationships will be introduced to the students through problems applied to factors of population and industry growth and expansion during the Industrial revolution				
Monday	Tuesday	Wednesday	Thursday	Friday
In combination with Science to discuss the invention of the steam engine and railroads	Solve problems regarding exponential changes in population and industry due to railroads.	Solve problems regarding exponential changes in population and industry due to railroads.	Comprehensive ITU project period	Class in combination with InfoTech to utilize internet to research population growth data during Westward Expansion

Week Three

Goals are to determine growth factors and create representations of an exponential population model given sample population data. Students will investigate increases in the value of an asset due to compound growth. They will also review and extend their understanding of percentages. Students project of Math culminating project will be presented and submitted.				
Monday	Tuesday	Wednesday	Thursday	Friday
In combination with Social Studies to analyze classic revolutionary events and the percentages of population support and percentages of success. .	Independent work-Review population data and exponential formulas for culminating unit Math assignment.	Independent work-Review population data and exponential formulas for culminating unit Math assignment.	Comprehensive ITU project period	Students will present and submit their culminating projects. Pick a revolution and numerically show the exponential changes that have occurred or can occur by incorporating the formulas and rules from the unit lessons.

Assessment

Ongoing formative assessment throughout development of three week unit with regard to student effort, cooperation, use of resources, variety of resources, originality of ideas, and practicality to support project.Will also include homework assignments and binder checks

Rubric for for Math Project

Math Project -Find a societal cause, and based on exponential patterns determine that it may reflect a revolution in the present or future.

✔ ++ -Student couldn't have done much better. Presentation was direct to the questions asked.
-Extra effort was made during research of societal trend
-Documentation went beyond expectations
-Mathematical solutions were correct
-Ideas were original, logically presented, and clearly expressed

✔ + -Student met all expectations of the assignment
-Answers were relevant to questions asked
-Writing and other work was clear
-Mathematical solutions were correct
-Ideas were expresssed well or thoughful solutions were proposed

✔ -Student completed assignment and handed in on time, but could have done better
-May have a few mistakes in writing , mathematics, or terminology
-Presented good ideas and creative solutions

✔ - -Student completed assignment, but was inconsistent, unclear and poorly written
-Offered solutions that were incorrect or used wrong mathematical expressions
-Could do better

No Credit - Assignment was either not done, incomplete, or not submitted in reasonable timeframe

Instructional Resources:

Math , Science, ELA, Social Studies, and Infotech classrooms, Computers, Internet access, Newspapers, News Periodicals.

Textbooks:

Lappan, G., Fey, J.T., Fitzgerald, W., Friel, S., Phillips, E.(1998). *Growing, Growing, Growing-Exponential Relationships.* Orangeburg,NY

Lappan, G., Fey, J.T., Fitzgerald, W., Friel, S., Phillips, E.(1998). *Moving Straight Ahead-Linear Relationships.* Orangeburg,NY

Foresman, S.,(1996). Algebra Teaching Aid Masters-University of Chicago School Mathematics Project. Glenview, Il

Websites: edsitement.neh.gov
wpunj.edu
inventors.about.com
census.gov

Science:

The concept of revolutions and social change will be incorporated into the Science unit through exploration of scientific revolutions, their impact throughout history, and the key scientific discoveries during the Industrial Revolution.

Instructional Objectives:
The goal for this unit is to have the students understand the role of Science in revolutions and the revolutionary scientific discoveries made from the early American period through current times. They will also understand the impact of technological growth during Industrial Revolution.

Study Skills Emphasized:

1. Completing Effective Research
2. Making a Public Presentation
3. Project Organization and Management
4. Collaborative/Cooperative Learning

Students will incorporate the scientific concepts of technological advancements using a Science culminating project to support some form of media related to their cause in the "Revolution Rally".

Week One- Science class, with assistance from Social Studies instructor, will overview scientific revolutions, their connections to historical revolutions, and their impact on social change. Class will also combine with InfoTech for computer research resources.

Week Two- Science class will explore the technological advancements of the Industrial Revolution with in depth analysis of the steam engine and railroads. They will also look at present and future applications of past revolutionary technologies.

Week Three- Science class will combine with InfoTech and Humanities for exploration of technology uses in modern social action campaigns. Students will also complete their Science unit project to assist their ITU project

During three-week unit, each Friday period will be used by students to continue group work. They will work on their ITU project –"Revolution Rally".

Learning Standards
Massachusetts Science and Technology/Engineering Curriculum Framework

Physical Sciences (Chemistry and Physics) Grade 6-8 Standards
Learning Standard-Heat Energy
14. Recognize that heat is a form of energy and that temperature change results from adding or taking away heat from a system

15. Explain the effect of heat on a particle motion through a description of what happens to a particle during a change in phase

Technology/Engineering Grades Pre-K-8

Engineering Design

Broad Concepts: Engineering design requires creative thinking and strategies to solve practical problems generated by wants and needs

2.1 Identify a problem that represents the need for shelter, storage or convenience.

2.2 Describe different ways that a problem can be represented, e.g., sketches, diagrams, graphic organizers, and list.

Weekly Unit Structure:

Week One

Goals are to gain an understanding of science and its role during major historical periods of change. Student will see the correlation between technology advancements and their direct influence on who maintained political power, and dictated social policy, both nationally and internationally, throughout history. . Students will be given rubric for unit project: Utilize a modern technology trend to create a form of media that will support your cause in the "Revolutionary Rally				
Monday	Tuesday	Wednesday	Thursday	Friday
Introduction to scientific revolutions and their impact throughout history.	In combination with Social Studies teacher to discuss advancements leading up to and during the Industrial revolution.	Overview of technological advancements during Cold War.	In combination with InfoTech teacher to use internet for overview of modern revolution of computer age.	Comprehensive ITU project period

Week Two

Goals are to focus on the Industrial revolution and the emergence of US as a domestic and international trade powerhouse as a result of the steam engine and railroads. Students will learn the properties and function of steam engines and railroads from an inventor's perspective. They will also observe the application of the initial models to the impact of subsequent technologies.				
Monday	Tuesday	Wednesday	Thursday	Friday
In combination w/assistance of Social	Discussion How do steam engines work?	Lab – w/assistance of Math instructor	Discussion – What has been developed	Comprehensive ITU project period

Studies instructor to discuss the invention of the steam engine and railroads.		Using electric motors to simulate physics of railroads.	from past technology discoveries?	

Week Three

Goals are to combine with Info Tech twice to research and use technology resources, and complete science unit projects. Science will also combine with Humanities to review the impact of technology globally with respect to revolution efforts. Students project of Science culminating project will be presented and submitted.				
Monday	Tuesday	Wednesday	Thursday	Friday
In combination with InfoTech to analyze use of current technology to assist in social action campaigns. .	In combination w/assistance of Humanities instructor to discuss the impact of technology on global revolution efforts.	In combination with InfoTech to complete science unit projects.	Presentations of Science unit projects.	Comprehensive ITU project period

<u>Assessment</u>

Ongoing formative assessment throughout development of three week unit with regard to student effort, cooperation, use of resources, variety of resources, originality of ideas, and practicality to support project.Will also include homework assignments and binder checks

<u>Rubric for for Science Project</u>

Science Project - Utilize a modern technology trend as a form of media that will support your cause in the “Revolutionary Rally

✔ ++ -Student couldn’t have done much better. Presentation was direct to the questions asked.
-Extra effort was made during research of societal trend
-Documentation went beyond expectations
-Scientific concepts were correct
-Ideas were original, logically presented, and clearly expressed

✔ + -Student met all expectations of the assignment
-Answers were relevant to questions asked
-Writing and other work was clear

-Scientific concepts were correct
-Ideas were expresssed well or thoughful solutions were proposed

✔ -Student completed assignment and handed in on time, but could have done better
-May have a few mistakes in writing, science concepts, or terminology
-Presented good ideas and creative solutions

✔ - -Student completed assignment, but was inconsistent, unclear and poorly written
-Offered solutions that were incorrect or used wrong scientific expressions
-Could do better

No Credit - Assignment was either not done, incomplete, or not submitted in reasonable timeframe

Instructional Resources:

Math , Science, ELA, Social Studies, and Infotech classrooms, Computers, Internet access, Newspapers, News Periodicals.

Textbooks:

Prentice Hall, (2000). *Science Explorer: Chemical Building Blocks.* Needham, MA

Prentice Hall, (1994). *Science: Heat Energy.* Needham, MA

Prentice Hall, (1997). *Science: Motion, Forces ,and Energy.* Needham, MA

Websites:

edsitement.neh.gov	sprintpcs.com
wpunj.edu	cingular.com
inventors.about.com	yahoo.com
census.gov	

<u>Social Studies</u>: The American Revolution

Rationale:

The concept of revolution and social change will be incorporated into Social Studies by taking the students on an educational journey that will track the progress of the Revolutionary War from its causes and the first battle to the final surrender. The students will be inquiring into the nature of individual involvement in a large scale revolution. After engaging in a variety of activities in social studies students will gain a deep understanding of the American Revolution's causes, effects, and leaders.

Specifically, they will examine the American Revolution and will look at specific individuals who contributed to the causes, the continuation, and the effects of the Revolution. Most importantly, students will have an understanding of the revolution's impact on their lives today. Learning about the past will help students interpret the present and determine their actions in the future. Understanding how the United States came to be a country of rights, opportunities, and independence allows children to better appreciate their freedom. At the end of this unit students will be better prepared as citizens in our democratic society. Students will understand that their actions can improve society.

Essential Questions:

1. How did individuals contribute to the initial causes, continuation, and effects of the American Revolution?
2. How did individuals play a role in the shape of the revolutionary ideology of the time?
3. How did the American Revolution shape the lives of the students today?

Instructional Objectives:

Students will be able to:

1. Describe some of the major individuals involved in the American Revolution.
2. Describe the major causes and effects of the American Revolution.
3. Express the revolutionary ideas and documents central to the American Revolution.
4. Conduct an inquiry centering around how individual and group organization can impact society.

Social Studies Standards:

<u>USI.1</u> Explain the political and economic factors that contributed to the American Revolution.

(H, C)

A. the impact on the colonies of the French and Indian War, including how the war led to an overhaul of British imperial policy from 1763 to 1775

B. how freedom from European feudalism and aristocracy and the widespread ownership of property fostered individualism and contributed to the Revolution

<u>USI.2</u> Explain the historical and intellectual influences on the American Revolution and the formation and framework of the American government. (H, C)

USI.3 Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson. (H, C)

USI.4 Analyze how Americans resisted British policies before 1775 and analyze the reasons for the American victory and the British defeat during the Revolutionary war. (H)

USI.5 Explain the role of Massachusetts in the revolution, including important events that took place in Massachusetts and important leaders from Massachusetts. (H)

A. the Boston Massacre
B. the Boston Tea Party
C. the Battles of Lexington and Concord and Bunker Hill
D. Sam Adams, John Adams, and John Hancock

Week Two Rationale:

During the second week of this ITU, English Language Arts and Social Studies will combine and will be fully integrated. Both the ELA and the Social Studies teachers will team teach together. By combining the two classes for this week, the students will be able to see the interdependent nature of these two subject areas. Furthermore, by looking at these two subject areas together, the students will be able to understand how reliant revolutionary rhetoric is on the politics and history of the era. Specifically, during this week, the students and teachers will inquire into the nature of revolutionary rhetoric during the American Revolution.

Engaging Activity:

The engaging activity in Social Studies is essentially the engaging activity for the entire ITU. The students will be introduced to the unit in a whole-team assembly, lasting one-hour on the starting day of the unit; however, the wrap-up for the ITU engaging activity will be extended into the first and second social studies classes. Specifically, the students will come

As an engaging activity for the entire three-week unit, students will experience a situation similar to what colonists faced before the revolution. They will then plan and participate in forms of protest against several unjust policies.

