

Teaching American History For All

A series of lessons incorporating literacy strategies for
Mt Diablo Unified School District
5th, 8th, and 11th grade teachers,
in partnership with
University Of California- Berkeley
History-Social Science Project

**11th Grade Lesson: How did Enlightenment ideals lead to
colonial rebellion?**

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Teaching American History for All
MDUSD/UCB H-SSP
11th Grade Lesson: Enlightenment ideals

Developed by: Jessica Bacchus

Teaching American History Grant Focus Question:

How did definitions of citizenship change from the 17th century to the 20th century?

11th Grade Yearlong Focus Question:

How does America continue to redefine itself in terms of citizenship and as a global power?

Unit Focus:

Federal vs. state rights

Unit Focus Question:

How strong was the political unity of the nation before 1865?

Unit Working Thesis:

Americans struggled to identify with and therefore failed to a definitive federal body. Americans identified more with their state and individual rights than a federal government.

Lesson Focus Question and / or Writing Prompt Question:

How did Enlightenment ideals influence colonial rebellion?

Lesson Working Thesis:

Colonists protested the Stamp Act because of their philosophical foundation in natural rights and the right to overthrow an unjust government as described by John Locke.

Reading Strategy:

Sentence Deconstruction
Cause and Effect

Writing Strategy:

Analytical paragraph

Suggested Amount of Time:

2-3 50-minute periods

Textbook:

Danzer, Gerald et al. *The Americans: Reconstruction to the 21st Century*.
Evanston, Illinois: McDougal Littell Inc., 2006, pp. 49

Other Resources:

Excerpts from *Second Treatise on Government*, John Locke (1690)

From The Constitution Society

<http://www.constitution.org/jl/2ndtr19.txt>

Context of the lesson in the unit:

First day/second/third day

Concept of citizenship embedded in the lesson:

This lesson will illustrate that the ideological heritage from Great Britain and the Enlightenment allowed the colonists to find a cause and a slogan with which to identify.

Lesson Procedure:

Day One:

1.
 - Ask students to write a quick write in response to “What are your natural rights?”
What is every person entitled to?”
 - Have student share their responses with their pair-share partner.
 - Have some students share to class
2. Introduce sentence deconstruction and difficult primary source reading
 - Review definition of primary source
 - Introduce Locke’s piece—ask them to read it. Explain difficulty of this “archaic” language and that by learning to “translate” or “decode” the format they will be better readers and able to analyze more sophisticated language.
 - Handout and project sentence deconstruction chart.
 - Proceed with cognitive modeling—first row teacher complete, work through second row together, and then have students work with their pair share partner to complete the chart and answer the content question at the bottom. (“Translate” and summarize Locke’s argument.)

HW: Complete chart and summary and Read Ch.2.1

Day Two:

1. Debrief homework
 - Establish meaning of Locke by looking at “message” column
2. Reading strategy “Cause and Effect.”
 - Discuss various patterns of historical writing (and thinking!) that they can identify and use to help them comprehend texts—especially the textbook!
 - Distribute handout and overview signal words.
 - Cognitive modeling
 - Cause, effect, analysis/connection to lesson question and Locke

- Complete chart with pair share partner
- Debrief, answer content question: How did the Stamp Act help unify the colonists?

Day Three:

1. Writing Strategy: Analytical paragraph in response to lesson focus questions: How did Enlightenment ideals influence colonial rebellion over the Stamp Act?

a. Thesis, Evidence, Analysis

- Review meaning of thesis. Define evidence and analysis.
 - Make a statement, use evidence/examples, and prove it in your analysis.
 - ie: Why is it the colonists equated the Stamp Act with death?
- Create a thesis in response to the prompt and write a paragraph using evidence and analysis to prove your thesis.
- Students write paragraph

History-Social Science Content Standards:

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.

Historical and Social Sciences Analysis Skills:

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

Reading/Language Arts Content Standards:

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject

Reading Strategy: Cause and Effect

There are different patterns of historical writing. Some you may be familiar with are chronology, compare and contrast, and cause and effect. One can often identify the pattern the author is using by the forms of words used. Below is a list of signal words that indicate to the reader that s/he is reading a cause and effect.

