

The American Revolution

Published by Performance Education, it is Toolbook #BZ-4117.

A Toolbook consists of lessons and a test.
 The test at the end of the book has 559 questions.
 This allows you hold a test every Friday.

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Your state test is based on Bloom's taxonomy.

Bloom's taxonomy

Your state test is based on Bloom's taxonomy.

The men and women who have designed your end-of-course exam are experts in Bloom's taxonomy. They can take *one* event, person, map, chart, or cartoon . . . and turn it into *six* separate questions.

This Toolbook is based on Bloom's taxonomy.

Since your state test is based on Bloom's taxonomy, so are the lessons in this Toolbook. The toughest questions on the state test involve synthesis and evaluation.

What is Bloom's taxonomy?

It is *critical thinking*.

Students must be able to manipulate the facts.

- | | |
|---------------|--|
| 1. Memorize | Memorize the facts, especially terms and definitions. |
| 2. Interpret | Translate the facts into your own words. |
| 3. Apply | Can you find an existing match? |
| 4. Analyze | Break down the facts (compare and contrast, cause and effect) |
| 5. Synthesize | Add up the facts and draw conclusions |
| 6. Evaluate | Using a high standard, how does this person or event measure up? |

Performance in front of the class

In this book, the lessons give students practice in Bloom's taxonomy.

Performance - in front of the class. Peer pressure can be wonderful.

Performance - on paper. Maps, graphic organizers, all the tricks in the book.

Performance - on the practice test. Many students learn after the fact - by trial and error.

A fat Toolbook

To those non-teachers who say this is a long Toolbook, we say: "Why, yes. Did you not know? This is what it takes for a student to learn your state's standards for Social Studies."

Your learning curve

There is no learning curve for you.

Reproducible lessons

There are several types of lessons:

1. Some are lectures.
2. Some should be turned into transparencies.
3. Some are student worksheets and must be copied.

The Tests

If your students can do well on these tests, the state test will be a breeze.

The Master Teacher

This book is based on two premises:

Every child can achieve success on the test.

Every teacher can become a master teacher.

Icons

You will find these icons on the upper outside corner of each lesson. These icons are intended to identify each lesson as a particular type of activity. They will also alert you to lessons that need early preparation, such as transparencies, films or hands-on projects. Graphic organizers appear frequently in the Toolbooks, and should be copied and distributed to each student.



Graphic Organizer
Transparency



Mapping



Lecture
A Story
Timeline
Transparency
Chart



Films



Group Analysis
Debate
Skits



Projects
Library Research
Writing Activities



Documents
Speeches
Quotations



Games



Internet

There are 79 lessons.
There are 559 test questions.

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The tests consists of **559** questions.



"As the 'mother country,' Britain expected obedience from its 'children,' the colonies. The colonists, on the other hand, believed that they had certain rights which Britain should respect. They wished to be treated like adults, not children. Each side refused to yield, which led to a military showdown."
- World Book Encyclopedia

Once upon a time . . .

There was "**Mother England**." She had children around the world. Yes, colonies on every continent: Asia, Africa, Australia and the Americas. The British boasted that "the sun never set on the British Empire."

Starting in 1763, "**Mother England**" began telling her children what to do, when to do it, and how to do it. This was fine when the children were little, but what happens when the child GROWS UP?

By 1763, the Americans were children that had grown into teenagers. They were old enough to fight and die in the French & Indian War, but "**Mother England**" was still making the rules. In 1765, the British government passed the Stamp Act. Colonial Americans had to pay an extra tax on all printed matter - newspapers, contracts, decks of cards, etc. The Americans did not mind paying taxes. They were angry at "taxation without representation" - having no voice in the matter! What do you call it when you have no voice in making the rules? Tyranny.

Yep, "Mother England" had become a tyrant. The British continued to pass laws and raise taxes. When the American colonists refused to pay the taxes, "**Mother England**" used force. The British Army was sent to occupy America - and collect the taxes! The British tax collector had an office in each city - Boston, Philadelphia, New York. When a person didn't pay his taxes, he was arrested and thrown in jail.

Like the rebellious teenagers they were, the Americans engaged in creative protests. They stood around the tax collector's office and threw snowballs at him as he came to work. They burned him in effigy - created a life-sized doll, stuffed with straw, dressed it to look like him, hung the doll from a tree, and then set it on fire! When the tax collector threw them in jail, the crowd ransacked his office. When the rebellious teenagers were put on trial, the crowd would tar and feather the tax collector. (The hot tar would burn, not kill; the feathers were to humiliate him.) Many tax collectors resigned under the pressure. That was the idea.

The American protesters got a lot of laughs, but "**Mother England**" was not laughing. One day in Boston, British Redcoats were standing guard (as usual) outside the tax collector's office. A crowd of 400 rebellious Americans started throwing snowballs at them. Then a horrible thing happened. The Redcoats opened fire on the crowd, killing 5 people. This was the Boston Massacre. Crispus Attucks, an African-American dockworker at Boston harbor, was the first to die. What happened to the British soldiers who fired at unarmed civilians? They were acquitted. To many, it proved a number of things that the Americans already suspected: "**Mother England**" held her American "children" in contempt.

The Americans continued to rebel in playful ways, but "**Mother England**" took off her velvet glove to reveal an iron hand. The Boston Tea Party, an adolescent prank, ended in blood at the battles of Concord & Lexington.

What is the moral of this story?

You cannot stunt a child's growth.



What was the American Revolution?

As you tell the story, students fill in the graphic organizer.

When

The Revolution took place in the hearts and minds of people long before 1776.

The Revolutionary War officially began at the Battle of Concord & Lexington in 1775. It ended with the Treaty of Paris in 1783.

Where

In the Thirteen Colonies.

What

It was a war for independence.

Why

The Americans wanted self-determination - that is, the right to govern themselves.

Who

The leaders of the American Revolution are known as the Founding Fathers or founding generation. The leaders included everyone from George Washington to Thomas Jefferson.