Weekly Unit Structure:

Week 1- The Cause of the American Revolution

The goal of this week in Social Studies will be to inquire into the causes of the American Revolution. Specifically, they will wrap-up the unit's engaging activity for the first two days and then they will look at the nature of the specific causes of the revolution.	
Day	**Class Activity**
Monday	Engaging Activity Work
Tuesday	Engaging Activity Work
Wednesday	Comprehensive ITU Project Period
Thursday	The Causes of the American Revolution Activity Students will participate and analyze a performance of an 18th-century poem (Revolutionary Tea) and then discuss its meaning and craft. Students will learn that the taxation of the American Colonists by the British led to revolution. They will also understand that all eras have protest poetry and songs. Students will also understand the importance of analyzing old literature.
Friday	People of the Revolution and their Rhetoric Activity In combination with English Language Arts- Arrange students into small groups and provide each group with a name from Famous Men in the Revolutionary War (http://directory.google.com/Top/Society/History/By_Time_Period/Eighteenth_Century/Wars_and_Conflicts/American_Revolution/People/) or Amazing Women in War and Peace(http://userpages.aug.com/captbarb/femvets.html.) Ask each group to research the life and loyalties of the assigned individual and then present to the class a short skit showing what that person might have said during a debate on the causes of the war. After the initial research, using rhetorical techniques from the class's brainstorming, compose rhetorical speeches that people of the revolution might have made.

Week 2- Spread of Ideas during the American Revolution

This specific week of social studies will be team taught by the English Language Arts and Social Studies teachers. The goals of this week will be for students to inquire into the spread of ideas through rhetoric during the American Revolution. Students will examine two influential individuals and their works: Thomas Paine and his *Common Sense,* and Thomas Jefferson and his *Declaration of Independence.*

Specifically, they will look at the Revolutionary Broadside, "No Stamped Paper To Be Had," and Thomas Paine's influential pamphlet *Common Sense*, and Thomas Jefferson's *Declaration of Independence.* The students will inquire into the nature of these different rhetorical examples. Specifically, they will look at the Broadsides and the writings by Paine to see how they helped to solidify the Revolutionary sentiments of average American colonists at the beginning of the war.

The Thomas Jefferson portion of the week will focus on the issues surrounding the writing of the *Declaration of Independence* (freedom, equality, and slavery debate), and will look

at this work as a truly revolutionary document espousing the ideas of Locke, Rousseau, and Montesquieu (social contract, natural law, and natural rights).

Day	**Class Activity**
Monday	Revolutionary Broadsides: Hand out copies of No Stamped Paper to be Had. Ask students to identify the rhetorical techniques used by the writer. Add these to the lists constructed in Unit 1. Then, comprehensive ITU project period.
Tuesday	Primary Source Scavenger Hunt: Working in pairs or groups of four (depending on computer availability) students will browse the American Library of Congress's primary source documents related to the Continental Congress and theConstitutional Convention. http://memory.loc.gov/ammem/bdsds/bdsdhome.html Using a timeline of key events, have students find broadsides from specific events leading up to the Revolution. Each pair or group should print out the one which employs the most persuasive rhetoric. Using colored markers, students can mark up the copy, explaining the rhetoric used from the list of rhetorical strategies the class constructed
Wednesday	Comprehensive ITU Project Period
Thursday	Thomas Paine and his pamphlet *Common Sense* Jigsaw on the Revolutionary Elements of the Document. H7Students will divide into groups and will each be given a piece of the document to read, each piece highlighting a different aspect of the document. Each group of students will become experts on their particular element, and then will switch groups and teach their element to each of the members in their new group
Friday	Thomas Jefferson- *The Declaration of Independence* Expert Exposé- Students will be divided into groups of three and each will be given a specific article highlighting a specific issue associated with the document: freedom, equality, leaving out of slavery, natural rights/laws. Each group will have to come up with an interesting way to present each issue to the class, ie. Song, rap, poetry, art, skit, etc.

Week 3- Effects of the American Revolution

The goal of this week in Social Studies will be to inquire into the effects of the

American Revolution. The students will look into the immediate and long term effects of the revolution, focusing on its impact and on the students lives today.	
Day	**Class Activity**
Monday	Jigsaw on the Effects of the American Revolution. In combination with Infotech. Students will be divided into cooperative groups and will each be given an effect of the Revolution to research. In these groups, the students will become experts on their specific topic. Then the groups will be shifted so that everyone is now in a different group with one member from each of the previous groups. Each member of this new group will now teach the other students about the effect they researched.
Tuesday	American Revolution Project The students will conduct interviews, have discussions and/or debates, role-play events, or create biographies based on the events during the American Revolution. Students will brainstorm and create concept maps or outlines before starting projects. When students are finished with their work they will reflect on their projects and others' projects.
Wednesday	Comprehensive ITU Project Period
Thursday	American Revolution Project Continued…
Friday	Presentation of Social Studies Projects

Final Project Grading Rubric:

CATEGORY	4Love it!!!	3Great Work	2Good Work	1I know you could have done better
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
Knowledge Gained	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "saw" things differently than other characters.	Can clearly explain one way in which his character "saw" things differently than other characters.	Cannot explain one way in which his character "saw" things differently than other characters.

Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
Props/Costume	Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the period, and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation.

Instructional Resources:

Famous Men in the Revolutionary War (http://directory.google.com/Top/Society/History/By_Time_Period/Eighteenth_Century/Wars_and_Conflicts/American_Revolution/People/) or Amazing Women in War and Peace

The History Place (1998) *American Revolution.* Retrieved April 19, 2005 from http://www.historyplace.com/unitedstates/revolution/

History Central (n.d.) *Revolutionary war: birth of a* nation. Retrieved April 22, 2005 from http://www.multied.com/revolt/Causes.html

Johnson, P. (1997) *A history of the American people.* New York: Harper Perennial.

PBS (2005) *Liberty*. Retrieved April 20, 2005 from http://www.pbs.org/ktca/liberty/

Paine, T. (1776) *Common Sense.* Retrieved April 26, 2005 from, http://www.earlyamerica.com/earlyamerica/milestones/commonsense/text.html

Raphael, R. (2002) *A People's History of the American Revolution: How common people shaped the fight for independence.* New York: Harper Collins.

American Revolution Project Reference:
http://www.lessonplanspage.com/SSAmericanRevolution5.htm

English Language Arts: **Revolutionary Rhetoric**

Essential Questions:
1) How can language create the desire for change and/or revolution?
2) Can language be used for social justice? Can it be used to promote injustice?

Time Required
Five one-hour periods

Instructional Objectives:
Students will be able to:
1. Analyze persuasive speech and writing for rhetorical techniques
2. Assess how audience and purpose influence rhetoric
3. Employ rhetorical techniques in constructing persuasive speech

Resources:
Speeches available at www.americanrhetoric.com
Patrick Henry's "Give Me Liberty or Give Me Death" speech, March 23, 1775.
Tecumseh's "Speech to the Osages in the Winter of 1811-1812
Tecumseh's "Sell a Country!" speech
General classroom supplies (paper, pens or pencils, board or chart paper, and so forth)

Preparation:
Photocopy a copy of the three speeches and the Presentation rubric for each student
Make overheads of the Tecumseh and Henry Analysis Worksheet and the Rhetorical Techniques sheet.

Instruction and Activities:

Day	Class Activity
Monday	Prereading Show video clip of Miracle – inspiration speech As a whole class, brainstorm the effectiveness of the speech. Then brainstorm a list of speeches that students are familiar with. Speeches can be well-known by general audiences (such as Martin Luther King, Jr.'s "I Have a Dream"), or might be familiar only at school or only to particular students (such as a student's campaign speech for a club presidency or a religious oration). In reader-response journals ask students to freewrite about what makes them recall these speeches. Ask students to think about what makes these speeches persuasive (or not). Put analysis worksheet on overhead. Distribute copies of Patrick Henry's speech have students recreate a table in their journals or logs. As students read the speech, ask them to keep track of their notes on this table.
Tuesday	Patrick Henry Pre-listening: Have students independently read Patrick Henry's speech.

	Ask students to think or write about their impressions after reading the speech in their journals or logs. They might imagine what the speech sounded like, note words and phrases that seemed particularly strong to them, or write about anything that caught their attention. Connections: Ask them to make connections to the new rules in their school. Play the recording of Henry's address from americanrhetoric.com. Remind students of the setting and situation for the speech. Be sure that students understand that the recording is of an actor. Allow students to think-pair-share a list of rhetorical techniques in Patrick Henry's speech. If necessary, give them a list of the rhetorical techniques and ask them to find examples in Henry's speech. As a class, n a large piece of newsprint construct a comprehensive list of rhetorical strategies that Henry used (keep this list for the next few weeks to add to and elaborate upon). Once students have worked through the speech, identifying techniques of repetition, emotionally charged words, metaphor, and rhetorical questioning, play the recording of the speech again, and ask students to pay particular attention to the techniques. Suggest that they keep the following question in mind: In his elocution, how does the actor's tone, volume, and other qualities change when he uses these rhetorical techniques? Post-listening: Ask students to return to the notes that they wrote before they listened to the speech, considering questions such as the following: Does the speech compare to what you imagined when you read it? What made Henry a powerful speechmaker during the colonial period? What surprised you about the speech?
Wednesday	Tecumseh Pre-listening: Remind students of the setting and situations for Tecumseh's speeches. Be sure that students understand that the text is a translation of Tecumseh's speeches. Neither Patrick Henry's speech nor Tecumseh's speeches were recorded word for word as they were given. Instead these speeches were written down after the fact, based on the memories of listeners and the speaker. Ask students to brainstorm about the ways that translation and transcription might affect a speech. Read Tecumseh's speeches to the class or listen to the audio on americanrhetoric.com Ask students to note some of the words used in the translation. The speeches use words we may consider offensive today such as red men, Indian, squaw. Ask students to think about why the translator has used these words. Ask students to find examples of rhetorical technique in Tecumseh's speeches and add these techniques to the class list. Once students have worked through the speech, identifying techniques of repetition, parallel structures, concrete natural images, concise sentence

	structure, and rhetorical questioning, read the speeches again, and ask students to pay particular attention to the techniques. Suggest that they keep the following question in mind: How does your tone, volume, and other qualities change when you use these rhetorical techniques? Post-listening: Ask students to return to the notes about transcription and translation that they wrote before they listened to the speech, considering questions such as the following: How did the translator affect the speech? What made Tecumseh a powerful speechmaker? What surprised you about the speech?
Thursday	Group Work Divide students into four to five groups. Recognizing all the speeches are about unifying the listeners to resist a common enemy, ask groups to compare and contrast Chief Tecumseh's speeches and Patrick Henry's speech, using the chart that they filled in as they went along. Optionally, students could use a Venn Diagram. Discuss the comparisons with the whole class. Once you're satisfied that students understand the connections between the rhetorical practices in the speeches and the purpose and audience and culture of the speakers, assign each group a passage from Henry's speech to translate into the rhetorical style of Tecumseh. Make sure that students understand that they are not writing a Native American version of Henry's speech. They are writing their own version of a section of the speech, emulating Tecumseh's style. Allow students the rest of the session to work on their translation. Monitor student progress, helping students as needed.
Friday	Presentations Give students five to ten minutes to make last-minute preparations and to practice their presentation. Have groups present their section of the speech to the entire class, sticking closely to the five-minutes-per-group guideline that you've established. Once all of the groups have presented, focus on the last translation, the passage that ends in the original with Henry's "Give me liberty or give me death!" Ask students to spend several minutes writing down what they've heard in their journals or logs. The students who presented that passage play the role of author attempting to recall what they wrote without looking at the original notes. After allowing time for students to write, volunteers can share their passages with the whole class. Once students have shared, read the last group's translation again. Have students note changes they want to make. Note that you should read the passage so that all students, including the group that translated the passage, can return to their transcription notes. Conclude the lesson by asking students to return to the issues of

	transcription and translation in oral discussion or in their journals. Consider questions such as the following: How did your role as the translator affect the speech? How closely did your transcription match the original translation of the final passage? What surprised you about the process of translation and transcription? What conclusions can you draw now about the versions of Tecumseh's and Henry's speeches that we've read?

