**Lesson Plan: Breaking Up With the British**

**Context of the lesson within the project:** This will be one of the first lessons within a unit entitled “America’s Promise: Fulfilled … or, Broken?” This lesson outlines some of the founding principles of democracy, as found in The Declaration of Independence.

**Standards Addressed**:

**Social Science Standards**

**12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.**

1. Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.

3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self­evident truths.”

**Visual & Performing Arts Standards**

**2.0 CREATIVE EXPRESSION**

**Creating, Performing, and Participating in Theatre**

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

**Common Core State Standards for ENGLISH LANGUAGE ART S & Literacy in History/Social Studies, Science, and Technical Subjects**

**College and Career Readiness Anchor Standards for Reading Grades 6-12**

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**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**College and Career Readiness Anchor Standards for Writing Grades 6-12**

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

1. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Essential Questions/Issues:**

What does it mean to be a citizen?

Does legal documentation of citizenship change one’s rights and responsibilities? Should it?

Is it important that we know our rights? Why or why not?

 **Objective(s):** Students will understand the basic premises of democracy, as outlined in the Declaration of Independence.

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**Assessment:** Students will perform a “Breaking up with the British” song, in which they alter the lyrics to a popular song, making sure to include key themes from the Declaration of Independence.

**Quality Criteria**:

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| --- | --- | --- | --- |
| Advanced - A | Proficient - B | Basic - C | Below Basic – D/F |
| The song lyrics demonstrate advanced knowledge of the founding fathers’ concerns and vision. | The lyrics of your song clearly explain the colonies’ grievances, their reasons for wanting their independence, and their ideas about the role of government. | The song lyrics touch upon the colonists’ grievances, reasons for wanting independence, and ideas about the role of government, but more information is necessary. | Song lyrics are either off-topic, vague, or incorrect. |
| The song is performed loud and clear, in tune, and with engaging stage presence. | When performed, the song is sung in an audible and clear manner. | Students sing the entire song, and most of it is loud and clear.  | Students either read the song, are incoherent, or detract from the content of the song by laughing, mumbling, or stopping. |
| Song is over the 1:30 minimum. | Song meets the 1-1.5 minute minimum. | Song is about one minute long. | Song is less than one minute. |
| Lyrics demonstrate advanced understanding of vocabulary words. | Song uses various vocabulary words correctly. | Song attempts to use vocabulary words correctly. | Song either does not use vocabulary words, or uses them incorrectly. |

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**Lesson Activity Steps:**

1. Hook: Breaking up is Hard to Do - Show a picture of divorced couples and explain that sometimes, really long relationships end. Despite how hard you try, there are things about the other person that just aren’t compatible with you. After enough trying and fighting, sometimes it just doesn’t work.
2. The Declaration of Independence was our break-up letter to King George III and Britain. Class brainstorm: What did it say? Why did we write it?
3. Show Music Video: “Too Late to Apologize” & lyrics. Discuss the problems that the colonists had with Britain. <http://www.webtexts.com/declaration/>
4. In partners, students read and discuss the Declaration of Independence. Students will read, highlight, paraphrase, and discuss sections of the document.
* Teacher reads sections 1-6 aloud. Working in partners, assign groups to read and paraphrase sections 1-6. Have groups share out with the class, projecting the chart and filling it in with the students following along and doing the same.
* Have students find and highlight what they believe to be the most important beliefs about the role of government. Discuss.
* Assign partners 1-2 grievances to be in charge of paraphrasing and explaining to the class. They must explain the grievance and discuss why this was an issue worth being upset about. Share out and give students time to fill out their charts.
* Have students highlight the three most important grievances. Which ones are worth “breaking up” for? Why?
* Merge partner groups into larger groups of 4. Assign them one of sections 7-11 to paraphrase and discuss. Students will create tableaus, scenes showing the main ideas in the Declaration about the role of government, the rights of citizens, and the colonies’ grievances.
1. Students will be given a list of break-up songs, which they then have to alter the lyrics to so that it becomes a song about the U.S. breaking up with Great Britain. Their lyrics must contain vocabulary words and main ideas from the Declaration of Independence. Students will perform these songs with an instrumental track accompanying them.

**Special Needs of students are considered in this lesson**:

1) Use the Declaration of Independence glossary to assist with reading.

 <http://www.mcwdn.org/dof/decgloss.html>

2) Mixed ability partner groups allow students to share their strengths and learn from others.

3) Advanced students can ­­create longer songs, add choreography to their songs when they finish with lyrics, and can be required to utilize more vocabulary words in their songs.

**Extension Ideas:** Students can record their work in either audio or video format and share it on the web! Students can create their own music video and share that on the web as well!