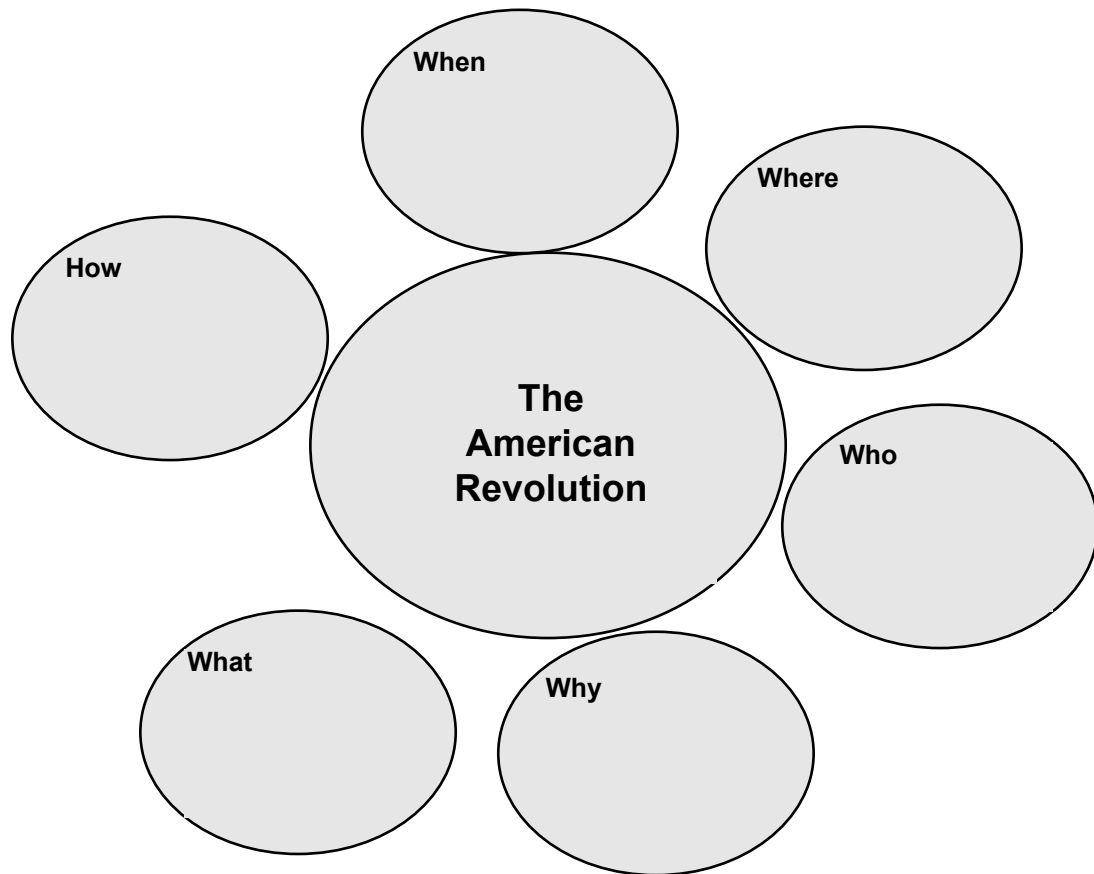
How

The decision to declare independence came at the Second Continental Congress in 1776. The Declaration of Independence outlined a set of political and social ideals.

Since the British government rejected American independence, the Americans had to fight for it. The Revolutionary War was a long, bloody war from 1775 to 1781. The Treaty of Paris was signed in 1783.



The American Revolution: Who, what, where, when, why and how?



Give Me Liberty or Give Me Death, 1775

by Patrick Henry, March 1775

The question before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery. It is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, but is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those who having eyes see not, and having ears hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst and to provide for it. 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?

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. These are the implements of war and subjugation; the last arguments to which kings resort. I ask gentlemen: What means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. Let us not, I beseech you, deceive ourselves longer.

We have done everything that could be done to avert the storm which is now coming on. 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, we must fight! An appeal to arms and to the God of Hosts is all that is left us! Three 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, 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 is not to the strong alone; it is to the vigilant, the active, the brave. 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, let it come!

Gentlemen may cry 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!

Translate it into your own words . . .

We should not go along with the Intolerable Acts (Parliament closed Boston Harbor.)

We have to face the truth: Being a colony of the British Empire may mean that we have no rights.

If Mother England did not intend to crush us, she would not station the British army here.

We will not have rights unless we fight for them.

If you do not fight for your rights, you will live in slavery. I would rather die in battle than be a slave in peace.



Use it as a lecture, then turn it into a timeline for the classroom wall.

The Second Continental Congress, 1775

Cause ***The battle at Concord & Lexington***

Change ***The Second Continental Congress*** ***May 1775*** ***A step toward colonial unity***

1. formed the Continental army to fight the British.
2. appointed George Washington as commander-in-chief
3. sent the Olive Branch Petition to King George III
4. wrote the Declaration of Independence, 1776

Olive Branch Petition ***July 1775***

The moderates, led by John Dickinson, tried to prevent an all-out war.

1. They assured King George III that the colonists wanted peace.
2. They asked the king to protect the colonists' rights.
3. Repeal the Intolerable Acts and end taxation without representation.

The Prohibitory Act ***August 1775***

In response to the Olive Branch Petition, King George III issued a proclamation:

1. He ordered that the rebels be arrested for treason - and hung.
2. He hired 10,000 Prussian mercenaries to help suppress the rebellion.

Common Sense ***January 1776***

In January 1776, Tom Paine published a pamphlet that called for independence.

1. He hated monarchy and blamed the King of England for America's woes.
2. He urged Americans to declare independence and form a republic.

He inspired thousands of Americans that their cause was "the cause of all mankind."

It was easy to read and very popular: 120,000 Americans bought it!

Richard Henry Lee's Resolution ***June 1776***

At the Second Continental Congress, the delegate from Virginia proposed:

"The colonies are and ought to be independent of Britain."

It was adopted by the Second Continental Congress.

Thomas Jefferson was asked to draft the official declaration.

The Declaration of Independence ***July 4, 1776***

The Second Continental Congress asks Thomas Jefferson to draft a declaration:

1. Announce to Britain that the Americans were leaving the British Empire.
2. Announce to the world (especially France) the reasons why.

The Declaration of Independence was announced on July 4, 1776.