Battling for Liberty Presentation Rubric

Category	Excellent	Good	Satisfactory	Needs Improvement
Understanding of Topic	The team clearly understood the topic. They convincingly demonstrated an awareness of the biases in the material that they examined and the relationship between bias and culture.	The team clearly understood the topic. They demonstrated an awareness of the biases in the material that they examined and the relationship between bias and culture.	The team seemed to understand the topic. They were aware of the biases in the material that they examined.	The team did not seem to understand the topic and/or were not aware of the biases in the material they examined.
Presentation Style	The team consistently used gestures, eye contact, voice and enthusiasm in a way that kept the audience interested.	The team usually used gestures, eye contact, voice and enthusiasm to try and keep their audience's attention.	The team sometimes used gestures, eye contact, and appropriate voice to keep their audience's attention.	One or more of the members did not use body language or style to keep the audience's attention. Someone may have been a distraction.
Information	The team presented information that fully and accurately explained the origin and characteristics of the myth. The information was clear and logical.	The team presented information that accurately explained the origin and characteristics of the myth. The information was generally clear and logical.	Most of the information accurately explained the origin and characteristics of the myth. There may have been some mistakes or some things that were not clear.	The information did not accurately explained the origin and characteristics of the myth and/or the information did not make sense.

ELA Week 2 – Colonial Broadsides

Rationale:
During the second week of this ITU, English Language Arts and Social Studies will combine and will be fully integrated. Both the ELA and the Social Studies teachers will team teach together. By combining the two classes for this week, the students will be able to see the interdependent nature of these two subject areas. Furthermore, by looking at these two subject areas together, the students will be able to understand how reliant revolutionary rhetoric is on the politics and history of the era. Specifically, during this week, the students and teachers will inquire into the nature of revolutionary rhetoric during the American Revolution.

Time Required
Five 45-minute classes

Instructional Objectives
Students will be able to:
1. Apply rhetorical analysis to primary documents from the American Revolution
2. Establish a chronology of events
3. Using the Library of Congress American Memory collection to access primary sources

Essential Questions:
In what ways can you connect broadsides to events leading to the American Revolution? What various attitudes and political positions are revealed in the broadsides? How did individuals during the American Revolutionary Era communicate their ideas through revolutionary rhetoric?

Preparation:
Print copies of No Stamped Paper to be Had
Overheads: Conflict Escalator
No Stamped Paper to be Had Questions

Instruction and Activities:

This specific week of English Language Arts will be team taught by the English Language Arts and Social Studies teachers. The goals of this week will be for students to inquire into the spread of ideas through rhetoric during the American Revolution. Students will examine two influential individuals and their works: Thomas Paine and his *Common Sense,* and Thomas Jefferson and his *Declaration of Independence.*

Specifically, they will look at the Revolutionary Broadside, "No Stamped Paper To Be Had," and Thomas Paine's influential pamphlet *Common Sense*, and Thomas Jefferson's *Declaration of Independence.* The students will inquire into the nature of these different rhetorical examples. Specifically, they will look at the Broadsides and the writings by Paine to see how they helped to solidify the Revolutionary sentiments of average American colonists at the beginning of the war.

The Thomas Jefferson portion of the week will focus on the issues surrounding the writing of the *Declaration of Independence* (freedom, equality, and slavery debate), and will look at this work as a truly revolutionary document espousing the ideas of Locke, Rousseau, and Montesquieu (social contract, natural law, and natural rights).	
Day	**Class Activity**
Monday	Revolutionary Broadsides: Hand out copies of No Stamped Paper to be Had. Ask students to identify the rhetorical techniques used by the writer. Add these to the lists constructed in Unit 1. Then, comprehensive ITU project period.
Tuesday	Primary Source Scavenger Hunt: Working in pairs or groups of four (depending on computer availability) students will browse the American Library of Congress's primary source documents related to the Continental Congress and theConstitutional Convention. http://memory.loc.gov/ammem/bdsds/bdsdhome.html Using a timeline of key events, have students find broadsides from specific events leading up to the Revolution. Each pair or group should print out the one which employs the most persuasive rhetoric. Using colored markers, students can mark up the copy, explaining the rhetoric used from the list of rhetorical strategies the class constructed
Wednesday	Presentation of Revolutionary Broadsides Groups or pairs should present a summary of their revolutionary broadside, proceeding in chronological order on a timeline
Thursday	Thomas Paine and his pamphlet *Common Sense* Jigsaw on the Revolutionary Elements of the Document. H7Students will divide into groups and will each be given a piece of the document to read, each piece highlighting a different aspect of the document. Each group of students will become experts on their particular element, and then will switch groups and teach their element to each of the members in their new group
Friday	Thomas Jefferson- *The Declaration of Independence* Expert Exposé- Students will be divided into groups of three and each will be given a specific article highlighting a specific issue associated with the document: freedom, equality, leaving out of slavery, natural rights/laws. Each group will have to come up with an interesting way to present each issue to the class, ie. Song, rap, poetry, art, skit, etc.

ELA Week 3 – Revolutionary Fiction Reading Workshop

Rationale:
The theory underpinning this model centers on the importance of students learning to make informed choices about what they read and what they write, and taking charge for both the planning and execution of their work in both areas. The role of the teacher is to suggest, guide, offer individual instruction through targeted mini-lessons, and keep track of student performances and progress. In addition, the teacher ensures that students have adequate time for silent, independent reading; reading is the central activity of the literature program.

Time Required
Four 45-minute classes

Instructional Objectives
Students will be able to:

- make predictions based on the content that's read as a means of improving comprehension.
- make personal connections to the text as a means of improving comprehension.
- demonstrate comprehension of the novel.
- choose and use appropriate voice in their writing.
- recognize and create examples of metaphor and hyperbole.
- increase their written and spoken vocabulary.

Essential Questions:
Why did you select the particular novel that you selected?
How did Revolution affect the characters in your novel?

Preparation:
Photocopy sheets of readers conference sheets

Instruction and Activities

Day	Class Activity
MONDAY	How to choose a "good" book (one that is both interesting and appropriate) Students browse classroom Revolutionary fiction texts
Tuesday	• How to know if you want to abandon a book, and what to do next • Readers' plans and how they change as we read
Wednesday	• Using sticky notes • Recording responses in the writer's notebook (things to write about; what makes a response useful; evaluation
Thursday	Modeling writer's notebook responses

READING WORKSHOP FICTION

THESE TITLES ARE FROM: In Times Past: An Encyclopedia for Integrating US History with Literature in Grades 3-8 by Carol Otis Hurst and Rebecca Otis (Order from Amazon.com. SRA/McGraw-Hill, 1993. ISBN 0-7829-0155-7)

Fritz, Jean. Early Thunder. Putnam, 1967. ISBN 0-698-20036-5.

O'Dell, Scott. Sarah Bishop. Houghton, 1980. ISBN 0-395-29185-2.
Sarah has good reason to hate war. Her father, a Loyalist, died after being tarred and feathered by the rebels. Her brother died on a British prison ship. Sarah is arrested as part of the harassment and escapes to the Connecticut wilderness where her struggle is with the elements rather than with the war. This is a Focus Book; see page 266 of the print version of In Times Past.

Avi. The Fighting Ground. Lippincott, 1984. ISBN 0-397-32074-4.
This is an account of two days of a boy's life during the American Revolution. After he is captured in battle by three Hessian soldiers, Jonathan realizes that fighting is a complex activity and that informed choices are extremely important. In a farmhouse where a little boy is the only survivor of his family, Jonathan finds it impossible to kill the sleeping Hessians. He escapes with the little boy and finds the remnants of his troop. Realizing that they must have killed the boy's parents, Jonathan smashes his rifle and returns to the farm, less certain about the rights and wrongs of war.

Collier, James Lincoln and Collier, Christopher. My Brother Sam Is Dead. Four Winds, 1974. ISBN 0-02-722980-7.
Sam, the only member of his family who is not a Tory, joins the Rebel army. When he is falsely accused of stealing cattle, his family's sympathies work against him, and he is tried and executed as an example of General Putnam's discipline. His death is a matter of political expediency, not a matter of right or wrong. This is a more cynical look at the war than one finds in most children's literature.

Forbes, Esther. Johnny Tremain. Houghton, 1943. ISBN 0-395-06766-9
Johnny Tremain is a silversmith's apprentice in Boston. Another apprentice, jealous of Johnny's skill, causes him to be terribly burned by molten silver. Because of his shriveled hand, Johnny must find other work. As a rider for the Boston Observer, Johnny becomes interested in the Revolution and participates in the Boston Tea Party and other revolutionary acts. He also learns to accept himself, wounds and all. The book is an idealistic look at the Revolution.

Reit, Seymour. Guns for General Washington: A Story of the American Revolution. Harcourt, 1990. ISBN 0-15-200466-1
This is a fictionalized account of Henry Knox's trip from Fort Ticonderoga to Boston to break the siege of Boston. The story sticks closely to the facts with some dialogue added. We see the hazardous journey through the eyes of Will Knox, Henry's younger brother. The action goes back and forth between Knox and his men on the trail and the armies and civilians in Boston under siege. Other characters in the story include George Washington, Paul Revere, and General Howe.

Woodruff, Elvira. George Washington's Socks. Scholastic, 1992. ISBN 0-590-44035-7.

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Edwards, Sally. George Midgett's War. Macmillan, 1985. ISBN 0-684-18315-3.
The people of Ocracoke Island, off the coast of North Carolina, want no part of the war. Then British Raiders kill the deaf-mute woman who tends their pigs and carry off the pigs. The Islanders' revenge entails taking precious salt to the American army at Valley Forge. The plot focuses on the fact that some choices in war are based on personal feelings rather than on political convictions.

Hoobler, Dorothy and Hoobler, Thomas. The Sign Painter's Secret: The Story of a Revolutionary Girl. Illustrated by Donna Ayers. Silver Burdett, 1991. ISBN 0-382-24143-6
This short and easy-to-read story is about a young girl who spies for the Rebels during the Revolutionary War. Although the absolute certainty of every character in the plot is unrealistic, there is a believable and informative sense of family life in occupied Philadelphia in 1777.

Jensen, Dorothea. The Riddle of Penncroft Farm. Harcourt, 1989. ISBN 0-15-200574-9.
After Lars moves from his home in present-day Minnesota to Pennsylvania, he is contacted by the ghost of one of his ancestors who gives him the inside story on the Revolution, especially the days at Valley Forge.

McKean, Thomas. The Secret of the Seven Willows. Simon, 1991. ISBN 0-671-72997-7.

Monjo, F. N. Poor Richard in France. Dell, 1973. ISBN 0-440-46110-3.
This story covers the years from 1776 to 1778. It was supposedly written by Benjamin Franklin's grandson as he accompanied his grandfather in France while Franklin attempt to convince France to sign a treaty with the Colonists. This is a very friendly approach to an understanding of diplomacy and war.

