

Standard USHC-1: The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States.

Objective: The student will be able to analyze the impact of the Declaration of Independence and the American Revolution on establishing the ideals of a democratic republic.

Agenda:

The next two days lessons have been taken from the Library of Congress website under the lessons already been created, some of the lesson has been modified for time constraints. The link is:

<http://www.loc.gov/teachers/classroommaterials/lessons/equal/preparation.html>

Day 1 Agenda:

1. Review the basic purpose of the Declaration of Independence. Today begins the examination of certain key concepts of the document.
2. Begin with a brainstorming activity on the meaning of equality. Students brainstorm individually at first. After a few minutes, divide into groups of 4-5. Students share interpretations of the word within each group. Each student should add two additional interpretations of equality to his or her list for variety.
3. Bring everyone back to discuss the various meanings developed both individually and within the group.
4. After discussion, introduce the phrase "all men are created equal" from the Declaration of Independence. Return to groups to interpret what Jefferson meant by this phrase in the document.
5. Discuss as a whole the interpretations of this phrase.
6. Next consider, "Who was not represented by this statement?" Allow groups time to discuss.
7. Compare definitions from the various groups as to their actual meaning and the interpreted meaning of this phrase. Some key questions to ask:
 - What was Jefferson's intended purpose for the phrase?
 - Were there ethical considerations?
 - Could he justify such a statement for inclusion in the Declaration of Independence?

Day 2 Agenda:

1. Each student picks a card that has either "for" or "against" written on it. The card also includes a number that designates the student's group for the rest of the lesson. There will be a total of 6 groups in 2nd block and 7 groups in 4th block (half for Jefferson and half against Jefferson.)
2. Students will have their Chromebooks and open up the document [Was It Compromise or Hypocrisy?](#) That is on the Library of Congress Website and the students will have it in their Google Classrooms.
3. Direct students to the [Was It Compromise or Hypocrisy?](#) . Students enter the side they are supporting - for or against Jefferson. Each link leads students to sources necessary to prepare their evidence.
4. Students gather information from the web links and additional searching of the American Memory collections as needed, record their findings on their [Evidence Compilation Sheets](#). Students take this information to their respective groups. Each team is responsible for presenting their respective evidence sheets to the rest of the class. The presentation will be on poster paper that is provided to them
5. After reviewing all of the evidence for both sides, we will discuss the pros and cons of each side of the argument.
6. To culminate this lesson, each student drafts a letter addressed to the opposite position detailing his or her findings and viewpoints.
7. In addition, a discussion should be held on how we should interpret the phrase "all men are created equal" in the Declaration of Independence. What did it mean in 1776? What does it mean today?

Assessments for lessons

1. Each student will be evaluated based upon the completeness and accuracy of data gathered and presented.
2. Another part of the evaluation will include the drafting of a letter