Declaration of Rebellion, 1775

by King George III

Whereas many of our subjects in divers parts of our colonies and plantations in North America, misled by dangerous and ill-designing Men, and forgetting the allegiance which they owe to the power that has protected and sustained them, after various disorderly Acts committed in disturbance of the public peace, to the obstruction of lawful commerce, and to the oppression of our loyal subjects carrying on the same have at length proceeded to an open and avowed rebellion, by arraying themselves in hostile manner to withstand the execution of the law, and traitorously preparing, ordering, and levying war against us; and whereas there is reason to apprehend that such rebellion hath been much promoted and encouraged by the traitorous correspondence, counsels, and comfort of divers wicked and desperate persons within this realm: to the end therefore that none of Our subjects may neglect or violate their duty through Ignorance thereof, or through any doubt of the protection which the law will afford to their loyalty and zeal; we have thought fit, by and with the advice of our privy council, to issue this our royal proclamation, hereby declaring that not only all our officers civil and military are obliged to exert their utmost endeavors to suppress such rebellion, and to bring the traitors to justice; but that all our subjects of this realm and the dominions thereunto belonging are bound by law to be aiding and assisting in the suppression of such rebellion, and to disclose and make known all traitorous conspiracies and attempts against us, our crown and dignity; and we do strictly charge and command all our officers as well civil as military, and all other our obedient and loyal subjects to use their utmost endeavors to withstand and suppress such rebellion, and to disclose and make known all treasons and traitorous conspiracies which they shall know to be against us, our crown and dignity; and for that purpose, that they transmit to one of our principal secretaries of state, or other proper officer, due and full information of all persons who shall be found carrying on correspondence with, or in any manner or degree or aiding or abetting the persons now in open arms and rebellion against our government within any of our colonies and plantations in North America, in order to bring punishment to the authors, perpetrators, and abettors of such traitorous designs.

Translate it into your own words . . .

As King of England, I declare that the thirteen colonies are in open rebellion.

The traitors will be hung.

The British army will crush the rebellion.

We ask loyal subjects (Loyalists or Tories) to inform on the traitors.

Common Sense, 1776

by Tom Paine

Mankind being originally equals in the order of creation, the equality could only be destroyed by some subsequent circumstance; the distinctions of rich, and poor, may in a great measure be accounted for, and that without having recourse to the harsh, ill-sounding names of oppression and avarice. Oppression is often the consequence, but seldom or never the means of riches; and though avarice will preserve a man from being of necessity poor, it generally makes him too timorous to be wealthy. **But there is another and greater distinction for which no truly natural or religious reason can be assigned, and that is, the distinction of men into Kings and Subjects.** Male and female are the distinctions of nature, good and bad the distinctions of heaven; **but how a race of men came into the world so exalted above the rest**, and distinguished like some new species, is worth enquiring into, and whether they are the means of happiness or of misery to mankind.

In the early ages of the world, there were no kings; the consequence of which was there were no wars; it is the pride of kings which throw mankind into confusion. Holland without a king hath enjoyed more peace for this last century than any of the monarchical governments in Europe. Antiquity favors the same remark.

Government by kings was first introduced into the world by the Heathens, from whom the children of Israel copied the custom. It was the most prosperous invention the Devil ever set on foot for the promotion of idolatry. The Heathens paid divine honors to their deceased kings, and the Christian world hath improved on the plan by doing the same to their living ones. How impious is the title of sacred majesty applied to a worm, who in the midst of his splendor is crumbling into dust! **One of the strongest natural proofs of the folly of hereditary right in kings, is, that nature disapproves it, otherwise she would not so frequently turn it into ridicule by giving mankind an ass for a lion.** Secondly, as no man at first could possess any other public honors than were bestowed upon him, so the givers of those honors could have no power to give away the right of posterity, and though they might say, "We choose you for our head," they could not, without manifest injustice to their children, say, "that your children and your children's children shall reign over ours for ever." Because such an unwise, unjust, unnatural compact might (perhaps) in the next succession put them under the government of a rogue or a fool. Most wise men, in their private sentiments, have ever treated hereditary right with contempt; yet it is one of those evils, which when once established is not easily removed; many submit from fear, others from superstition, and the more powerful part shares with the king the plunder of the rest.

Translate it into your own words . . .

How did we end up with exalted Kings . . . with us as their subjects?

Kings cause wars.

It is stupid to have a hereditary king. The man who inherits the throne is often a dope, unfit to rule.

This is supposing the present race of kings in the world to have had an honorable origin; whereas it is more than probable, that could we take off the dark covering of antiquity, and trace them to their first rise, that we should find the first of them nothing better than the principal ruffian of some restless gang, whose savage manners of preeminence in subtlety obtained him the title of chief among plunderers; and who by increasing in power, and extending his depredations, overawed the quiet and defenseless to purchase their safety by frequent contributions. Yet his electors could have no idea of giving hereditary right to his descendants, because such a perpetual exclusion of themselves was incompatible with the free and unrestrained principles they professed to live by. Wherefore, hereditary succession in the early ages of monarchy could not take place as a matter of claim, but as something casual or complementary; but as few or no records were extant in those days, and traditional history stuffed with fables, it was very easy, after the lapse of a few generations, to trump up some superstitious tale, conveniently timed, Mahomet like, to cram hereditary right down the throats of the vulgar. Perhaps the disorders which threatened, or seemed to threaten on the decease of a leader and the choice of a new one (for elections among ruffians could not be very orderly) induced many at first to favor hereditary pretensions; by which means it happened, as it hath happened since, that what at first was submitted to as a convenience, was afterwards claimed as a right.

The King of England descends from a long line of rascals and ruffians.

England, since the conquest, hath known some few good monarchs, but groaned beneath a much larger number of bad ones, yet no man in his senses can say that their claim under William the Conqueror is a very honorable one. A French bastard landing with an armed banditti, and establishing himself king of England against the consent of the natives, is in plain terms a very paltry rascally original. **It certainly hath no divinity in it.** However, it is needless to spend much time in exposing the folly of hereditary right, if there are any so weak as to believe it, let them promiscuously worship the ass and lion, and welcome. I shall neither copy their humility, nor disturb their devotion.

Since William the Conqueror, we have had more bad kings than good kings.

Even William the Conqueror was a rascal.

How can you speak of the "divine right of kings," when kings came to power by force and violence?

But it is not so much the absurdity as the evil of hereditary succession which concerns mankind. Did it ensure a race of good and wise men it would have the seal of divine authority, but as it opens a door to the foolish, the wicked; and the improper, it hath in it the nature of oppression. **Men who look upon themselves born to reign, and others to obey, soon grow insolent;** selected from the rest of mankind their minds are early poisoned by importance; and the world they act in differs so materially from the world at large, that they have but little opportunity of knowing its true interests, and when they succeed to the government are frequently the most ignorant and unfit of any throughout the dominions.