Seabrooke, Brenda. The Chester Town Tea Party. Illustrated by Nancy Coates Smith. Tidewater, 1990. ISBN 0-87033-422-0.
This is a fictionalized account of an event in 1774 Maryland that supported the Boston Tea Party. Many details of life in Colonial America are imbedded in the story.

Wibberly, Leonard. John Treegate's Musket. Farrar, 1959. ISBN 0-374-43788-2.
John Treegate is a Loyalist who fought for the king at the Battle of Quebec. Changing sides is easier for his son, Peter, who quickly joins the Revolutionary forces. John defects just in time for the Battle of Bunker Hill.

Art: Revolutionary Art and Propaganda

Rationale:

The art portion of this Integrated Thematic Unit will focus on revolutionary art and propaganda. Specifically, this section of the unit will inquire into the exact nature of art and propaganda from the American Revolution. Students will look at the feelings inspired by, the purposes of, and the commonalities between the arts of this era.

Instructional Objectives:
Students will be able to:

1. Identify features and characteristics of revolutionary art.
2. Compare and contrast the art of the American Revolution
3. Create their own version of revolutionary art/propaganda.

Study Skills Emphasized:
1. Project Planning
2. Thinking Critically
3. Expressing Ideas Through Art

Essential Questions:
1. How do artists try to communicate their revolutionary ideas through their art?
2. What feelings/associations does revolutionary artwork inspire in you? How do you feel when examining a piece of revolutionary art?

Engaging Activity:

The engaging activity for the art part of this integrated thematic unit will be done in conjunction with the engaging activity of the entire unit. Students will come together as a class to try and come up with some kind of graphic representation/poster/piece of artwork that embodies the revolution they are organizing in their social studies classroom against the newly imposed school rules. They will divide up in groups for half of the class with the goal of coming up with a poster that explains and argues for their cause. These posters will be presented to the class and the ideas of from all of the groups will be utilized to create one big poster/piece of art. Thus, each art class will finish the engaging activity will class propaganda arguing against the newly imposed school rules.

Weekly Unit Structure:

Week One

This first week in art class, the students will complete the engaging activity, and then they will begin to study the artwork from the American Revolution.	
Day	**Activity**
Monday	Engaging Activity
Tuesday	Engaging Activity
Wednesday	Examination of Paul Revere's painting of the *Boston Massacre.* Students will inquire into how this painting gets its message across and how it makes them feel. They will also look into the actual facts of the Boston Massacre compared with the details of the painting.
Thursday	Students will create a depiction of an event in their lives that distorts what happened so that the viewer favors the point of view of the artist.
Friday	Completion and presentation of persuasive event depiction.

Week 2

This second week in art class, the students will finish studying the art of the American Revolution, and they will begin working on the graphic for their final project.	
Day	**Activity**
Monday	Students will be introduced to the paintings of the Revolution by John Trumbull and Archibald McNeal Willard. They will writ journal entries about each painting, and then the students will have a class discussion about the sentiments each work inspires.
Tuesday	In combination with Information Technology, the students will begin researching and brainstorming about the graphic for their final project. By the end of class, they should have a list of about five ideas of possible graphics.
Wednesday	Students will narrow down their list and they will chose an idea from the previous day's brainstorm for their final graphic.
Thursday	Students will begin preliminary sketches of their graphic.
Friday	Students will continue working on the preliminary sketches and outlines for their final project graphic.

Week 3

This first week in art class, the students will complete the engaging activity, and then they will begin to study the artwork from the American Revolution.	
Day	**Activity**
Monday	Students will begin on a second draft of the graphic for the final project.
Tuesday	Students will finish working on the second draft of the graphic for the final project.
Wednesday	Students will begin working on the final graphic for the project
Thursday	Students will continue working on the final graphic for the project
Friday	Students will continue working on the final graphic for the project

Instructional Resources:

American Revolution (n.d.) *Art Gallery Foyer*. Retrieved April 19th, 2005 from http://www.americanrevolution.org/artmain.html.

Boime, A. (1987) *Art in an Age of Revolution: 1750-1800.* Chicago: University of Chicago Press.

Rodner, W. (1997) *J.M.W. Turner: Romantic Painter of the Industrial Revolution.* Berkeley: University of California Press.

Vigué, J. (2004) *Great Masters in American Art.* New York: Watson-Guptill Publications.

<u>Information Technology</u>:

Rationale:

The Information Technology (IT) portion of the ITU will be integral to the functionality and workability of the unit. The IT component will consist of two main areas of study. First, students in IT classes will inquire into the nature of the entertainment technology revolution, looking at its effects on the world and the student's own lives. The students will complete this inquiry one or two days of each of the three weeks through a program called Video Game Revolution. The second component of the IT class will consist of technological support of the content areas, consisting of internet and computer-based resources. Thus, much of time in the IT classroom will be devoted to content area research, causal research, organization communication, and miscellaneous final project work. Thus, the IT classroom and teacher will be available to aid the content areas when necessary and to aid the students in the completion of their final project.

IT Component 1: Video Game Revolution

Guiding Questions:

1. What elements of revolution are there in the entertainment technology revolution?
2. Is the entertainment technology revolution just part of a larger technology evolution?
3. How do the changes in entertainment technology affect you? How is your life different than your parents when they were your age? How do you think your children's lives will be different?

Time Required:
1-2 classes per week

Objectives:
Students will be able to:

1. Assess their own role and relationship to new entertainment technology.
2. Assess how entertainment technology is affecting the lives of their families.
3. Assess how entertainment technology is affecting their friends.
4. Make predictions on how entertainment technology will affect their future.

Resources

The Video Game Revolution examines the evolution of the videogame industry, the enormous impact of videogames on society and culture, and the future of electronic gaming. Broadcast on PBS, The Video Game Revolution blends engaging narrative and interviews with game footage that spans the industry's history—from the simple, white-on-black images of the 1960s to the sophisticated 3-D graphics of the 21st century games.

IT Component 2: Content Area and Final Project Support

Objectives:
Students will be able to:
1. Use the resources provided by the IT classroom to complete research and work for the final project.
2. Support their learning in the content areas through the resources provided by the IT classroom.

Time Required:
3-4 Class periods per week

IT Weekly Overview:

Week 1

Day	**Activity**
Monday	Video Game Revolution
Tuesday	In support of final project, students will complete cause research.
Wednesday	Video Game Revolution
Thursday	In combination with InfoTech teacher to use internet for overview of modern revolution of computer age.
Friday	Class in combination with Math to utilize the internet to research population growth data during Westward expansion due to Industrial Revolution

Week 2

Day	**Activity**
Monday	
Tuesday	Video Game Revolution
Wednesday	
Thursday	
Friday	Class in combination with Math to utilize internet to research population growth data during Westward Expansion

Week 3

Day	**Activity**
Monday	In combination with InfoTech to analyze use of current technology to assist in social action campaigns.
Tuesday	Video Game Revolution
Wednesday	In combination with Science to complete science unit projects.
Thursday	Final Project Support
Friday	Final Project Support

Appendices: Instructional Resources

Appendix A: Weekly Overview in Chart Form

WEEK ONE

	Monday	Tuesday	Wednesday	Thursday	Friday
MATH	In combination with ELA to introduce concept of revolution and population shifts during historical revolutions.	Begin to recognize exponential patterns via historical tables, graphs, and patterns.	Solve problems involving exponential growth.	Comprehensive ITU project period	Class in combination with InfoTech to utilize internet to research population growth data during Westward expansion due to Industrial Revolution.
SCIENCE	Introduction to scientific revolutions and their impact throughout history.	Integrated lesson with Info Tech and Science: The Video Game Revolution	Overview of technological advancements during Cold War.	In combination with Social Studies teacher to discuss advancements leading up to and during the Industrial revolution.	Comprehensive ITU project period
SOCIAL STUDIES	Engaging Activity Work	Engaging Activity Work	Comprehensive ITU Project Period	The Causes of the American Revolution ActivityStudents will participate and analyze a performance of an 18th-century poem (Revolutionary Tea) and then discuss its meaning and craft. Students will learn that the taxation of the American Colonists by the British led to revolution. They will also understand that all eras have protest poetry and songs. Students will	People of the Revolution ActivityArrange students into small groups and provide each group with a name from Famous Men in the Revolutionary War (http://directory.google.com/Top/Society/History/By_Time_Period/Eighteenth_Century/Wars_and_Conflicts/American_Revolution/People/) or Amazing Women in War and Peace(http://userpages.aug.com/captbarb/femvets.html.) Ask each

				also understand the importance of analyzing old literature. ESR activity - Conflict Escalator	group to research the life and loyalties of the assigned individual and then present to the class a short skit showing what that person might have said during a debate on the causes of the war.
ELA	Persuasive speech simulation. Watch a video of a persuasive speech (Remember the Titans). As a whole class, brainstorm the effectiveness of the speech. Then brainstorm a list of speeches that students are familiar with. Speeches can be well-known by general audiences (such as Martin Luther King, Jr.'s "I Have a Dream"), or might be familiar only at school or only to particular students (such as a student's campaign speech for a club presidency or a religious oration).	Session Two: Patrick Henry: Pre-listening: Have students independently read Patrick Henry's speech. Ask students to think or write about their impressions after reading the speech in their journals or logs. Connections: Ask them to make connections to the new rules in their school.	Session Three: Tecumseh Pre-listening: Remind students of the setting and situations for Tecumseh's speeches. Read Tecumseh's speeches to the class or listen to the audio on americanrhetoric.com Ask students to find examples of rhetorical technique in Tecumseh's speeches and add these techniques to the class list.	Session Four: Group Work and ESR Divide students into four to five groups. Recognizing all the speeches are about unifying the listeners to resist a common enemy, ask groups to compare and contrast Chief Tecumseh's speeches and Patrick Henry's speech, using the chart that they filled in as they went along. Optionally, students could use a Venn Diagram.	People of the Revolution and their Rhetoric - In a combined ELA/Social Studies class, using rhetorical techniques from the class's brainstorming, compose rhetorical speeches that people of the revolution might have made.

WEEK TWO

	Monday	Tuesday	Wednesday	Thursday	Friday
MATH	In combination with Science to discuss the invention of the steam engine and railroads	Solve problems regarding exponential changes in population and industry due to railroads.	Solve problems regarding exponential changes in population and industry due to railroads.	Comprehensive ITU project period	Class in combination with InfoTech to utilize internet to research population growth data during Westward Expansion
SCIENCE	In combination w/assistance of Social Studies instructor to discuss the invention of the steam engine and railroads.	Discussion How do steam engines work?	Lab – w/assistance of Math instructor Using electric motors to simulate physics of railroads.	Discussion – What has been developed from past technology discoveries?	Comprehensive ITU project period
SOCIAL STUDIES	Day 1 Hand out copies of No Stamped Paper to be Had. Ask students to identify the rhetorical techniques used by the writer. Add these to the lists constructed in Unit 1. Then, comprehensive ITU project period.	Day 2: Primary Source Scavenger Hunt Working in pairs or groups of four (depending on computer availability) students will browse the American Library of Congress's primary source documents related to the Continental Congress and the Constitutional Convention. http://memory.loc.gov/ammem/bdsds/bdsdhome.html	Comprehensive ITU Project Period	Thomas Paine and his pamphlet Common SenseJigsaw on the Revolutionary Elements of the Document. H7Students will divide into groups and will each be given a piece of the document to read, each piece highlighting a different aspect of the document. Each group of students will become experts on their particular element, and then will switch groups and teach their element to each of the members in their new group	Thomas Jefferson- The Declaration of IndependenceExpert Exposé- Students will be divided into groups of three and each will be given a specific article highlighting a specific issue associated with the document: freedom, equality, leaving out of slavery, natural rights/laws. Each group will have to come up with an interesting way to present each issue to the class, ie. Song, rap, poetry, art, skit, etc.

