

Introduction:

This mini unit explores the origins and evolution of the American values of individual rights and self government using primary sources from the Massachusetts Social Studies Frameworks appendix of required and suggested documents for study. Study of these documents help the students understand that the democratic values we have today originated in different places in different times and changed over time as they were incorporated into the fabric of an emerging American culture.

The study of primary and secondary sources involves a multitude of higher order thinking skills that require students to read, interpret, judge and synthesize material in search of patterns and changes over time. In this lesson the teacher models the analysis of a primary source, the students practice with a new document, and then work in groups to create a brief presentation to the class, as they record responses in chart form. The final product is an essay that completes the second objective listed below.

Time Frame: 4-5 60 minute classes.

- Student Objectives:**
1. To interpret primary and secondary sources.
 2. To trace the origins and evolution of the American values of individual rights and self-government that are present in the Declaration of Independence and the US Constitution.
 3. To understand that the democratic values of individual rights and self-government that came into being in the United States evolved slowly over time across the globe in an effort to secure effective order, power, and justice

Background/Preparation:

Teachers should familiarize themselves with each of the documents listed as required in the MA frameworks up to the Civil War. Select the documents based on the student population, as some are quite challenging due to length and language styles. This unit serves as a starting point in my US II classes as a review of US I, and serves to introduce the students to working with documents. Students should already be familiar with what individual rights are and what self-government means, but in typical MA schools they probably haven't thought about since the 8th grade or so.

Procedures:Hook/introduction

1. Leading question: What are your rights as an American citizen? Rationale: rights are very important to high school students- and they love to tell you what they can and cannot do.
2. Follow up after previous discussion: Where do they come from? Most will be able to tell you that individual rights are guaranteed/protected by the Bill of Rights, others will reference the Declaration of Independence, some the Constitution. My next question is always where? This usually quiets them down. Some will reference their studies of WHII and discuss the enlightenment thinkers' contributions such as Locke, Montesquieu, Voltaire, and Rousseau. These last responses open the door for the purpose of government and allows me to introduce the concept of self-government and how our democracy has evolved over time.
3. I then pose the main objective to the students: Trace the origins and evolution of the American values of individual rights and self-government.

Activity: Modeling Document Analysis

Handouts to students: 1. Chart for recording information on the documents.
2. Document analysis form.
3. A brief excerpt from the Magna Carta

Directions: 1. Model the use of the document analysis form on the board by asking the students questions relative to the form.
2. Model transferring information from the form to the chart.

Activity: Practice

Handouts to student: 1. The Mayflower Compact
2. Document analysis form

Directions: 1. Have the students work with the document to fill out the form, focusing their attention on the objective.
2. Have the students fill out the chart on their own or help you do it on the board.

Activity: Reinforcement

Handouts to students: 1. Selected documents from the MA Social Studies Frameworks from the US I time period.
2. Document Analysis Form
3. Presentation Requirements
4. Supplies to make a presentation.

Directions: 1. Break students into groups or have them work individually.
2. Review Presentation Requirements
3. Assign groups a document (or two)
4. Groups complete the document analysis form and check with teacher.
5. Create presentation according to requirements.

Activity: Presentations

Handouts to students: 1: They should already have their charts to record information.
2. Presentation Rubric (if you want to work on public speaking)

Directions: Groups present each document in chronological order while class fills out chart.

Activity: Debrief/wrap up

- Handouts:
1. They should have completed charts.
 2. Also need Declaration of Independence and the US Constitution/Bill of Rights
 3. Essay requirements and rubric.

- Directions:
- 1 Instruct students to analyze their chart and evaluate which three documents played the largest role in developing our notion of individual rights, PRIOR to the Declaration and Constitution. Have them put a star next to each document's name they select.
 2. Do they same for self-government, but put a + sign instead of a star.
 3. Instruct students to study the Declaration of Independence and select a quote or passage that they best feels embodies the idea of individual rights and another for self-government. Ask them what rights the Dec. of Independence gives them
 4. Have the students study the preamble and have them select a word or words that they feel best illustrates individual rights and self government
 5. Have the student read the Bill of Rights and have them record in their own words what rights they have and how these rights are protected. Pay particular attention to number 9 and 19 and discuss
 6. Extension: Have them analyze the 14th Amendment and discuss its significance in protection of rights.
 7. Review essay requirements and the rubric.