When a man believes he is born to rule, he becomes arrogant and ignorant.

Another evil which attends hereditary succession is, that the throne is subject to be possessed by a minor at any age; all which time the regency, acting under the cover of a king, have every opportunity and inducement to betray their trust. The same national misfortune happens, when a king worn out with age and infirmity, enters the last stage of human weakness. In both these cases the public becomes a prey to every miscreant, who can tamper successfully with the follies either of age or infancy.

When the King is too young or too old to rule, this opens the door for crooks to rule in their place.

In short, monarchy and succession have laid (not this or that kingdom only) but the world in blood and ashes. 'Tis a form of government which the word of God bears testimony against, and blood will attend it. If we inquire into the business of a king, we shall find that (in some countries they have none) and after sauntering away their lives without pleasure to themselves or advantage to the nation, withdraw from the scene, and leave their successors to tread the same idle round. In absolute monarchies the whole weight of business civil and military, lies on the king; the children of Israel in their request for a king, urged this plea "that he may judge us, and go out before us and fight our battles." But in countries where he is neither a judge nor a general, as in England, a man would be puzzled to know what is his business.

The nearer any government approaches to a republic, the less business there is for a king. It is somewhat difficult to find a proper name for the government of England. Sir William Meredith calls it a republic; but in its present state it is unworthy of the name, because the corrupt influence of the crown, by having all the places in its disposal, hath so effectually swallowed up the power, and eaten out the virtue of the house of commons (the republican part in the constitution) that the government of England is nearly as monarchical as that of France or Spain. Men fall out with names without understanding them. For it is the republican and not the monarchical part of the constitution of England which Englishmen glory in, viz., the liberty of choosing a house of commons from out of their own body--and it is easy to see that when the republican virtue fails, slavery ensues. Is the constitution of England sickly, but because monarchy hath poisoned the republic, the crown hath engrossed the commons? In England a king hath little more to do than to make war and give away places; which in plain terms, is to impoverish the nation and set it together by the ears. A pretty business indeed for a man to be allowed eight hundred thousand sterling a year for, and worshipped into the bargain! Of more worth is one honest man to society, and in the sight of God, than all the crowned ruffians that ever lived.

The Bible is against monarchy.

England is a constitutional monarchy. The king cannot lead the nation in war. The king cannot serve as chief judge.

So what in the heck does the King actually do?

Tom Paine is in favor of a **republic** - a government with no king.

In 1775, republicanism was revolutionary.

He wants the Americans to:

1. declare independence
2. establish a republic

Today, the U.S. is a republic. We have no king.



The Chronology Game!

State tests always have these questions.
So we invented the *human* multiple-choice question.

How to play

Make a sign for each event.
Attach with string, so you can wear the sign around your neck.
Five students at a time stand in front of the class wearing their signs.
The class must put them in chronological order.

1763

French & Indian War

During the war, Parliament decided that neglecting the colonies was an unwise policy. The British emerged from this war with a giant national debt.

Proclamation of 1763 Parliament prohibited American settlers from moving west of the Appalachians.

1764

Sugar Act

Parliament taxes sugar.
Before this, only the colonial legislatures had the power to raise taxes.
From then on, violators were taken to England tried in Vice-Admiralty courts.
This denied them the right to trial by a jury of their peers.

Currency Act

Parliament prohibits the colonies from printing their own paper money.
Before this, the colonial legislatures had the right to print money.

1765

Quartering Act

Parliament orders the colonial legislatures to feed and house the British troops.
The Americans came to regard the British soldiers as an occupation army.
In 1767, when New York ignored the law, Parliament suspended the colonial legislature.

Stamp Act

Parliament taxed legal documents, licenses and diplomas, almanacs and newspapers.
The Americans believed only their colonial legislatures could raise taxes.
There was massive resistance.

Sons of Liberty

In Boston, Sam Adams founded this group to protest the Stamp Act.

Stamp Act Congress

The 13 colonies met to protest the Stamp Act.
The most effective protest was an economic boycott of all British goods.

1766

Declaratory Act

Parliament repealed the Stamp Act.
Parliament had the right to make laws for the colonies "***in all cases whatsoever.***"
Parliament regarded the colonial legislatures as irrelevant.

1767

Townshend Acts Parliament taxed everyday necessities - glass, paper, lead, paint. Again, this was “taxation without representation.” From then on, writs of assistance meant illegal search and seizure. From then on, governors and judges were no longer paid by the colonial legislatures.

1770

Boston Massacre To enforce the Townshend Acts, Parliament sent British troops to Boston. The Redcoats and Sons of Liberty clashed, killing five Americans.

1773

The Tea Act Parliament gave the British East India Company a monopoly on the tea trade. The monopoly cut American merchants out of the tea trade. If a British monopoly could destroy tea merchants, it could destroy all merchants.

Boston Tea Party The Sons of Liberty, disguised as Indians, dumped the tea in Boston harbor.

1774

Intolerable Acts The British closed Boston Harbor!
1. revoked the royal charter of Massachusetts.
2. closed down the colonial legislature.
3. closed the courts.
4. banned town meetings.
5. imposed martial law and put 4,000 British soldiers in private homes.

The Quebec Act Quebec was extended to the region west of the Appalachian Mountains. This meant American colonists could never move west of the Appalachians.

House of Burgesses The royal governor of Virginia dissolved the colonial legislature.

First Continental Congress It met for the first time in Philadelphia.
Sent a letter to the King of England:
1. Promised obedience to the king.
2. Petitioned the king to recognize the colonists' rights as English citizens.
3. Parliament had no right to tax the colonies.
4. Attacked the Intolerable Acts - and all of Parliament's laws.
5. Began another boycott of British goods

1775

Concord & Lexington First battle of the Revolutionary War. The British marched there to arrest two revolutionary leaders and confiscate weapons.

Fort Ticonderoga Ethan Allen and his Green Mountain Boys of Vermont captured British fort in New York.

Battle of Bunker Hill The Boston militia fought the British army. A moral victory for the Americans.

Enjoying these lessons?

*Buy the complete **Toolbook**,
The American Revolution
at a **\$10 Discount**.*



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2. The Declaration of Independence



John Locke, 1688

“We hold these truths to be self-evident . . .”