		Using a timeline of key events, have students find broadsides from specific events leading up to the Revolution. Each pair or group should print out the one which employs the most persuasive rhetoric. Using colored markers, students can mark up the copy, explaining the rhetoric used from the list of rhetorical strategies the class constructed			
ELA			Presentation of Revolutionary Broadsides Groups or pairs should present a summary of their revolutionary broadside, proceeding in chronological order on a timeline		

WEEK THREE

	Monday	Tuesday	Wednesday	Thursday	Friday
MATH	In combination with Social Studies to analyze classic revolutionary events and the percentages of population support and percentages of success.	Independent work-Review population data and exponential formulas for culminating unit Math assignment.	Independent work-Review population data and exponential formulas for culminating unit Math assignment.	Comprehensive ITU project period	REVOLUTIONARY RALLY
SCIENCE	In combination with InfoTech to analyze use of current technology to assist in social action campaigns.	In combination w/assistance of Humanities instructor to discuss the impact of technology on global revolution efforts.	In combination with InfoTech to complete science unit projects.	Presentations of Science unit projects.	REVOLUTIONARY RALLY
SOCIAL STUDIES	Students will be divided into cooperative groups and will each be given an effect of the Revolution to research. In these groups, the students will become experts on their specific topic. Then the groups will be shifted so that everyone is now in a different group with one member from each of the previous groups. Each member of	The students will conduct interviews, have discussions and/or debates, role-play events, or create biographies based on the events during the American Revolution. Students will brainstorm and create concept maps or outlines before starting projects. When students are finished with their work they will reflect on their projects and others' projects.	Comprehensive ITU Project Period	Prepare for Revolutionary Rally	REVOLUTIONARY RALLY REVOLUTIONARY RALLY

	this new group will now teach the other students about the effect they researched. Class will work with Math to analyze classic revolutionary events and the percentages of population support and percentages of success.				REVOLUTIONARY RALLY
ELA	Comprehensive ITU period	Revolutionary Reader's Workshop - Students will select Revolutionary Fiction texts for silent, independent reading. Individual conferencing with teacher will focus on student's reading growth. to discuss the impact of technology on global revolution efforts.	Revolutionary Reader's Workshop - Students will select Revolutionary Fiction texts for silent, independent reading. Individual conferencing with teacher will focus on student's reading growth.		REVOLUTIONARY RALLY

Appendix B: Declaration of Independence

Declaration of Independence

The Declaration of Independence of the Thirteen Colonies
Action of Second Continental 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, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

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, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. --Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain [George III] is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his

invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a 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 depriving us, in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences:

For abolishing the free System of English Laws in a neighbouring 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:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by the Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

The signers of the Declaration:
New Hampshire - Josiah Bartlett, William Whipple, Matthew Thornton
Massachusetts - John Hancock, Samual Adams, John Adams, Robert Treat Paine, Elbridge Gerry
Rhode Island - Stephen Hopkins, William Ellery
Connecticut - Roger Sherman, Samuel Huntington, William Williams, Oliver Wolcott
New York - William Floyd, Philip Livingston, Francis Lewis, Lewis Morris

New Jersey - Richard Stockton, John Witherspoon, Francis Hopkinson, John Hart, Abraham Clark
Pennsylvania - Robert Morris, Benjamin Rush, Benjamin Franklin, John Morton, George Clymer, James Smith, George Taylor, James Wilson, George Ross
Delaware - Caesar Rodney, George Read, Thomas McKean
Maryland - Samuel Chase, William Paca, Thomas Stone, Charles Carroll of Carrollton
Virginia - George Wythe, Richard Henry Lee, Thomas Jefferson, Benjamin Harrison, Thomas Nelson, Jr., Francis Lightfoot Lee, Carter Braxton
North Carolina - William Hooper, Joseph Hewes, John Penn
South Carolina - Edward Rutledge, Thomas Heyward, Jr., Thomas Lynch, Jr., Arthur Middleton
Georgia - Button Gwinnett, Lyman Hall, George Walto

Appendix C: Excerpt from *Common Sense*:

Thomas Paine (1737–1809). Common Sense. 1776.

Thoughts on the present state of American affairs.

IN the following pages I offer nothing more than simple facts, plain arguments, and common sense; and have no other preliminaries to settle with the reader, than that he will divest himself of prejudice and prepossession, and suffer his reason and his feelings to determine for themselves; that he will put *on*, or rather that he will not put *off*, the true character of a man, and generously enlarge his views beyond the present day. *1*

Volumes have been written on the subject of the struggle between England and America. Men of all ranks have embarked in the controversy, from different motives, and with various designs; but all have been ineffectual, and the period of debate is closed. Arms, as the last resource, decide the contest; the appeal was the choice of the king, and the continent hath accepted the challenge. *2*

It hath been reported of the late Mr Pelham (who tho' an able minister was not without his faults) that on his being attacked in the house of commons, on the score, that his measures were only of a temporary kind, replied, *"they will last my time."* Should a thought so fatal and unmanly possess the colonies in the present contest, the name of ancestors will be remembered by future generations with detestation. *3*

The sun never shined on a cause of greater worth. 'Tis not the affair of a city, a country, a province, or a kingdom, but of a continent—of at least one eighth part of the habitable globe. 'Tis not the concern of a day, a year, or an age; posterity are virtually involved in the contest, and will be more or less affected, even to the end of time, by the proceedings now. Now is the seed time of continental union, faith and honor. The least fracture now will be like a name engraved with the point of a pin on the tender rind of a young oak; The wound will enlarge with the tree, and posterity read it in full grown characters. *4*

By referring the matter from argument to arms, a new æra for politics is struck; a new method of thinking hath arisen. All plans, proposals, &c. prior to the nineteenth of April, *i. e.* to the commencement of hostilities, are like the almanacks of the last year; which, though proper then, are superceded and useless now. Whatever was advanced by the advocates on either side of the question then, terminated in one and the same point, viz. a union with Great-Britain; the only difference between the parties was the method of *5*

effecting it; the one proposing force, the other friendship; but it hath so far happened that the first hath failed, and the second hath withdrawn her influence.

As much hath been said of the advantages of reconciliation, which, like an agreeable dream, hath passed away and left us as we were, it is but right, that we should examine the contrary side of the argument, and inquire into some of the many material injuries which these colonies sustain, and always will sustain, by being connected with, and dependant on Great-Britain. To examine that connexion and dependance, on the principles of nature and common sense, to see what we have to trust to, if separated, and what we are to expect, if dependant. *6*

I have heard it asserted by some, that as America hath flourished under her former connexion with Great-Britain, that the same connexion is necessary towards her future happiness, and will always have the same effect. Nothing can be more fallacious than this kind of argument. We may as well assert that because a child has thrived upon milk, that it is never to have meat, or that the first twenty years of our lives is to become a precedent for the next twenty. But even this is admitting more than is true, for I answer roundly, that America would have flourished as much, and probably much more, had no European power had any thing to do with her. The commerce, by which she hath enriched herself are the necessaries of life, and will always have a market while eating is the custom of Europe. *7*

But she has protected us, say some. That she hath engrossed us is true, and defended the continent at our expence as well as her own is admitted, and she would have defended Turkey from the same motive, viz. the sake of trade and dominion. *8*

Alas, we have been long led away by ancient prejudices, and made large sacrifices to superstition. We have boasted the protection of Great-Britain, without considering, that her motive was *interest* not *attachment;* that she did not protect us from *our enemies* on *our account,* but from *her enemies* on *her own account,* from those who had no quarrel with us on any *other account,* and who will always be our enemies on the *same account.* Let Britain wave her pretensions to the continent, or the continent throw off the dependance, and we should be at peace with France and Spain were they at war with Britain. The miseries of Hanover last war ought to warn us against connexions. *9*

It hath lately been asserted in parliament, that the colonies have no relation to each other but through the parent country, *i. e.* that Pennsylvania and the Jerseys, and so on for the rest, are sister colonies by the way of England; this is certainly a very round-about way of proving relationship, but it is the nearest and only true way of proving enemyship, if I may so call it. France and Spain never were, nor perhaps ever will be our enemies as *Americans,* but as our being the *subjects of Great-Britain.* *10*

But Britain is the parent country, say some. Then the more shame upon her conduct. Even brutes do not devour their young, nor savages make war upon their families; wherefore the assertion, if true, turns to her reproach; but it happens not to be true, or only partly so, and the phrase *parent* or *mother country* hath been jesuitically adopted by the king and his parasites, with a low papistical design of gaining an unfair bias on the credulous weakness of our minds. Europe, and not England, is the parent country of America. This new world hath been the asylum for the persecuted lovers of civil and religious liberty from *every part* of Europe. Hither have they fled, not from the tender embraces of the mother, but from the cruelty of the monster; and it is so far true of England, that the same tyranny which drove the first emigrants from home, pursues their descendants still. *11*

In this extensive quarter of the globe, we forget the narrow limits of three hundred and *12*

sixty miles (the extent of England) and carry our friendship on a larger scale; we claim brotherhood with every European christian, and triumph in the generosity of the sentiment.

13 It is pleasant to observe by what regular gradations we surmount the force of local prejudice, as we enlarge our acquaintance with the world. A man born in any town in England divided into parishes, will naturally associate most with his fellow parishioners (because their interests in many cases will be common) and distinguish him by the name of *neighbour;* if he meet him but a few miles from home, he drops the narrow idea of a street, and salutes him by the name of *townsman;* if he travel out of the county, and meet him in any other, he forgets the minor divisions of street and town, and calls him *countryman;* i. e. *county-man;* but if in their foreign excursions they should associate in France or any other part of *Europe*, their local remembrance would be enlarged into that of *Englishmen.* And by a just parity of reasoning, all Europeans meeting in America, or any other quarter of the globe, are *countrymen;* for England, Holland, Germany, or Sweden, when compared with the whole, stand in the same places on the larger scale, which the divisions of street, town, and county do on the smaller ones; distinctions too limited for continental minds. Not one third of the inhabitants, even of this province, are of English descent. Wherefore I reprobate the phrase of parent or mother country applied to England only, as being false, selfish, narrow and ungenerous.

14 But admitting, that we were all of English descent, what does it amount to? Nothing. Britain, being now an open enemy, extinguishes every other name and title: And to say that reconciliation is our duty, is truly farcical. The first king of England, of the present line (William the Conqueror) was a Frenchman, and half the Peers of England are descendants from the same country; wherefore, by the same method of reasoning, England ought to be governed by France.

15 Much hath been said of the united strength of Britain and the colonies, that in conjunction they might bid defiance to the world. But this is mere presumption; the fate of war is uncertain, neither do the expressions mean any thing; for this continent would never suffer itself to be drained of inhabitants, to support the British arms in either Asia, Africa, or Europe.

16 Besides, what have we to do with setting the world at defiance? Our plan is commerce, and that, well attended to, will secure us the peace and friendship of all Europe; because, it is the interest of all Europe to have America a *free port.* Her trade will always be a protection, and her barrenness of gold and silver secure her from invaders.

17 I challenge the warmest advocate for reconciliation, to shew, a single advantage that this continent can reap, by being connected with Great Britain. I repeat the challenge, not a single advantage is derived. Our corn will fetch its price in any market in Europe, and our imported goods must be paid for buy them where we will.

