



# Each Complete Lesson Includes:

PowerPoint presentation to facilitate discussion- 12 slides

### American Revolution

- Began April 19, 1775
- Colonists fought for rights and freedom from British rule
- Many colonists still did not want freedom from Great Britain after the war began

### Rights of Independence

- Written to persuade different groups of people
- Colonists → agree to join patriot cause
- Loyalists → ask British to remain loyal to the British crown
- Foreign governments → to decide if they would support the colonists
- Jefferson was chosen to write the Declaration of Independence

### Preamble

- Four Principles of the Declaration of Independence:
  - All men are created equal
  - All men are endowed with certain unalienable rights
  - Life, liberty, and the pursuit of happiness
  - These rights are not given by the government but are natural rights that come from God

### Grievances

- to prove how the British government was tyrannical
- to show that the British government had violated the rights of the colonists
- to show that the British government had violated the rights of the colonists
- Jefferson blamed King George III for the slave trade and protecting the institution of slavery in America
- Slavery was an "abominable crime" (even though he owned slaves)

### Conclusion

- Officially severed ties with Great Britain
- Called the new country the United States
- 13 colonies were free from British rule
- The USA could now:
  - declare war
  - make peace
  - form alliances
  - conduct trade
  - make other deals
  - countries could trade with the USA
- Let other countries such as France (a powerful ally) no longer connected to Great Britain
- Congress was given power to run the country

### Congress Votes

- July 1 → was not unanimous for independence
- Some delegates were still loyal to the British crown
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### Significance

- The idea that people could end a monarchy and replace it with a government based on the consent of the people was revolutionary
- Stated the government exists to defend a people's right to "life, liberty, and the pursuit of happiness"
- People must consent for a government to exist
- Many revolutions that occurred throughout the world after the American Revolution used the Declaration of Independence as the reason for overthrowing the government

### Preamble

WHY????????????

SO????????????

American needed foreign aid

rebelling in other countries and lose allies

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."

Reflects Locke's Ideas

### Rights of Independence?

- Many colonists still did not want freedom from Great Britain after the war began
- Congress was divided on if they should fight for freedom
- Support for independence grew
- June 7, 1776 → Richard Henry Lee gave the motion to declare the thirteen colonies "free and independent states"
- Congress agreed to vote in early July
- John Adams
- Thomas Jefferson
- Benjamin Franklin
- Robert R. Livingston
- Roger Sherman
- June 11 → The Committee of Five was formed
- Asked to draft a formal statement explaining why the colonies were declaring their independence from Great Britain
- Severing ties with Great Britain was dangerous → act of treason → death by hanging