That is the first line of the Declaration of Independence.
Where did these truths come from? From John Locke!

John Locke

John Locke was a philosopher in England who lived during the “Glorious Revolution” of 1688. He wrote a book about to explain why the revolution was a good thing. The book was *Two Treatises of Government*. One hundred years later, Thomas Jefferson read that book. More than anything else, that book influenced the way Jefferson wrote the Declaration of Independence.

Today, John Locke is known as “The Father of Political Science.” He invented two new ideas.

1. NATURAL RIGHTS

The Enlightenment

John Locke lived during the Enlightenment - when folks were really into science. Locke was friends with Isaac Newton, the man who discovered gravity. Scientists agreed: Using reason, man could discover God’s laws.

“Natural Laws”

John Locke held the main belief of the Enlightenment: God created the universe and established the rules by which the universe operates. It’s our job to figure out the laws.
Example: Things fall down. The natural law? Gravity.

“Natural Rights”

When a person is born, God endows him or her with certain natural rights.

Man’s laws should never conflict with natural laws

John Locke took this a step further: Politics is a science. Using reason, man could discover God’s rules for government. It would be morally wrong for man to disobey God’s natural laws.

2. THE SOCIAL CONTRACT

The people create the government

Over time, people lived in large societies and created governments to protect their individual rights.
The citizen agrees to abide by the laws of government.
The government agrees to protect the individual's rights.

Consent of the Governed

The government's authority arises from the consent of the people.

The main purpose of government

Government's No. 1 job is to protect the rights of each citizen.

But exactly what rights of the individual is the government is bound to protect?

John Locke listed only three: The right to life, the right to liberty, and the right to own property.

Life - The right to defend yourself against physical attack and against an unjust government that imprisons you.

Liberty - The right to free speech, freedom of assembly, freedom of religion, freedom of the press, etc.

Property - The right to own property and have it safeguarded by government.

The Right of Revolution

The main purpose of government is to protect the rights of the individual.

Whenever a government actively deprives people of their rights . . .

The people have the right to overthrow the government.

What happened during England's "Glorious Revolution"?

The English Revolution, 1688

In 1688, the English people overthrew their king.

Before the revolution, England was a monarchy. The King was above the law.

After the revolution, England was a constitutional monarchy. The King was under the law.

By what right did the people overthrow him?

Government's No. 1 job is to protect the rights of individuals. The King deprived people of their rights.

The King had to share power with Parliament

Why was it called the "*Glorious Revolution*"?

There was not much bloodshed.

Bad King James was removed.

Parliament hand-picked the new rulers: A lovely married couple named William and Mary.

From then on, kings shared power with Parliament.

Today, Parliament has lots of power.

The Prime Minister is the most powerful man in England. The Queen is a figurehead.

The English Bill of Rights

Nobody in government (not even the King) can deprive you of your life, liberty, or property without a fair trial.

The Declaration of Independence

Americans revolted because they were denied their basic rights as British citizens.

1. The Declaration of Independence - The government violated our rights as British citizens.
2. The Constitution - We formed a government that would not trample on our individual rights.

The Revolution

Our grievances

The Declaration of Independence

Thomas Jefferson lists the ways our rights were violated.

The Constitution

Constructed so never happen again.

Our ideals

Denied our Rights

"All men are created equal and are endowed by their Creator with certain unalienable Rights"

Our government

Common Sense

Taxation without rep...

Martial law

Dictatorial powers

Tom Paine: We don't need a king.

Without consulting American legislatures, put taxes on everything.

In Boston, the British suspended all the laws.

In Boston, General Gage assumed dictatorial powers.

The U.S. is a republic (no king).

Representative government

Laws cannot be suspended.

No one is above the law.

Our individual rights

Boston Massacre

Concord & Lexington

The Redcoats

Double Jeopardy

Newspaper Reporters

Grievances vs Government

Quartering Act

Search & Seizure

Proclamation of 1763

Shot down protesters. Denied freedom of assembly.

British marched there to confiscate the Minutemen's store of arms.

Due Process: Deprived of life, liberty, and property without a trial

If an American jury acquitted, put him on trial again in England.

Peter Zenger was denied freedom of the press.

King George III ignored our petitions. Freedom of petition.

Right to privacy: Redcoat sleeps on your sofa and eats your food.

John Hancock's ships were always being searched and seized.

It was illegal to move west of the Appalachian Mountains.

Bill of Rights

Bill of Rights

Bill of Rights

Bill of Rights

Bill of Rights

Bill of Rights

Bill of Rights

Bill of Rights

Bill of Rights

Intolerable Acts

Closed port of Boston - killed the economy.

economic freedom

The Declaration of Independence

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 (1), that they are endowed by their Creator with certain unalienable Rights (1), that among these are Life, Liberty, and the pursuit of Happiness(1). That to secure these rights, Governments are instituted among Men (2), deriving their just powers from the consent of the governed (2). That whenever any Form of Government becomes destructive of these ends (2), it is the Right of the People to alter or to abolish it (2), 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.

CLASS DISCUSSION

What is the main purpose of government?

By what authority does the government make laws for you and me?

What if the government does carry out its main purpose?

Two Ideals:

1. Natural Rights

All men are created equal.

Each person has natural, God-given rights (life, liberty, pursuit of happiness).

2. The Social Contract

The main purpose of government is to protect the individual person's rights.

The people form a government to protect their rights.

So the government's power and authority come from the people.

Government must have the consent of the governed.

Whenever government abuses the rights of the people, the people have the right to overthrow that government.

THE BELL GAME: "Name that Ideal!"

Read the Declaration of Independence aloud. When you hear your ideal, ring that bell!

(On the test, students are going to hear those bells in their mind's ear.)



To learn how to categorize.
For those students who learn best by doing.
To assess learning.

The Bell Game: “Name that Ideal!”

The week before

Go to Office Depot or Office Max and buy 2 bells. You know:
You bop it to call for service.

Make 2 signs: NATURAL RIGHTS, THE SOCIAL CONTRACT
Ask the school custodian for a wide table and 2 chairs.

A panel of “experts”

In the front of the classroom, place the table and chairs.
In front of each, place a sign and bell.
Ask for volunteers to sit as a panel of experts.
"You are responsible only for responding to facts which relate to your category."

The Reader

Read the Declaration of Independence.
Explain: "When the reader read a fact which deals with your particular category, ring your bell."