18 But the injuries and disadvantages we sustain by that connection, are without number; and our duty to mankind at large, as well as to ourselves, instruct us to renounce the alliance: Because, any submission to, or dependance on Great-Britain, tends directly to involve this continent in European wars and quarrels; and sets us at variance with nations, who would otherwise seek our friendship, and against whom, we have neither anger nor complaint. As Europe is our market for trade, we ought to form no partial connection with any part of it. It is the true interest of America to steer clear of European contentions, which she never can do, while by her dependance on Britain, she is made the make-weight in the scale on British politics.

19 Europe is too thickly planted with kingdoms to be long at peace, and whenever a war breaks out between England and any foreign power, the trade of America goes to ruin,

because of her connection with Britain. The next war may not turn out like the last, and should it not, the advocates for reconciliation now will be wishing for separation then, because, neutrality in that case, would be a safer convoy than a man of war. Every thing that is right or natural pleads for separation. The blood of the slain, the weeping voice of nature cries, 'TIS TIME TO PART. Even the distance at which the Almighty hath placed England and America, is a strong and natural proof, that the authority of the one, over the other, was never the design of Heaven. The time likewise at which the continent was discovered, adds weight to the argument, and the manner in which it was peopled encreases the force of it. The reformation was preceded by the discovery of America, as if the Almighty graciously meant to open a sanctuary to the persecuted in future years, when home should afford neither friendship nor safety.

20 The authority of Great-Britain over this continent, is a form of government, which sooner or later must have an end: And a serious mind can draw no true pleasure by looking forward, under the painful and positive conviction, that what he calls "the present constitution" is merely temporary. As parents, we can have no joy, knowing that *this government* is not sufficiently lasting to ensure any thing which we may bequeath to posterity: And by a plain method of argument, as we are running the next generation into debt, we ought to do the work of it, otherwise we use them meanly and pitifully. In order to discover the line of our duty rightly, we should take our children in our hand, and fix our station a few years farther into life; that eminence will present a prospect, which a few present fears and prejudices conceal from our sight.

21 Though I would carefully avoid giving unnecessary offence, yet I am inclined to believe, that all those who espouse the doctrine of reconciliation, may be included within the following descriptions. Interested men, who are not to be trusted; weak men, who *cannot* see; prejudiced men, who *will not* see; and a certain set of moderate men, who think better of the European world than it deserves; and this last class, by an ill-judged deliberation, will be the cause of more calamities to this continent, than all the other three.

22 It is the good fortune of many to live distant from the scene of sorrow; the evil is not sufficiently brought to *their* doors to make *them* feel the precariousness with which all American property is possessed. But let our imaginations transport us for a few moments to Boston, that seat of wretchedness will teach us wisdom, and instruct us for ever to renounce a power in whom we can have no trust. The inhabitants of that unfortunate city, who but a few months ago were in ease and affluence, have now, no other alternative than to stay and starve, or turn out to beg. Endangered by the fire of their friends if they continue within the city, and plundered by the soldiery if they leave it. In their present condition they are prisoners without the hope of redemption, and in a general attack for their relief, they would be exposed to the fury of both armies.

23 Men of passive tempers look somewhat lightly over the offences of Britain, and, still hoping for the best, are apt to call out, *"Come, come, we shall be friends again, for all this."* But examine the passions and feelings of mankind, Bring the doctrine of reconciliation to the touchstone of nature, and then tell me, whether you can hereafter love, honour, and faithfully serve the power that hath carried fire and sword into your land? If you cannot do all these, then are you only deceiving yourselves, and by your delay bringing ruin upon posterity. Your future connection with Britain, whom you can neither love nor honour, will be forced and unnatural, and being formed only on the plan of present convenience, will in a little time fall into a relapse more wretched than the first. But if you say, you can still pass the violations over, then I ask, Hath your house been burnt? Hath your property been destroyed before your face? Are your wife and children

destitute of a bed to lie on, or bread to live on? Have you lost a parent or a child by their hands, and yourself the ruined and wretched survivor? If you have not, then are you not a judge of those who have. But if you have, and still can shake hands with the murderers, then you are unworthy of the name of husband, father, friend, or lover, and whatever may be your rank or title in life, you have the heart of a coward, and the spirit of a sycophant.

24 This is not inflaming or exaggerating matters, but trying them by those feelings and affections which nature justifies, and without which, we should be incapable of discharging the social duties of life, or enjoying the felicities of it. I mean not to exhibit horror for the purpose of provoking revenge, but to awaken us from fatal and unmanly slumbers, that we may pursue determinately some fixed object. It is not in the power of Britain or of Europe to conquer America, if she do not conquer herself by *delay* and *timidity*. The present winter is worth an age if rightly employed, but if lost or neglected, the whole continent will partake of the misfortune; and there is no punishment which that man will not deserve, be he who, or what, or where he will, that may be the means of sacrificing a season so precious and useful.

25 It is repugnant to reason, to the universal order of things to all examples from former ages, to suppose, that this continent can longer remain subject to any external power. The most sanguine in Britain does not think so. The utmost stretch of human wisdom cannot, at this time, compass a plan short of separation, which can promise the continent even a year's security. Reconciliation is *now* a falacious dream. Nature hath deserted the connexion, and Art cannot supply her place. For, as Milton wisely expresses, "never can true reconcilement grow where wounds of deadly hate have pierced so deep."

26 Every quiet method for peace hath been ineffectual. Our prayers have been rejected with disdain; and only tended to convince us, that nothing flatters vanity, or confirms obstinacy in Kings more than repeated petitioning—and noting hath contributed more than that very measure to make the Kings of Europe absolute: Witness Denmark and Sweden. Wherefore, since nothing but blows will do, for God's sake, let us come to a final separation, and not leave the next generation to be cutting throats, under the violated unmeaning names of parent and child.

27 To say, they will never attempt it again is idle and visionary, we thought so at the repeal of the stamp act, yet a year or two undeceived us; as well may we suppose that nations, which have been once defeated, will never renew the quarrel.

28 As to government matters, it is not in the power of Britain to do this continent justice: The business of it will soon be too weighty, and intricate, to be managed with any tolerable degree of convenience, by a power, so distant from us, and so very ignorant of us; for if they cannot conquer us, they cannot govern us. To be always running three or four thousand miles with a tale or a petition, waiting four or five months for an answer, which when obtained requires five or six more to explain it in, will in a few years be looked upon as folly and childishness—There was a time when it was proper, and there is a proper time for it to cease.

29 Small islands not capable of protecting themselves, are the proper objects for kingdoms to take under their care; but there is something very absurd, in supposing a continent to be perpetually governed by an island. In no instance hath nature made the satellite larger than its primary planet, and as England and America, with respect to each other, reverses the common order of nature, it is evident they belong to different systems: England to Europe, America to itself.

30 I am not induced by motives of pride, party, or resentment to espouse the doctrine of separation and independance; I am clearly, positively, and conscientiously persuaded that

it is the true interest of this continent to be so; that every thing short of *that* is mere patchwork, that it can afford no lasting felicity,—that it is leaving the sword to our children, and shrinking back at a time, when, a little more, a little farther, would have rendered this continent the glory of the earth.

31 As Britain hath not manifested the least inclination towards a compromise, we may be assured that no terms can be obtained worthy the acceptance of the continent, or any ways equal to the expense of blood and treasure we have been already put to.

32 The object, contended for, ought always to bear some just proportion to the expense. The removal of North, or the whole detestable junto, is a matter unworthy the millions we have expended. A temporary stoppage of trade, was an inconvenience, which would have sufficiently ballanced the repeal of all the acts complained of, had such repeals been obtained; but if the whole continent must take up arms, if every man must be a soldier, it is scarcely worth our while to fight against a contemptible ministry only. Dearly, dearly, do we pay for the repeal of the acts, if that is all we fight for; for in a just estimation, it is as great a folly to pay a Bunker-hill price for law, as for land. As I have always considered the independancy of this continent, as an event, which sooner or later must arrive, so from the late rapid progress of the continent to maturity, the event could not be far off. Wherefore, on the breaking out of hostilities, it was not worth the while to have disputed a matter, which time would have finally redressed, unless we meant to be in earnest; otherwise, it is like wasting an estate on a suit at law, to regulate the trespasses of a tenant, whose lease is just expiring. No man was a warmer wisher for reconciliation than myself, before the fatal nineteenth of April 1775, 1 but the moment the event of that day was made known, I rejected the hardened, sullen tempered Pharaoh of England for ever; and disdain the wretch, that with the pretended title of FATHER OF HIS PEOPLE, can unfeelingly hear of their slaughter, and composedly sleep with their blood upon his soul.

33 But admitting that matters were now made up, what would be the event? I answer, the ruin of the continent. And that for several reasons.

34 *First.* The powers of governing still remaining in the hands of the king, he will have a negative over the whole legislation of this continent. And as he hath shewn himself such an inveterate enemy to liberty, and discovered such a thirst for arbitrary power; is he, or is he not, a proper man to say to these colonies, *"You shall make no laws but what I please."* And is there any inhabitant in America so ignorant, as not to know, that according to what is called the *present constitution,* that this continent can make no laws but what the king gives it leave to; and is there any man so unwise, as not to see, that (considering what has happened) he will suffer no law to be made here, but such as suit *his* purpose. We may be as effectually enslaved by the want of laws in America, as by submitting to laws made for us in England. After matters are made up (as it is called) can there be any doubt, but the whole power of the crown will be exerted, to keep this continent as low and humble as possible? Instead of going forward we shall go backward, or be perpetually quarrelling or ridiculously petitioning.—We are already greater than the king wishes us to be, and will he not hereafter endeavour to make us less? To bring the matter to one point. Is the power who is jealous of our prosperity, a proper power to govern us? Whoever says *No* to this question is an *independant,* for independancy means no more, than, whether we shall make our own laws, or, whether the king, the greatest enemy this continent hath, or can have, shall tell us, *"there shall be no laws but such as I like."*

35 But the king you will say has a negative in England; the people there can make no laws without his consent. In point of right and good order, there is something very ridiculous, that a youth of twenty-one (which hath often happened) shall say to several millions of

people, older and wiser than himself, I forbid this or that act of yours to be law. But in this place I decline this sort of reply, though I will never cease to expose the absurdity of it, and only answer, that England being the King's residence, and America not so, make quite another case. The king's negative *here* is ten times more dangerous and fatal than it can be in England, for *there* he will scarcely refuse his consent to a bill for putting England into as strong a state of defence as possible, and in America he would never suffer such a bill to be passed.

36 America is only a secondary object in the system of British politics, England consults the good of *this* country, no farther than it answers her *own* purpose. Wherefore, her own interest leads her to suppress the growth of *ours* in every case which doth not promote her advantage, or in the least interferes with it. A pretty state we should soon be in under such a second-hand government, considering what has happened! Men do not change from enemies to friends by the alteration of a name: And in order to shew that reconciliation *now* is a dangerous doctrine, I affirm, *that it would be policy in the king at this time, to repeal the acts for the sake of reinstating himself in the government of the provinces;* in order that HE MAY ACCOMPLISH BY CRAFT AND SUBTILITY, IN THE LONG RUN, WHAT HE CANNOT DO BY FORCE AND VIOLENCE IN THE SHORT ONE. Reconciliation and ruin are nearly related.

37 *Secondly.* That as even the best terms, which we can expect to obtain, can amount to no more than a temporary expedient, or a kind of government by guardianship, which can last no longer than till the colonies come of age, so the general face and state of things, in the interim, will be unsettled and unpromising. Emigrants of property will not choose to come to a country whose form of government hangs but by a thread, and who is every day tottering on the brink of commotion and disturbance; and numbers of the present inhabitants would lay hold of the interval, to dispose of their effects, and quit the continent.

