

# Mecklenburg Chapter DAR

## “Journey to Independence”

### Overview:

Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Lesson 2 focuses on the US Constitution and Principles found in the Constitution.

### Grade

10-12

**Standard AH1.H.1:** Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.

**Standard AH.1.H.7:** Understand the impact of war on American politics, economics, society and culture.  
AH1.H.7: Explain the impact of wars on American politics.

### Materials

[Power Point Part I: Journey to Independence](#), [Power Point Part II: A New Republic](#)

Handouts: [Colonial Timeline A](#), [Colonial Tensions with England B](#), [American Revolution Mini C](#), [Amendment Project – Honors D](#)

### Essential Questions:

- Explain the cause and effects of salutary neglect on the American Colonies.
- Explain how national economic and political interests led to Independence.
- What type of government was created at the Constitutional Convention?
- Analyze the Constitution as a living document through examination of the Amendments.

### Duration

1 to 2 class periods for instruction component. Outside project assignment at teacher discretion

### Student Preparation

Students should have a basic understanding of the pre-Revolutionary tensions between the British and colonists as well as the causes of the Revolutionary War.

### Lesson Plan 1:

#### Activity 1: Journey to Independence

1. Students will complete a timeline of the events leading up to the Declaration of Independence.( Handout A)
2. Students will complete the ‘Colonial Tensions with England.’ (Handout B) This can be done in concert with the Power Point or as review of the concepts.
3. Steps to the American Revolution (Handout C)

## Lesson 2: “A New Republic” Power Point Part II

1. With your notes and textbook, write a short essay outlining how English and Enlightenment ideals influenced the framers of the Constitution. You may use one or two ideals in your essay.  
Or With your notes and textbook write an essay that examines both sides (Loyalist/Patriot) of the debate on the Declaration of Independence and where they stood and why?

### Six Guiding Principles of the US Constitution

1. Popular Sovereignty
  2. Limited Government
  3. Separation of Powers
  4. Checks and Balances
  5. Rule of Law
  6. Representative Government- Republicanism
- (Judicial Review can be added if so desired)

### 2. Amendment Project. Handout D

Objective: The foundation of any Civics course is a solid knowledge of the U.S. Constitution and its 27 Amendments. The foundation of American History understands the principles and purpose of the foundational documents of American Democracy and how those documents shaped our republic. The purpose of this project is to express your understanding of the Amendments and to creatively teach this information to a specific audience. You may pick your own audience (elementary school kids, high school kids, or adult learners).

The teacher can modify the project to fit time allotted in the schedule. The project is a great extension activity for a Civics or American History Course. The idea behind the project is for students to gain a better understanding of each Amendment, the time period it was added, and how the Amendment shaped the country. So have fun with it. Well executed projects can be displayed around the room and kept from year to year to give students ideas and to stimulate interest. The teacher can have students only do the Bill of Rights or the entire 27, or allow students to pick which theme they prefer to do.

**\*\*\* To differentiate with Standards classes- Power points and Prezi's can be added to the list. **Require that the students provide a works cited page for all the borrowed images, pictures etc...from sources.** \*\*\***

Lesson Closure: Think Pair Share: Have students share their thoughts with a partner. You may choose the questions below or design one from your own resources.

- What have you learned today about American Democracy that you did not know before we started?
- What changes have occurred over the two hundred thirty-three years since the Constitution was ratified?
- Life in 1776-1787 was very different than today. How has the Constitution lived up to its purpose of Popular Sovereignty?
- Why do we say “and to the republic” in the Pledge of Allegiance?” To what principle are we addressing?
- Why did the founders want a representative government versus direct democracy?