The Answer Man

Choose a student to play this role. We suggest a boy or girl who has been absent.
Give the student the answer sheet.
Explain: "When a student rings the bell, you must say in a strong voice: 'That is correct' or 'That is incorrect.'"

How to begin

Ask students to test their bells.
"Do not ring your bell until the full statement has been read."
"If you engage in frivolous bell-ringing, another student will take your place."
The Reader reads the facts, one by one.
The Answer Man states whether the answer is correct or incorrect.

What if several students ring their bells?

All the better!
Ask the class whether or not the incorrect answer is possible, based upon the student's explanation.
Keep in mind that when you enter higher levels of thinking, certain answers are going to be "in the ballpark" and, therefore, acceptable.

More advanced

Using the same topic, read from the encyclopedia.
Ask students to explain their answers.
That is, exactly why does this fact relate to your category?



Beneath the Declaration of Independence

What ideals lie beneath the Declaration of Independence?

All men are created equal

Thomas Jefferson set this as the ideal.

Most Americans did not agree with this in 1800 or 1900.

Most Americans do agree with this today.

The purpose of government

There is a contract between the American people and their government.

The main reason government exists is to preserve the rights of individuals.

The government must preserve the rights of the people.

If the government breaks that pact, then the people have the right (and duty) to dissolve the government.

A radical idea

1. What is the primary purpose of government?
 - a. To ensure order for the nation.
 - b. To protect the stability of the whole society.
 - c. To protect the rights of the individual.
 - d. None of the above.
 - e. All of the above.

True or False?

2. It is the individual (not society) that is paramount.
3. The success of government is measured by how well the society is regulated.
4. The success of government is measured by how free the individual is from government.
5. In the 1800s, slaves, Native Americans, and women were considered equal and endowed with rights.
6. The rights of slaves, Native Americans, and women were protected by the government.
7. The Declaration of Independence was a statement of ideals.
8. The Declaration of Independence is the yardstick by which we measure our country and ourselves.
9. When we live up to the Declaration of Independence, we are a success as a nation.
10. When we fail to live up to the Declaration of Independence, we are a failure as a nation.

The Answers

1. c
2. True
That's what makes us different.
3. False
That's important, but it is not government's MAJOR job. A well-regulated society sounds good, but Mussolini ran the trains on time and he was a fascist.
4. True.
5. False
6. False
7. True
8. True
Abraham Lincoln taught us that in the 1860s.

Dr. Martin Luther King, Jr. taught us that in the 1960s.
9. True
10. True



“We hold these truths to be self-evident . . . “

Where did these truths come from?

The English Revolution

In 1688, the English people overthrew their king. This was a big deal. After all, the king inherited the job: He was BORN to rule. By what right did the people overthrow him?

The English Bill of Rights

The English nicknamed their revolution the “**Glorious Revolution of 1688**.” As revolutions go, it was peaceful; very little blood was shed. Bad King James was removed and England would never again have a king who lived above the law. The English Parliament hand-picked the new rulers: A lovely married couple named William and Mary. (Mary was the daughter of Bad King James.) From then on, kings were mere figureheads. The real power was held by Parliament, a congress of representatives of the people.

John Locke

John Locke was a philosopher who lived during the English Revolution. He wrote a book to explain why the revolution was the right thing to do. One hundred years later, Thomas Jefferson read that book. More than anything else, it influenced the way he wrote the Declaration of Independence. Today, John Locke is known as “The Father of Political Science.”

The Enlightenment

John Locke lived during the Enlightenment, the period of time when people were really into studying science. Locke was friends with Isaac Newton, the man who discovered gravity. Scientists agreed upon one thing: Using reason, man could discover God’s laws.

“Laws of Nature” and “Nature’s God”

John Locke held the main belief of the Enlightenment: God created the universe and established the rules by which the universe operates. The rules - which were called natural laws - are logical.

Political Science

John Locke took this a step further: Politics is a science. Using reason, man could discover God’s rules for government. It would be morally wrong for man to disobey God’s natural laws. Man’s laws should never conflict with natural laws.

“Natural Law”

The King is not above natural laws. He, too, must follow them. This is why Bad King John was forced to sign the Magna Carta: Before, the King was above the law. After, the King had to live under the law.

“Natural Rights”

When a person is born, God endows him or her with certain natural rights. In short, the right to govern himself 100%.

Individual citizens create governments.

Over time, people lived in large societies and created governments to protect their individual rights.

Limited government

Each citizen surrenders a tiny percentage of his political power to government. The remaining 99% remains with the individual.

The right to life, liberty, and property

The sole purpose of government is to protect the rights of each citizen. But exactly what rights of the individual is the government is bound to protect? John Locke listed only three: The right to life, the right to liberty, and the right to own property.

Life - The right to defend yourself against physical attack and against an unjust government that imprisons you.

Liberty - The right to free speech, freedom of assembly, freedom of religion, freedom of the press, etc.

Property - The right to own property and have it safeguarded by government.

Political equality

When John Locke wrote about equality, he meant *political* equality. Not *economic* equality: The rich and poor were not equal in money. Not *social* equality: The prince and the parlor maid were not equal in social status.

Consent of the Governed

The government’s authority arises from the consent of the people.

The right of revolution

Whenever a government actively deprives people of their rights, they have the right to overthrow the government.



Life is like a rock group

If you gave a problem to 5 different rock groups, they'd each come up with a different song.

The teacher states the situation:

The Declaration states high ideals:

"All men are created equal," yet the South had slavery.

What do you think about that?

Break into 5 groups and take on a name.

Do research about the problem.

Then present your side of story.

Discuss the situation in class, giving each group time to present its views.

Team #1: The Boomers

Describe all the positive facts and consequences.

These are the *sunniest* students in the class. These optimists are ready to tell you all the positive aspects.

Team #2: The Busters*

Describe all the negative facts and consequences.

These are the *gloomiest* students in the class. These pessimists are ready to tell you all the negative aspects.

Team #3: The Factoids

Present the facts and only the facts. No opinions whatsoever. These no-nonsense students excel in math and science. On paper, they boil it down to ten facts or less.

Team #4: The Emotionals

Present only your reactions (emotions and feelings) to the problem. These are the *social butterflies*. They care only about their emotional reactions. They are known for their compassion.