38 But the most powerful of all arguments, is, that nothing but independance, i. e. a continental form of government, can keep the peace of the continent and preserve it inviolate from civil wars. I dread the event of a reconciliation with Britain now, as it is more than probable, that it will followed by a revolt somewhere or other, the consequences of which may be far more fatal than all the malice of Britain.

39 Thousands are already ruined by British barbarity; (thousands more will probably suffer the same fate.) Those men have other feelings than us who have nothing suffered. All they *now* possess is liberty, what they before enjoyed is sacrificed to its service, and having nothing more to lose, they disdain submission. Besides, the general temper of the colonies, towards a British government, will be like that of a youth, who is nearly out of his time; they will care very little about her. And a government which cannot preserve the peace, is no government at all, and in that case we pay our money for nothing; and pray what is it that Britain can do, whose power will be wholly on paper, should a civil tumult break out the very day after reconciliation? I have heard some men say, many of whom I believe spoke without thinking, that they dreaded an independance, fearing that it would produce civil wars. It is but seldom that our first thoughts are truly correct, and that is the case here; for there are ten times more to dread from a patched up connexion than from independance. I make the sufferers case my own, and I protest, that were I driven from house and home, my property destroyed, and my circumstances ruined, that as a man, sensible of injuries, I could never relish the doctrine of reconciliation, or consider myself bound thereby.

40 The colonies have manifested such a spirit of good order and obedience to continental

government, as is sufficient to make every reasonable person easy and happy on that head. No man can assign the least pretence for his fears, on any other grounds, that such as are truly childish and ridiculous, viz. that one colony will be striving for superiority over another.

Where there are no distinctions there can be no superiority, perfect equality affords no temptation. The republics of Europe are all (and we may say always) in peace. Holland and Swisserland are without wars, foreign or domestic: Monarchical governments, it is true, are never long at rest; the crown itself is a temptation to enterprizing ruffians at *home;* and that degree of pride and insolence ever attendant on regal authority, swells into a rupture with foreign powers, in instances, where a republican government, by being formed on more natural principles, would negotiate the mistake. *41*

If there is any true cause of fear respecting independance, it is because no plan is yet laid down. Men do not see their way out—Wherefore, as an opening into that business, I offer the following hints; at the same time modestly affirming, that I have no other opinion of them myself, than that they may be the means of giving rise to something better. Could the straggling thoughts of individuals be collected, they would frequently form materials for wise and able men to improve into useful matter. *42*

Let the assemblies be annual, with a President only. The representation more equal. Their business wholly domestic, and subject to the authority of a Continental Congress. *43*

Let each colony be divided into six, eight, or ten, convenient districts, each district to send a proper number of delegates to Congress, so that each colony send at least thirty. The whole number in Congress will be least 390. Each Congress to sit and to choose a president by the following method. When the delegates are met, let a colony be taken from the whole thirteen colonies by lot, after which, let the whole Congress choose (by ballot) a president from out of the delegates of *that* province. In the next Congress, let a colony be taken by lot from twelve only, omitting that colony from which the president was taken in the former Congress, and so proceeding on till the whole thirteen shall have had their proper rotation. And in order that nothing may pass into a law but what is satisfactorily just, not less than three fifths of the Congress to be called a majority.—He that will promote discord, under a government so equally formed as this, would have joined Lucifer in his revolt. *44*

But as there is a peculiar delicacy, from whom, or in what manner, this business must first arise, and as it seems most agreeable and consistent that it should come from some intermediate body between the governed and the governors, that is, between the Congress and the people, let a CONTINENTAL CONFERENCE be held, in the following manner, and for the following purpose. *45*

A committee of twenty-six members of Congress, viz. two for each colony. Two members for each House of Assembly, or Provincial Convention; and five representatives of the people at large, to be chosen in the capital city or town of each province, for, and in behalf of the whole province, by as many qualified voters as shall think proper to attend from all parts of the province for that purpose; or, if more convenient, the representatives may be chosen in two or three of the most populous parts thereof. In this conference, thus assembled, will be united, the two grand principles of business, *knowledge* and *power*. The members of Congress, Assemblies, or Conventions, by having had experience in national concerns, will be able and useful counsellors, and the whole, being impowered by the people, will have a truly legal authority. *46*

The conferring members being met, let their business be to frame a CONTINENTAL *47*

CHARTER, or Charter of the United Colonies; (answering to what is called the Magna Charta of England) fixing the number and manner of choosing members of Congress, members of Assembly, with their date of sitting, and drawing the line of business and jurisdiction between them: (Always remembering, that our strength is continental, not provincial:) Securing freedom and property to all men, and above all things, the free exercise of religion, according to the dictates of conscience; with such other matter as is necessary for a charter to contain. Immediately after which, the said Conference to dissolve, and the bodies which shall be chosen comformable to the said charter, to be the legislators and governors of this continent for the time being: Whose peace and happiness, may God preserve, Amen.

48 Should any body of men be hereafter delegated for this or some similar purpose, I offer them the following extracts from that wise observer on governments *Dragonetti*. "The science" says he "of the politician consists in fixing the true point of happiness and freedom. Those men would deserve the gratitude of ages, who should discover a mode of government that contained the greatest sum of individual happiness, with the least national expense."

"Dragonetti on virtue and rewards."

49 But where says some is the King of America? I'll tell you Friend, he reigns above, and doth not make havoc of mankind like the Royal Brute of Britain. Yet that we may not appear to be defective even in earthly honors, let a day be solemnly set apart for proclaiming the charter; let it be brought forth placed on the divine law, the word of God; let a crown be placed thereon, by which the world may know, that so far as we approve as monarchy, that in America THE LAW IS KING. For as in absolute governments the King is law, so in free countries the law *ought* to be King; and there ought to be no other. But lest any ill use should afterwards arise, let the crown at the conclusion of the ceremony be demolished, and scattered among the people whose right it is.

50 A government of our own is our natural right: And when a man seriously reflects on the precariousness of human affairs, he will become convinced, that it is infinitely wiser and safer, to form a constitution of our own in a cool deliberate manner, while we have it in our power, than to trust such an interesting event to time and chance. If we omit it now, some, 2 Massanello may hereafter arise, who laying hold of popular disquietudes, may collect together the desperate and discontented, and by assuming to themselves the powers of government, may sweep away the liberties of the continent like a deluge. Should the government of America return again into the hands of Britain, the tottering situation of things, will be a temptation for some desperate adventurer to try his fortune; and in such a case, what relief can Britain give? Ere she could hear the news, the fatal business might be done; and ourselves suffering like the wretched Britons under the oppression of the Conqueror. Ye that oppose independance now, ye know not what ye do; ye are opening a door to eternal tyranny, by keeping vacant the seat of government. There are thousands, and tens of thousands, who would think it glorious to expel from the continent, that barbarous and hellish power, which hath stirred up the Indians and Negroes to destroy us, the cruelty hath a double guilt, it is dealing brutally by us, and treacherously by them.

51 To talk of friendship with those in whom our reason forbids us to have faith, and our affections wounded through a thousand pores instruct us to detest, is madness and folly. Every day wears out the little remains of kindred between us and them, and can there be any reason to hope, that as the relationship expires, the affection will increase, or that we shall agree better, when we have ten times more and greater concerns to quarrel over than ever?

Ye that tell us of harmony and reconciliation, can ye restore to us the time that is past? *52* Can ye give to prostitution its former innocence? Neither can ye reconcile Britain and America. The last cord now is broken, the people of England are presenting addresses against us. There are injuries which nature cannot forgive; she would cease to be nature if she did. As well can the lover forgive the ravisher of his mistress, as the continent forgive the murders of Britain. The Almighty hath implanted in us these unextinguishable feelings for good and wise purposes. They are the guardians of his image in our hearts. They distinguish us from the herd of common animals. The social compact would dissolve, and justice be extirpated from the earth, or have only a casual existence were we callous to the touches of affection. The robber, and the murderer, would often escape unpunished, did not the injuries which our tempers sustain, provoke us into justice.

O ye that love mankind! Ye that dare oppose, not only the tyranny, but the tyrant, stand *53* forth! Every spot of the old world is overrun with oppression. Freedom hath been hunted round the globe. Asia, and Africa, have long expelled her.—Europe regards her like a stranger, and England hath given her warning to depart. O! receive the fugitive, and prepare in time an asylum for mankind.

Note 1 Massacre at Lexington. [back]

Note 2 Thomas Anello, otherwise Massanello, a fisherman of Naples, who after spiriting up his countrymen in the public market place, against the oppression of the Spaniards, to whom the place was then subject, prompted them to revolt, and in the space of a day became king. [back]

Appendix D: Rhetorical Overhead

OVERHEAD: These five rhetorical devices can often be identified in the most successful speeches.

Informing your audience (INF): This means explaining the issue, stating your viewpoint, providing historical background, and supporting your assertions.
Inspiring your listeners (INS): This means appealing to their emotions, provoking thought, asking questions, and building momentum
Making metaphor and meaning (M): This means using figurative language or memorable catch phrases to stress similarities and make meaningful points.
Using repetition (R): The means repeating phrases to create energy and rhythm and reinforce ideas.
Calling to action (CA): This means asking your audience to get involved in working toward a goal.

What other rhetorical techniques can you think of?

Appendix E: Give Me Liberty Or Give Me Death

***Patrick Henry, March 23, 1775*.**
Passage 1: I have but one lamp by which my feet are guided, and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years to justify those hopes with which gentlemen have been pleased to solace themselves and the House. Is it that insidious smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition comports with those warlike preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation; the last arguments to which kings resort.

Passage 2: I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us: they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves. Sir, we have done everything that could be done to avert the storm which is now coming on.

Passage 3: We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne! In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free-- if we mean to preserve inviolate those inestimable privileges for which we have been so long contending--if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained--we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of hosts is all that is left us!

Passage 4: They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak if we

make a proper use of those means which the God of nature hath placed in our power. The millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave.

Passage 5: Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable--and let it come! I repeat it, sir, let it come.
It is in vain, sir, to extenuate the matter. Gentlemen may cry, Peace, Peace-- but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

Appendix F: Tecumseh's speech to the Osages in the winter of 1811-1812

Brothers we all belong to one family; we are all children of the Great Spirit; we walk in the same path; slake our thirst at the same spring; and now affairs of the greatest concern lead us to smoke the pipe around the same council fire!

Brothers, -We are friends; we must assist each other to bear our burdens. The blood of many of our fathers and brothers has run like water on the ground, to satisfy the avarice of the white men. We, ourselves, are threatened with a great evil; nothing will pacify them but the destruction of all the red men.

Brothers, - When the white men first set foot on our grounds, they were hungry; they had no place on which to spread their blankets, or to kindle their fires. They were feeble; they could do nothing for themselves. Our father commiserated their distress, and shared freely with them whatever the Great Spirit had given his red children. They gave them food when hungry, medicine when sick, spread skins for them to sleep on, and gave them grounds, that they might hunt and raise corn.

Brothers the white people came among us feeble, and now we have made them strong, they wish to kill us, or drive us back, as they would wolves and panthers.

Brothers, - The white men are not friends to the Indians: at first, they only asked for land sufficient for a wigwam; now, nothing will satisfy them but the whole of our hunting grounds, from the rising to the setting sun.

Brothers, - The white men want more than our hunting grounds; they wish to kill our warriors; they would even kill our old men, women and little ones

Brothers, - Many winters ago, there was no land; the sun did not rise and set: all was darkness. The Great Spirit made all things. He gave the white people a home beyond the great waters. He supplied these grounds with game, and gave them to his red children; and he gave them strength and courage to defend them

Brothers - My people wish for peace; the red men all wish for peace; but where the white people are, there is no peace for them, except it be the bosom of our mother.