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**Materials and Resources Needed:**

Projector

Copies of Lyrics

Declaration of Independence

Declaration of Independence Glossary

TJ and the Revo music video

Instrumental Tracks of songs

**References: (**i.e.,H/SS Framework, websites referenced, books, videos, primary sources)

<http://www.webtexts.com/declaration/>

<http://www.mcwdn.org/dof/decgloss.html>

Declaration of Independence

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**Student Handouts**

**Too Late to Apologize: A Declaration**

**By T.J. and the Revo**

<http://www.webtexts.com/declaration/>

Halfway across the globe
And we're standing on new ground
Screaming 'cross the waves
You can't hear a sound
There's no fair trials, no trade, no liberties
No tea
We've colonized America; we won't stand for tyranny,
Oh king

And it's too late to apologize
It's too late
I said it's too late to apologize
It's too late

We've paid your foolish tax, read the acts
And they just won't do
We want to make it clear, we believe this much is true
All men were created with certain

Unalienable rights
Among these are life, liberty, and the pursuit
Of happiness

And it's too late to apologize
It's too late
I said It's too late to apologize
It's too late

It's too late to apologize
It's too late
I said it's too late apologize
It's too late

I said it's too late to apologize, yeah
It's too late
I said it's too late to apologize, yeah

Halfway across the globe
And we're standing on new ground

Now it’s your turn! With one or two partners, write your own break-up song to King George III. Alter the lyrics of a break-up song, adding facts from the Declaration of Independence to explain, in a heartfelt and dramatic way, why IT’S OVER!

1. Read and discuss the Declaration of Independence. Why couldn’t the colonies take it anymore? What were some of their main ideas about the role of the government?
2. Use your knowledge and notes on the Declaration of Independence to write your song!
3. Perform your song, with the instrumental version playing in the background. (I have the instrumental for every song listed below)

**Standards for Success**

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| --- | --- | --- | --- |
| Advanced - A | Proficient - B | Basic - C | Below Basic – D/F |
| The song lyrics demonstrate advanced knowledge of the founding fathers’ concerns and vision. | The lyrics of your song clearly explain the colonies’ grievances, their reasons for wanting their independence, and their ideas about the role of government. | The song lyrics touch upon the colonists’ grievances, reasons for wanting independence, and ideas about the role of government, but more information is necessary. | Song lyrics are either off-topic, vague, or incorrect. |
| The song is performed loud and clear, in tune, and with engaging stage presence. | When performed, the song is sung in an audible and clear manner. | Students sing the entire song, and most of it is loud and clear.  | Students either read the song, are incoherent, or detract from the content of the song by laughing, mumbling, or stopping. |
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“Irreplaceable” – Beyonce

“Ex-Factor” – Lauryn Hill

“I Will Survive” – Diana Ross

“Cry Me A River” – Justin Timberlake

“This Love” – Maroon 5

“Don’t Speak” – No Doubt

“Yesterday” – The Beatles

“Ball and Chain” – Social Distortion

“Grenade” – Bruno Mars

“So What” – Pink

“Rolling in the Deep” – Adele

The Declaration of Independence, July 4, 1776

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| **What Does it Say?** | **What Does it Mean?** |
| 1) 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. |  |
| 2) We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — |  |
| 3) 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, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to affect their Safety and Happiness. |  |

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| 4) 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. |  |
| 5) 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. |  |
| 6) Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world. |  |
| a) He has refused his Assent to Laws, the most wholesome and necessary for the public good. |  |

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| b) He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them. |  |
| c) He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only. |  |
| d) He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their Public Records, for the sole purpose of fatiguing them into compliance with his measures. |  |
| e) He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people. |  |
| f) He has refused for a long time, after such dissolutions, to cause others to be elected, whereby the Legislative Powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within. |  |

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| g) He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands. |  |
| h) He has obstructed the Administration of Justice by refusing his Assent to Laws for establishing Judiciary Powers. |  |
| i) He has made Judges dependent on his Will alone for the tenure of their offices, and the amount and payment of their salaries. |  |
| j) He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people and eat out their substance. |  |
| k) He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures. |  |
| l) He has affected to render the Military independent of and superior to the Civil Power. |  |
| m) He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation: |  |
| n) For quartering large bodies of armed troops among us: |  |
| o) For protecting them, by a mock Trial from punishment for any Murders which they should commit on the Inhabitants of these States: |  |
| p) For cutting off our Trade with all parts of the world: |  |
| q) For imposing Taxes on us without our Consent: |  |
| r) For depriving us in many cases, of the benefit of Trial by Jury: |  |
| s) For transporting us beyond Seas to be tried for pretended offences: |  |
| t) For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies |  |
| u) For taking away our Charters, abolishing our most valuable Laws and altering fundamentally the Forms of our Governments: |  |
| v) For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever. |  |
| w) He has abdicated Government here, by declaring us out of his Protection and waging War against us. |  |
| x) He has plundered our seas, ravaged our coasts, burnt our towns, and destroyed the lives of our people. |  |
| y) He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation, and tyranny, already begun with circumstances of Cruelty & Perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation. |  |
| z) He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands. |  |
| aa) He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions |  |
| 7) In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people. |  |
| 8) Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which would inevitably interrupt our connections and correspondence.  |  |
| 9) They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends. |  |

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| 10) We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these united Colonies are, and of Right ought to be Free and Independent States, that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; |  |
| 11) And that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. — And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor. |  |

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**Outline of Unit Plan: America’s Promises Fulfilled … or Broken?**