
Unit 4:1 – Origins of the American Republic

Topics: Origins of the American Republic (Periods 1-14)

- The Mayflower Compact and the Declaration of Independence.
- The compromises struck by the Constitutional Convention.
- The principles of government stated in the Constitution.
- The ratification of the Constitution and the Development of the Bill of Rights

Materials:

- 4:1.1 – Writing For Understanding: My Declaration of Independence
- 4:1.2 – Vocabulary Worksheet: Foundations of U.S. Government
- 4:1.3 – A Revolutionary Online Newspaper: Project
- 4:1.4 – Vocabulary Practice: Origins of the American Republic
- 4:1.5 - Matching Activity: The Origins of American Government
- 3 x 5 index cards to be used as flash cards
- Computers with Internet access

Procedure(s): Students will research vocabulary terms from their textbooks. They will also form groups and investigate a topic dealing with the American Revolution and formation of the Constitution. The class will develop a newspaper that appears to come from the Revolutionary era. Then students will use a game format to reinforce the information.

Objectives: *The students will...*

1. Outline the causes and outcomes of the events that took place during and after the American Revolution.
2. Discuss the factors that led to the development of the American republican form of government.
3. Evaluate whether the ideals set forth by the Founding Fathers in the Declaration of Independence and the Constitution are still alive within contemporary American government.

Description: Students will define and share information on vocabulary and primary documents dealing with the formation of America's government during the colonial and revolutionary periods. Then students will create an online newspaper that looks like one from these time periods.

Period 1, 2, and 3: Motivation: My Declaration of Independence

Ask students what life will be like for them when they declare their independence from their parents? Conduct a class discussion comparing life under the guidance of parents and what it will be like after the students move out on their own. Ask students what areas of conflict exist between students and their parents. What responsibilities come with independence?

Unit 4 – The Foundations of American Government

Distribute the writing prompt entitled 4:1.1 – Writing For Understanding: My Declaration of Independence and have students develop their own statement.

Have students share their writing samples.

Have students turn to the Declaration of Independence in their textbooks. Show students the major sections of the document: The Preamble, the statement of the natural rights of humankind, the grievances against the King, and the statement of Independence.

Help students make the connection between the desire of the Colonists to separate from Great Britain for political and economic freedom and the desire of young people to declare independence from their parents to establish personal autonomy. Stress the word “autonomy” as “self-rule.”

Vocabulary of the American Revolution and Constitution

Have the students define and discuss the following terms individually or assign several words to one student. Alternative: Allow students to work cooperatively in groups to define the terms and present the definitions in class. Have the rest of the class take notes from the presenting students.

Each section can be assigned over a class period or completed for homework over several days.

Periods 1, 2, and 3: -- 4:1.2 – Vocabulary Worksheet: Foundations of U.S. Government

Period 1: Section 1: Magna Carta Petition of Right English Bill of Rights Social Contract Precedent	Section 2: Charter Proprietor Assembly Burgess Mayflower Compact Fundamental Orders "Salutary neglect" Albany Plan of Union Stamp Act "Intolerable Acts"	Period 2: Section 3: Bicameral Unicameral Articles of Confederation Northwest Ordinance	Section 4: Quorum Virginia Plan New Jersey Plan Great Compromise The Federalist Papers The Three-Fifths Compromise
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Unit 4 – The Foundations of American Government

Period 3: Section 5: 1. Federalism 2. The Annapolis Convention 3. Shay’s Rebellion 4. State Constitutions 5. Embargo	 6. Boycott 7. First Continental Congress 8. Second Continental Congress 9. Separation of Powers 10. Rule by Law
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Use Worksheet 4:1.2 Vocabulary – The Foundations of American Government to distribute the vocabulary list to students.

Period 4-8: Main Activity: Project: You Are There: A Revolutionary Online Newspaper

Periods 4 and 5: Research Phase

Periods 6, 7, and 8: Computer design and word processing time in the computer lab.

Students will research the events of the revolutionary period up to the ratification of the Constitution and the adoption of the Bill of Rights. Distribute 4:1.3 – A Revolutionary Online Newspaper: Project to students. Each topic should be assigned to a cooperative group of three to four students. To see a completed version of this project on-line, visit George Cassutto’s Cyber learning World at: <http://www.cyberlearning-world.com/nhhs/amrev/newstop.htm>

You Are There: A Revolutionary Online Newspaper

Introduction

You are about to develop a series of newspaper articles dealing with the birth of the American Republic. By working in cooperative groups, you’ll research some of the major events and ideas that helped form American government. Each group will research thoroughly their event using both traditional and on-line resources. Traditional resources include encyclopedias, textbooks, magazines, newspapers, and CD-ROMs.

One of the major goals of this project is to help you learn how to use *primary documents*. These are historical documents that were created at some time in history. By reading newspapers, advertisements, letters, journals, diaries and articles from that time, you can interpret them and arrive at your own conclusions on a given question. For example, by reading and understanding the Declaration of Independence, you will understand how Americans came to see themselves as people separate from their British homeland.