### Unit: American Revolution Lesson: Declaration of Independence

Slotted notes for ppt

Slotted notes p.1

Slotted notes p.2

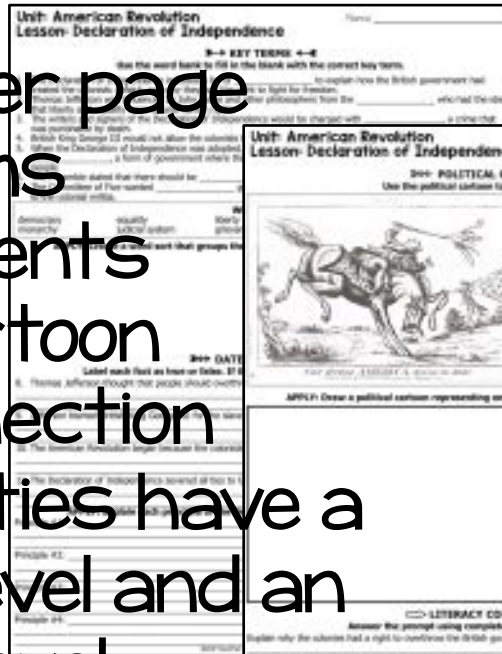
Slotted notes p.3



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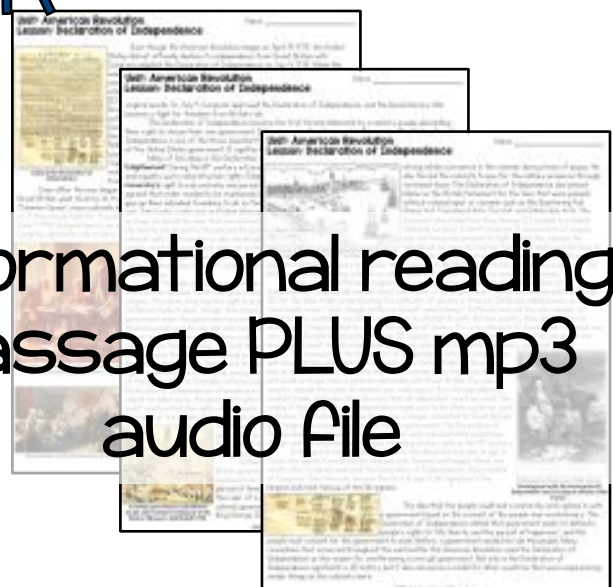
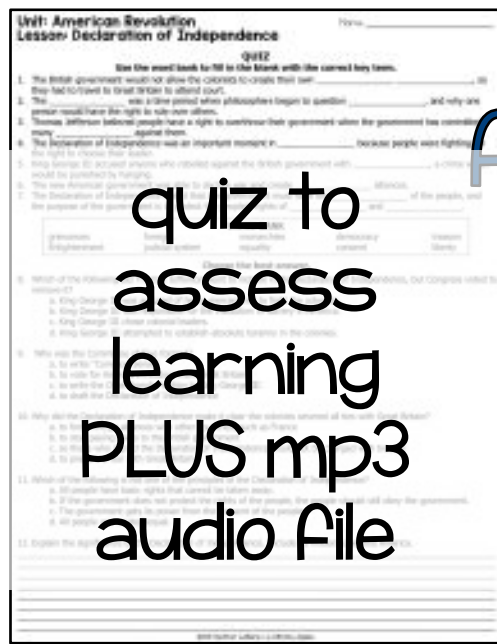
4 activities- 2 per page

- key terms
- dates & events
- political cartoon
- literacy connection



Three of the activities have a basic knowledge level and an application level.

## PLUS ANSWER KEYS



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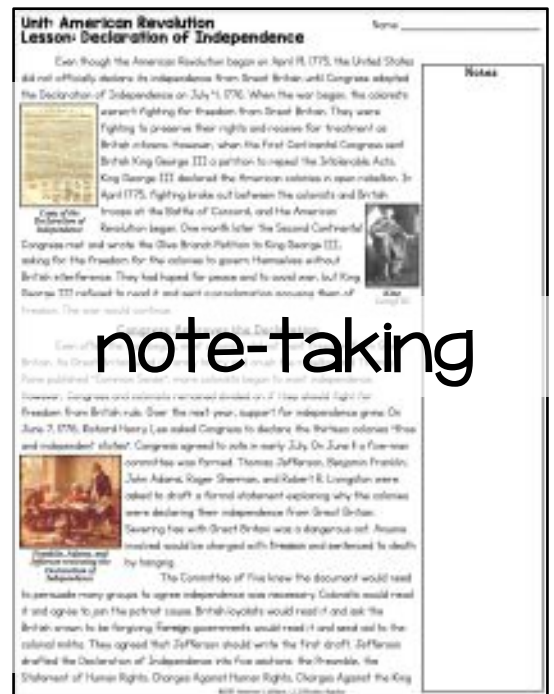
informational reading passage in 2 versions



When you need to limit your copies or paper use.

paper saver

When you want your students to annotate. This passage is spaced for note-taking and highlighting. There are also headers for each section!



note-taking

# Each Complete Lesson Includes:

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EVERY component of the lesson is ready-to-go on Google Docs & Slides, so you can easily assign to your students!



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*John Locke, 1632 to 1704*, . [No Date Recorded on Caption Card] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/200467207/>

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Le Mire, N. *Le Général Washington ne quid detrimenti capiat res publica - gravé d'après le tableau original appartenant à Mr. Marquis de la Fayette / peint par L. Le Paon peintre de bataille de S.A.S. Mgr. le Prince de Condé, gravé par N. le Mire des Academies Imperiales et Royales et de celle des Sciences et Arts de Rouen* United States, . [Paris: Cette estampe se vend avec privilège du Roy chez le Mire graveur rue et porte St. Jacques. Maison de Mr. le Camus Md. de Drap, prix 12 livres, 178] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/972023/>

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