Team #5: The Outrageous Ones

Come up with a new way of looking at the situation that stuns everyone. Free spirits, they are *divergent thinkers*. They see it in a new light. They present a totally new way to look at it.

*Slavery violated this high ideal.

Slavery will be a problem down the road.

We inspired the French Revolution

"The Americans are the hope of this world. They may become its model."

- Anne Turgot, France

1. France

was inspired by the American Revolution.

The American Revolution occurred in 1776.

The French Revolution occurred in 1789.

In 1789, the French adopted the *Declaration of the Rights of Man*.

It guarantees these rights: Freedom of religion, freedom of speech, freedom of the press, and personal security.

It is now part of the French Constitution.

2. Latin America

was inspired by the American Revolution

The American Revolution occurred in 1776.

Revolutions in Latin America occurred from 1810 to 1820.



Can you think of one term from A to Z?

The ABCs of the Declaration of Independence

- Step #1: Recall Without this sheet, go around the room. Can you remember one term, from A to Z?
- Step #2: Define Go to the library and define each term.
- Step #3: Rap Using these terms, write a "Hiphop" or "Rap." Perform it for the class.
- Step #4: Individuals Without this sheet, go around the room. "A is for . . ." Move to the head of the class.
- Step #5: Teams Break into two teams. One point for a term; two points for defining the term.

All men are created equal

Branches of government

Civic republicanism (ancient Rome was a republic)

Declaration of Independence

Enlightenment, "endowed by their Creator"

French Revolution of 1789 (The American Revolution of 1776 inspired it!)

Great Awakening (self-government in church)

H

Individual rights (According to John Locke and Thomas Jefferson, what 3 rights must government guarantee?)

Jefferson, Thomas

K

Locke

Main purpose of government (According to John Locke and Thomas Jefferson, what is it?)

Natural rights of man

O

Parliament (The King was the first branch; Parliament was the second branch of government).

Q

Right of Revolution (According to Locke and Jefferson, when do people have the right to overthrow their government?)

Social Contract

T

Unalienable rights

V

When in the course of human events (The first line of the Declaration of Independence!)

X marks the spot: The Declaration of Independence was signed at Independence Hall, Philadelphia, PA.

Year: July 4, 1776

Z



To learn terms.

To become comfortable with a multiple-choice test.

Can you talk about the Enlightenment?

The goal: To learn terms and understand the logic of a multiple-choice test.

The day before: Go to the school library. Break into teams of five. Use the dictionaries and encyclopedia.

Student A writes the correct definition straight from the dictionary.

Student B dreams up the exact opposite of the real definition.

Student C dreams up a plausible wrong answer.

Student D dreams up a really plausible wrong answer.

Student E invents a truly stupid answer. (Hey, this is what makes the kids pay attention.)

Each team does this for all the terms checked below.

How to play: Back in class, place one table with 5 chairs and 5 stand-up cards that read A B C D or E.

Each student stands up and reads his/her "definition" with a straight face.

The class guesses: Write A B C D or E on a slip of paper, sign your name, pass it to "the counter" who was absent yesterday.

The teacher then asks: "Will the person with the real definition please stand up."

The winner: The student with the most correct answers. His or her team goes next.

Define these Terms

"All men are created equal"

Declaration of Independence

the Enlightenment

"endowed by their Creator"

Glorious Revolution of 1688

Individual rights

Thomas Jefferson

John Locke

Main purpose of government

Natural rights

Parliament

Right of Revolution

Social Contract

Unalienable rights

"When in the course of human events"

a. unalienable rights

You have God-given rights that you cannot surrender to government and that government cannot take from you.

(Bingo! That is the correct definition.)

b. unalienable rights

You have God-given rights that you can surrender to government.

(Nope. That is the opposite.)

c. unalienable rights

You have God-given rights that government can take from you.

(Nope. That is the opposite.)

d. unalienable rights

Government gives you rights.

(Nope. Sounds logical, but it is dead wrong.)

e. unalienable rights

In a democracy, people from outer space have certain rights that are guaranteed by the government.

(Martians, huh?)



Students teach the class!

Doing, hearing, seeing, writing, thinking...

Goal: Memorize the Preamble.

Find the World Book Encyclopedia (D for Declaration of Independence).

Memorize the Preamble, which begins “When in the Course of human events . . . “

Goal: Memorize the Declaration of Rights.

Find the World Book Encyclopedia (D for Declaration of Independence).

Memorize the section known as the “Declaration of Rights.”

It begins with “We hold these truths to be self-evident . . . “

Goal: Explain what Thomas Jefferson meant by the phrases:

“We hold these truths to be self-evident”

“All men are created equal”

“The right to Life”

“The right to Liberty”

“The right to the Pursuit of Happiness”

“Consent of the governed”

“The right of the people to alter or abolish or institute a new government”

Find the World Book Encyclopedia (D for Declaration of Independence).

Read aloud the Declaration of Rights and the the encyclopedia’s explanation of it.

Play your tape for the class. Ask for questions and comments from the class.

Goal: Examine slavery in the light of “natural rights.”

Slavery is a practice in which people own other people.

Find the World Book Encyclopedia (S for Slavery).

Look under “Slavery in the United States.”

On tape, read aloud the section entitled, “Views of slavery.”

At the conclusion, give your opinion.

Play your tape to the class and solicit other students’ opinions.

Goal: Government gives you your rights. What is wrong with this statement?

Take on the role of John Locke.

Read the statements below and dream up an answer that John Locke might give.

True or False? “Government gives you your rights.”