Document Analysis Form

1. What is the title of the document?
2. Is this a primary or a secondary source? Explain.
3. When was the document created and what major events are related to this document or time period?
4. Who is the author(s) creator of the document?
5. What bias may the author have?
6. What is the main idea/purpose of the document?
7. What is the significance of the document?
8. Does this document speak to individual rights or self government? What does it say?
9. What inferences can you draw from this document?
10. Select a quote or quotes that illustrates your answers to number 6 and 8.

Presentation Requirements

1. Poster or overhead must display information from your document analysis form in a neat and organized fashion.
2. Students must be able to read the poster or overhead from the back of the room
3. Each member of the group must speak during the presentation.
4. Speak slowly and clearly, pausing often to assist students in the note taking process.

Presentation Rubric

Voice and Tone 15 pts.	Speaks clearly and expressively, with enthusiasm, uses a tone appropriate to audience, adjusting pace and volume effectively with varied inflection. 15 pts.	Speaks clearly, sometimes uses a tone appropriate to audience, adjusting pace and volume effectively with varied inflection. 10 pts.	Speaks clearly but without adjusting pace, volume, or inflection. 6 pts.	Speaks unclearly without appropriate pace, volume, or inflection. 3 pts.
Content and delivery of 15pts	contains all expected content and adheres to the agreed upon duration of the presentation. Speaking contains an effective introduction and conclusion. Progression of main ideas is clear. Transitions are easy to follow. Presentation is unique and creative. 15 pts	contains most of the expected content and mostly adheres to the agreed upon duration of the presentation. Speaking contains an introduction and conclusion. Progression of main ideas has minor inconsistencies in unity or coherence. Transitions are evident. Presentation is somewhat unique and creative. 10 pts.	contains some of the expected content and is significantly shorter or longer than the agreed upon duration. Speaking has a weak introduction and / or conclusion. Progression of main ideas has major inconsistencies in unity and / or coherence. Transitions are poor. Presentation lacks creativity and uniqueness. 6 pts.	contains little of the expected content and is extremely shorter than the agreed upon duration. Speaking lacks an introduction and / or conclusion. Progression of main ideas is difficult or impossible to follow. Transitions are missing 3 pts.
Physical Expression 20 pts.	Establishes genuine rapport with audience through continual eye contact. Good posture, natural gestures, effective movements and appropriate dress all enhance the communication. 20 pts.	Establishes rapport with audience through frequent eye contact. Good posture, gestures, movements and dress are appropriate for the communication. 15 pts.	Makes occasional eye contact with audience. Posture, gestures, movements or dress detract from the communication. 10 pts.	Fails to make eye contact. Posture, gestures, movements or dress preclude communication. 5 pts.
Poster 50 pts	extraordinary thought, effort, and attention to historical details. 50 pts.	thought, effort, and attention to historical details. 45 pts	some thought, effort, and attention to historical details. 40 pts.	little thought, effort, or attention to historical details. 20 pts

Objective: Trace the origin and development of the American values of equality, freedom, justice, and self government.

Directions: Fill in the squares for each block as each group presents.

Document Title/Date? Author?	Significance of document to either individual rights or self government	Quote that expresses the significance
Magna Carta		
Mayflower Compact		
MA Body of Liberties		
An Act Concerning Religion		
English Bill of Rights		
Document Title/Date? Author?	Significance of document to either individual rights or self government	Quote that expresses the significance

Concerning Civil Government		
Suffolk Resolves		
Common Sense		
Virginia Declaration of Rights		
Declaration of Independence		
US Constitution- Preamble		
Bill of Rights		

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Origins and Development of Individual Rights and Self-Government DBQ

Task: Incorporate information from at least 6 of the documents, as well as your own knowledge as you trace the origins and development of the American values of individual rights and self government present in the Declaration of Independence and the United States Constitution.

Sample outline:

Introduction:

Hook: Why are these rights and self-government important today?

Thesis: Explain how the origins and development occurred slowly over time.

Plan of attack: Using your pre-selected information from the previous class activity create a sentence that will serve to organize your paragraphs. Connect at least three documents to the Declaration of Independence/Bill of Rights for individual rights, and three documents to the US Constitution for self government.

Body 1/2:

Discuss how the three documents you selected show the origins and development of individual rights and connect those to language in the Dec of I. and/or Bill of Rights. Be sure to introduce authors, dates, and titles when using quotes.

Body 3/4:

Discuss how the three documents you selected show the origins and development of self government and connect those ideas to language in the US Constitution. Be sure to introduce authors, dates, and titles when using quotes.

Conclusion: Restate hook, thesis, and main points.