Mixed verbs: (led to), enabled, caused, made

Signal words: thus, so that, since, therefore, then, consequently, as a result, due to, because of, etc

Read the passage below and complete the chart.

Key

Now organize key events using the verbs and signal words to indicate the causal relationship between events. Include any analysis or questions in the final column. Finally, answer the content question below the chart.

Cause	Effect	Analysis/ Connections to Locke/Questions/ important terms and ideas
The British suffered a huge debt due to the French and Indian War	The British impose taxes, including the Stamp Act.	Role of colonies in the eyes of the British
The imposition of the Stamp Act	Colonists became angry at the British	
Colonists unified to defy Stamp Act and organized into local assemblies	Delegates from nine colonies gathered for Stamp act Congress and issued Declaration of Rights and Grievances	Like first Declaration of Independence, "No taxation without representation" coined, Sons of Liberty
Colonists continue to protest	Protests lead to boycotts	
Colonial resistance	Parliament repeals Stamp Act	

Content Question: How did the Stamp act unify the colonists?

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Cause	Effect	Analysis/ Connections to Locke/Questions/ important terms and ideas
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The imposition of the Stamp Act		
	Parliament repeals the Stamp Act	

Content question: How did the Stamp Act unify the colonists?

Excerpts from Second Treatise on Government

John Locke

1690

Sec. 212

The constitution of the legislative is the first and fundamental act of society, whereby provision is made for the continuation of their union, under the direction of persons, and bonds of laws, made by persons authorized thereunto, by the consent and appointment of the people, without which no one man, or number of men, amongst them, can have authority of making laws that shall be binding to the rest. When any one, or more, shall take upon them to make laws, whom the people have not appointed so to do, they make laws without authority, which the people are not therefore bound to obey; by which means they come again to be out of subjection, and may constitute to themselves a new legislative, as they think best, being in full liberty to resist the force of those, who without authority would impose any thing upon them.

From The Constitution Society

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Key

Time marker/ connector words	Who (subject) <i>Participants</i>	Action words (verbs/ verb phrases)	Who, What, Where <i>Message</i>	Questions or conclusions- What connections can you make from this information?
	The constitution of the legislative	is	the first and fundamental act of society	
whereby	provision	is made	for the continuation of their union,	
under	the direction of persons, and bonds of laws,	made by	persons authorized thereunto, by consent and appointment of the people,	
without	which no one man, or number of men, amongst them	can have	authority of making laws that shall be binding to the rest.	
When	any one, or more,	shall take upon them to make	laws, whom the people have not appointed so to do,	
	they	make	laws without authority	
which	the people	are	not therefore bound to obey.;	
by which means	they [the people]	come again to be out	of subjection,	
and	[the people]	may constitute	to themselves a new legislative,	
as they think best,		being	in full liberty to resist the force of those, who without authority, would impose any thing upon them.	

Content Question: When do the people have the right to disobey a law according to Locke?

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	the direction of persons, and bonds of laws,		_____, by consent and appointment of the people,	
without	which no one man, or number of men, amongst them			
	any one, or more,			
			not therefore bound to obey;	
	they [the people]			
	[the people]			
			in full liberty to resist the force of those, who without authority, would impose any thing upon them.	

Content Question: When do the people have the right to disobey a law according to Locke?

Analytical Paragraph: Thesis, Evidence, Analysis

Any successful paragraph has a focus and a structured way to show the significance of that issue. Answer the question below and write a paragraph that displays your knowledge of the time period by proving your thesis.

- Thesis statement: Argument/focus of your paragraph
- Evidence: Historical documentation, events, and/or ideas that you are bring into your writing in order to prove your thesis
- Analysis: Discussion of evidence that proves thesis. (*This shows that....This means that...This is important because.....*)

Prompt: How did Enlightenment ideals influence colonial rebellion?

Thesis

Statement: _____
_____.

Evidence1: _____
_____.

Analysis1: _____
_____.

Evidence2: _____
_____.

Analysis2: _____
_____.

Evidence3: _____

Analysis3: _____

Concluding
statement: _____