Brothers, - The white men despise and cheat the Indians; they abuse and insult them; they do not think the red men sufficiently good to live.

The red men have borne many and great injuries; they ought to suffer them no longer. My people will not; they are determined on vengeance; they will drink the blood of the white people

Brothers, - My people are brave and numerous; but the white people are too strong for them alone. I wish you to take up the tomahawk with them. If we all unite, we will cause the rivers to stain the great waters with their blood

Brothers, - if you do not unite with us, they will first destroy us, and then you will an easy prey to them. They have destroyed many nations of red men because they were not united, because they were not friends to each other.

Brothers, - The white people send runners amongst us; they wish to make us enemies that they may sweep over and desolate our hunting grounds, like devastating winds, or rushing waters.

Brothers, - Our Great Father, over the great waters, is angry with the white people, our enemies. He will send his brave warriors against them; he will send us rifles, and whatever else we want - he is our friend, and we are his children.

Brothers, - Who are the white people that we should fear them? They cannot run fast, and are good marks to shoot at: they are only men; our fathers have killed many of them; we are not squaws, and we will stain the earth red with blood.

Brothers, - The Great Spirit is angry with our enemies; he speaks in thunder, and the earth swallows up villages, and drinks up the Mississippi. The great waters will cover their lowlands; their corn cannot grow; and the Great Spirit will sweep those who escape to the hills from the earth with his terrible breath.

Brothers, - We must be united; we must smoke the same pipe; we must fight each other' battles; and more than all, we must love the Great Spirit; he is for us; he will destroy our enemies, and make all his red children happy."

Appendix G: Tecumseh's "Sell a Country!" speech

Sell a Country! Why Not Sell the Air?

Tecumseh

In the early 1800s, two Shawnee brothers, Tecumseh and "the Prophet," organized many Native American nations into a confederation. They wanted to keep white settlers from taking more Indian lands. One problem they faced was that some Indian leaders agreed to sell land to the United States. In the following speech, Tecumseh argued that no one had the right to sell land since it belonged to all people.

Houses are built for you to hold councils in. The Indians hold theirs in the open air. I am a Shawnee. My forefathers were warriors. Their son is a warrior. From them I take my only existence. From my tribe I take nothing. I have made myself what I am. And I would that I could make the red people as great as the conceptions of my own mind, when I think of the Great Spirit that rules over us all. I would not then come to Governor Harrison to ask him to tear up the treaty [the 1795 Treaty of Greenville, which gave the United States parts of the Northwest Territory].

But I would say to him, "Brother, you have the liberty to return to your own country." You wish to prevent the Indians from doing as we wish them, to unite and let them consider their lands as a common property of the whole. You take the tribes aside and advise them not to come into this measure. You want by your distinctions of Indian tribes, in allotting to each a particular, to make them war with each other. You never see an Indian endeavor to make the white people do this. You are continually driving the red people, when at last you will drive them into the great lake [Lake Michigan], where they can neither stand nor work. Since my residence at Tippecanoe, we have endeavored to level all distinctions, to destroy village chiefs, by whom all mischiefs are done. It is they who sell the land to the Americans. Brother, this land that was sold, and the goods that was [sic] given for it, was only done by a few. In the future we are prepared to punish those who propose to sell land to the Americans. If you continue to purchase them, it will make war among the different tribes, and, at last I do not know what will be the consequences among the white people. Brother, I wish you would take pity on the red people and do as I have requested. If you will not give up the land and do cross the boundary of our present settlement, it will be vary hard and produce great trouble between us.

The way, the only way to stop this evil, is for the red people to unite in claiming a common and equal right in the land, as it was at first, and should be now -- for it was never divided, but belongs to all.

No tribe has the right to sell, even to each other, much less to strangers.

Sell a country?! Why not sell the air, the great sea, as well as the earth? Did not the Great Spirit make them all for the use of his children?

How can we have confidence in the white people? We have good and just reasons to believe we have ample grounds to accuse the Americans of injustice, especially when such great acts of injustice have been committed by them upon our race, of which they seem to have no manner of regard, or even to reflect. *When Jesus Christ came upon the earth you killed him and nailed him to the cross. You thought he was dead, and you were mistaken. You have the Shakers among you, and you laugh and make light of their worship.* Everything I have told you is the truth. The Great Spirit has inspired me.

Appendix H: Key Broadsides on a Timeline

1765 _____ Stamp Act
I do hereby certify that George Mercer, Esq; appointed distributor of the stamps for this Colony . . . declared before me in Council, that he did not bring with him, or was ever charged by the Commissioners of the customs in England with the care of any stamps.
Link to full text: http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe17/rbpe178/178001ca/rbpe178001capage.db&recNum=0&itemLink=D?rbpebib:12:./temp/~ammem_dPAN::&linkText=0

1765 _____ Stamp Act protests
. . . No stamped paper to be had
Link to full text: http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe34/rbpe346/34604500/rbpe34604500page.db&recNum=0&itemLink=D?rbpebib:4:./temp/~ammem_lZ4Z::&linkText=0

1765 _____ Sons of Liberty formed
An address to the true-born sons of liberty in the government of the Massachusetts-Bay. [Signed] A Countryman. [1765]
Link to full text: http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe03/rbpe036/03601400/rbpe03601400page.db&recNum=0&itemLink=D?rbpebib:1:./temp/~ammem_sn5r::&linkText=0
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1766 _____ Stamp Act repealed
. . . His Majesty was pleased to give his Royal Assent to An ACT to REPEAL
an Act.
Link to full text: http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe03/rbpe036/03601400/rbpe03601400page.db&recNum=0&itemLink=D?rbpebib:1:./temp/~ammem_sn5r::&linkText=0

1767 _____ Townshend Acts
. . . true sons of liberty and supporters of the non-importation agreement
Link to full text: http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe03/rbpe037/03700200/rbpe03700200page.db&recNum=0&itemLink=D?rbpebib:13:./temp/~ammem_7wKx::&linkText=0

1770 _____ Townshend duties repealed, except for tea tax
. . . declared their firm determination to abide by the non-importation agreement until the act imposing a dut on tea, is repealed . . . By order of
a number of the inhabitants. New York, July 7, 1770
Link to full text: http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe10/rbpe104/10401700/rbpe10401700page.db&recNum=0&itemLink=D?rbpebib:32:./temp/~ammem_aLhW::&linkText=0

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1770 _____ Boston Massacre
An account of a late military massacre at Boston, or the consequences of quartering troops in a populous town, March 12, 1770. New York, John
Holt, 1770.
Link to full text: http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe10/rbpe104/10401000/rbpe10401000page.db&recNum=0&itemLink=r?ammem/rbpebib:@field(NUMBER+@band(rbpe+10401000))&linkText=0

1773 _____ Boston Tea Party
Boston, 17th December, 1773
a Number of People huzza'd in the Street, and in a very little Time, every Ounce of the Teas on board of Capt. Hall, Bruce, and Coffin, was immersed
in the Bay, without the least Injury to private Property.
Link to full text: http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe00/rbpe003/0030270a/rbpe0030270apage.db&recNum=0&itemLink=r?ammem/rbpebib:@field(NUMBER+@band(rbpe+0030270a))
&linkText=0

1774 _____ Intolerable Acts
. . . merchants, who being severally sworn, depose and say, that since the shutting up of the Port of Boston, neither of them have directly or inderectly, nor any other perfor or under them, supplied, or cause to be supplied the army at Boston . . . New York, 1775
Link to full text: http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe10/rbpe108/10800300/rbpe10800300page.db&recNum=0&itemLink=r?ammem/rbpebib:@field(NUMBER+@band(rbpe+10800300))&linkText=0

1774 _____ First Continental Congress
The following extracts from the votes and proceedings of the American Continental Congress . . . In Congress, Philadelphia October 20, 1774
Link to full text: http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe03/rbpe037/03703900/rbpe03703900page.db&recNum=0&itemLink=D?rbpebib:2:./temp/~ammem_XOBs::&linkText=0

1775 _____ Battles of Lexington and Concord
New-York, Sunday 23d April, 1775 . . . THIS evening intelligence hath been receiv'd, that about 1200 of the regular troops, have proceeded from Boston toward Concord; and having fired on the inhabitants, and killed a number of them, at Lexington
Link to full text: http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe10/rbpe108/10800500/rbpe10800500page.db&

recNum=0&itemLink=D?rbpebib:1:./temp/~ammem_xyq2::&linkText=0

1775 _____ Second Continental Congress begins
A declaration by the representatives of the United Colonies of North-America, now met in General Congress at Philadelphia, setting forth the causes and necessity of their taking up arms . . . Philadelphia, July 6th, 1775.
Link to full text: http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe14/rbpe144/14400700/rbpe14400700page.db&recNum=0&itemLink=r?ammem/rbpebib:@field(NUMBER+@band(rbpe+14400700))&linkText=0

1776 _____ Declaration of Independence
New York, October, 18, 1776. To the public. Considerations on the present revolted state of America, addressed to its inhabitants at large
Link to full text: http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe10/rbpe109/10902600/rbpe10902600page.db&recNum=0&itemLink=r?ammem/rbpebib:@field(NUMBER+@band(rbpe+10902600))&linkText=0

Appendix I: American Revolution Conflict Escalator

As a class, complete the conflict escalator exercise from the ESR handbook. After completing the exercise, the class should construct a Conflict Escalator for the American Revolution, as in the following example.

American Revolution
CONFLICT ESCALATOR

Because of the availability of inexpensive, smuggled Dutch tea,
the colonists consumed less British tea.

ß

Because the colonists consumed less British tea,
The East India Company began losing money.

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Because the East India Company began losing money,
British Parliament passed the Tea Act.

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Because British Parliament passed the Tea Act,
colonists bought even less tea and worked to keep tea from landing at their ports.

ß

Because colonists bought less British tea and worked to keep tea from landing at their port s, the British we re more determined than ever that it be landed.

ß

Because the British we re more determined than ever that tea be landed,
the Bo s ton colonists staged the Bo s ton Tea Party.

ß

Because the Boston colonists staged the Boston Tea Party,
British Parliament passed the Coercive Acts as punishment .

ß

Because British Parliament passed the Coercive Acts as punishment,
the Continental Congress was created,
encouraging intensified protests and continued boycotts of British goods.

ß

Because the Continental Congress encouraged intensified protests,
the British began to fortify Boston and attempted to seize ammunition belonging to colonists

ß

Because the British attempted to seize ammunition belonging to colonists,
Minutemen on Lexington Green confronted British troops, and the American Revolution began.

Appendix J: Revolutionary Tea Poem

Revolutionary Tea

There was an old lady lived over the sea,
And she was an Island Queen;
Her daughter lived off in a new countrie, With an ocean of water between.
The old lady's pockets were full of gold.
But never contented was she,
So she called on her daughter to pay her a tax
Of three pence a pound on her tea,
Of three pence a pound on her tea.

"Now, Mother, dear Mother," the daughter replied,
"I shan't do the thing you ask;
I'm willing to pay a fair price for the tea,
But-never the three penny tax."
"You shall," quoth the mother, and redden'd with rage,
"For you're my daughter, you see,
And sure 'tis quite proper the daughter should pay
Her mother a tax on her tea.

The tea was conveyed to the daughter's door,
All down by the ocean's side;
And the bouncing girl pour'd out ev'ry pound,
In the dark and boiling tide.
And then she called out to the Island Queen,
"Oh, Mother, dear Mother," quoth she,
"Your tea you may have when 'tis steep'd enough,
But never a tax from me,
But never a tax from me."

- anonymous
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reference: http://school.discovery.com/lessonplans/programs/revwar1/