2. The Declaration of Independence

The basics

244. Who was the main author of the Declaration of Independence? 244. b
a. John Locke c. Tom Paine e. Benjamin Franklin
b. Thomas Jefferson d. John Dickinson
245. The Declaration of Independence was authorized by the 245. b
a. First Continental Congress.
b. Second Continental Congress.
c. both
d. neither
This is why we always underlined the Second Continent Congress.
246. The Declaration of Independence is 246. a
a. a set of ideals.
b. our first constitution and the law of the land.
247. Historians regard the Declaration of Independence as 247. e
a. a statement of ideals.
b. a philosophical justification for revolution.
c. a foreign policy document.
d. an eloquent expression of Enlightenment thinking.
e. all of the above
Read all of the answers before you choose one.
248. c
249. b
250. a
251. a

The purpose

248. The Declaration of Independence announced
a. that the Americans were leaving the British Empire.
b. the reasons why.
c. both
d. neither
249. In writing the Declaration of Independence, the Continental Congress hoped that ____ would become its ally in a war against England.
a. Spain c. the Netherlands
b. France d. Great Britain
250. The Declaration of Independence did what?
a. explained the ideals on which the nation was founded
b. urged the King of England to negotiate a peace treaty
c. both
d. neither
251. The Declaration of Independence did what?
a. listed the rights violated by Britain
b. listed the wrongs committed by the colonies
c. both
d. neither

Natural Rights and the Social Contract

252. The Founding Fathers: Where did their revolutionary philosophy come from?
a. colonial interests and every experiences with the British
b. Enlightenment thinkers
c. both
d. neither
253. Using reason, man could discover natural laws. That was the philosophy of
a. the Enlightenment of the 1700s.
b. the Great Awakening of 1740.
254. All of the following were men of the Enlightenment, *except*:
a. John Locke c. Thomas Jefferson e. Southern slaveowners
b. Montesquieu d. Ben Franklin
255. The Declaration of Independence was based on the idea of natural rights - that is, natural rights that
a. belong to all human beings.
b. were granted to people by government.
c. both
d. neither
256. Which political philosopher wrote about “the natural rights of man”?
a. John Locke c. Plato
b. Montesquieu d. Aristotle
257. When a person is born, he is endowed with certain God-given rights. Government can never take away these rights. This is the theory of the
a. Natural Rights of Man.
b. Social Contract.
258. “The main purpose of government is to protect the rights of the individual.” This statement explains the
a. Natural Rights of Man.
b. Social Contract.
259. What political philosopher wrote: “The main purpose of government is to protect the rights of the individual.”
a. John Locke b. Montesquieu
260. Two ideas - the Natural Rights of Man and the Social Contract - come from what book?
a. John Locke’s *Two Treatises on Government*. (1689)
b. Montesquieu’s *The Spirit of the Laws* (1748)
261. Which book influenced Thomas Jefferson when he wrote the Declaration of Independence in 1776?
a. John Locke’s *Two Treatises on Government*. (1689)
b. Montesquieu’s *The Spirit of the Laws* (1748)

252. b

253. a

254. e
Slavery was not enlightened thinking.

255. a
Government does not grant you your natural rights. You are born with them.

256. a

257. a

258. b

259. a

260. a

261. a

262. All of the following statements about the Social Contract are true, *except*: 262. b
- a. The people create the government to protect their individual rights. 263. d
 - b. The government gives individuals their rights. 264. c
 - c. The government's authority arises from the consent of the people. 265. c
 - d. The government agrees to protect the individual's rights. 266. a
 - e. If the government fails to guarantee rights, people have the right to overthrow the government.
263. According to the Social Contract, what is the main purpose of government? 267. b
- a. To establish justice. 268. a
 - b. To provide for the national defense. 269. a
 - c. Insure domestic tranquility. 270. a
 - d. Protect the rights of each citizen.
 - e. Promote the general welfare.
264. According to John Locke, what is the primary purpose of government?
- a. To ensure order for the nation.
 - b. To protect the stability of the whole society.
 - c. To protects the rights of the individual.
265. According to the Founding Fathers, what is the primary purpose of government?
- a. To ensure order for the nation.
 - b. To protect the stability of the whole society.
 - c. To protects the rights of the individual.
266. According to John Locke, what rights of the individual is a government bound to protect?
- a. The right to life, liberty, and property.
 - b. The right to life, liberty, and the pursuit of happiness.
267. According to the Declaration of Independence, what rights of the individual is the government is bound to protect?
- a. The right to life, liberty, and property.
 - b. The right to life, liberty, and the pursuit of happiness.
268. *The Individual Right to Life* means you cannot be deprived of your life without due process.
- a. True
 - b. False
269. *The Individual Right to Liberty* means the right to free speech, freedom of assembly, freedom of religion, freedom of the press, etc.
- a. True
 - b. False
270. *The Individual Right to Property* means the right to own property and have it safeguarded by government.
- a. True
 - b. False

Famous phrases

271. "We hold these truths to be self-evident . . ." is a line in what document? 271. d
a. Magna Carta c. Mayflower Compact
b. English Bill of Rights d. Declaration of Independence 272. d
272. "All men are created equal . . ." comes from what document? 273. a
a. Magna Carta c. Mayflower Compact 274. a
b. English Bill of Rights d. Declaration of Independence 275. c
273. "We hold these truths to be self-evident, that all men are created equal . . .
represents what concept? 276.
a. Natural Rights of Man
b. The Social Compact
c. Consent of the Governed
d. Limited Government
e. Right of Revolution
274. "That they are endowed by their Creator with certain unalienable Rights, that
among these are Life, Liberty, and the pursuit of Happiness . . .
This line represents what concept?
a. Natural Rights
b. The Social Compact
c. Consent of the Governed
d. Limited Government
e. Right of Revolution
275. "That to secure these rights, Governments are instituted among Men, deriving
their just powers from the consent of the governed . . ."
This line represents what concept?
a. Natural Rights
b. The Social Compact
c. Consent of the Governed
d. Limited Government
e. Right of Revolution
276. "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 . . ." This line represents what concept?
a. Natural Rights
b. The Social Compact
c. Consent of the Governed
d. Right of Revolution
e. both B and D

Did we live up to the ideals expressed in the Declaration of Independence?

277. As of 1776, slaves, Native Americans, and women were considered equal and endowed with natural rights. 277. b
a. True b. False 278. b
278. As of 1776, the rights of slaves, Native Americans, and women were protected by the government. 279. a
a. True b. False 280. a
Do we live up to our ideals?
279. The Declaration of Independence (“all men are created equal”) was a set of goals and ideals. 281. a
a. True b. False 282. a
280. The Declaration of Independence (“all men are created equal”) is the yardstick by which we measure our country and ourselves. 283. a
a. True b. False 284. b
281. When we live up to the ideals of the Declaration of Independence (“all men are created equal”), we are a success as a nation.
a. True b. False
282. When we fail to fulfill the ideals of the Declaration of Independence (“all men are created equal”), we are a failure as a nation.
a. True b. False
283. According to John Locke and Thomas Jefferson, which is paramount?
a. the individual
b. society as a whole
284. According to John Locke and Thomas Jefferson, the success of government is measured by how well the society is regulated.
a. True b. False

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