

SB-3 Civics Training Program for Teachers and Administrators





SB-3

Civics Training Program

for Teachers and Administrators

Spring 2026

Table of Contents

	Module Name	Module Time (Minutes)
DAY ONE		
	Program Introduction	30
Module 1	Why Civics?	40
Module 2	Overview of the Civics Training Program	30
Module 3	For the General Good: The Journey from Freedom to Independence	60
Module 4	A More Perfect Union: The Constitution and Bill of Rights	60
Module 5	A House Divided Against Itself: National Strife Leads to Civil War	50
Module 6	With Malice Towards None and Charity for All: Fulfilling America's Founding Ideals	50
Module 7	The Lone Star Shines Bright: Texas Civics Past and Present	40
DAY TWO		
Module 8	Out of Many, One: America's Civic Virtues	30
Module 9	The Fundamentals of American Civics	30
Module 10	Using Primary Sources in Civics	30
Module 11	Integrating Civics into Subjects other than Social Studies	30
Module 12	Discussing Controversial Events and Media Literacy Skills	30
Module 13	Teaching Civics in the Classroom	30
Module 14	Teaching the Mayflower Compact	45
Module 15	Teaching the Declaration of Independence	45
Module 16	Teaching the Constitution and Bill of Rights	45
Module 17	Review, Summary, and Highlights	45



Program Introduction

30 Minute Module

Welcome to the Civics Training Program (the “Program”)

- Why are we here?
 - We are here because Texas Senate Bill 3 (“SB-3”) requires training in Civics for a teacher and administrator on every campus in the state.
- What is this Program all about?
 - This Program will provide you with information about Civics, including its history, how to teach it and how to understand many of the key moments and primary source documents in American history.
 - By the time you finish this program, you will be certified in Civics within the State of Texas.
- What can you expect to learn from this 12-hour program?
 - You will learn both how to teach Civics to students and you will also learn some of the most important lessons in American Civics using primary source documents.
- How does certification work?
 - At the end of each module, you will log in to the Civics program website and answer a series of 20 questions.
 - Certification requires that you achieve a score of 90% or greater in each module.
 - Do not worry. You can take the assessment again if you fail to achieve a score of 90%.

Civics Training Program Modules

	Module Name	Module Time (Minutes)
	DAY ONE	
	Program Introduction	30
Module Topic Trainings	Module 1 Why Civics?	40
	Module 2 Overview of the Civics Training Program	30
	Module 3 For the General Good: The Journey from Freedom to Independence	60
	Module 4 A More Perfect Union: The Constitution and Bill of Rights	60
	Module 5 A House Divided Against Itself: National Strife Leads to Civil War	50
Primary Source Explorations	Module 6 With Malice Towards None and Charity for All: Fulfilling America's Founding Ideals	50
	Module 7 The Lone Star Shines Bright: Texas Civics Past and Present	40
	DAY TWO	
	Module 8 Out of Many, One: America's Civic Virtues	30
	Module 9 The Fundamentals of American Civics	30
	Module 10 Using Primary Sources in Civics	30
	Module 11 Integrating Civics into Subjects other than Social Studies	30
	Module 12 Discussing Controversial Events and Media Literacy Skills	30
	Module 13 Teaching Civics in the Classroom	30
	Module 14 Teaching the Mayflower Compact	45
	Module 15 Teaching the Declaration of Independence	45
	Module 16 Teaching the Constitution and Bill of Rights	45
Classroom Resources	Module 17 Review, Summary, and Highlights	45

- The Program is structured to provide basic topic trainings (Module Topic Trainings) on both days.
- On Day 1, participants will conduct several Primary Source Explorations. On Day 2, participants will review sample Classroom Resources.
 - Modules are color coded with a slide border throughout the Program.

Introducing the Learning Management System

- The Learning Management System (“LMS”) is a system designed to support the completion of the Civics Training Program and to help supplement civics teaching.
- The LMS will serve as the portal through which you will take your assessments as part of this program.
- The LMS also includes a robust Primary Source Library which includes a set of resources that can be used to deeply explore topics of civic interest and support you in the classroom.
 - Civics Training Program participants should feel free to use resources in the LMS to supplement classroom instruction, as appropriate.

Using the LMS to Answer Assessment Questions

Please take out your internet connected device.

Your instructor will provide instructions on how to log in and complete your assessments at the end of each module.

All questions are encouraged, and we will do our best to answer them!



Module 1 Why Civics?

40 Minute Module

- Civic elements every American should know.
- The value of an education in Civics as the foundation of social, ethical, and political life.
- The foundations of civic education and self-government.
- Civics represents order against societal anarchy.
- Civics represents the need for a common body of knowledge in a constitutional federal republic, focused on the need for unity.
- Creating and preserving a free society requires a citizenry with character.
- Key civics values: Leadership and Duty.
- Chronology: Teaching civics as it happened.

Civic Elements Every American Should Know

- America is defined by key principles and beliefs that have been inherent to the nation and continue to be so.

**Natural Rights,
such as Life,
Liberty, and
Pursuit of
Happiness**

**The American
Dream /
Equality of
Opportunity**

Rule of Law

Free Enterprise

**Self Reliance
and Personal
Responsibility**

**Checks and
Balances**

**Limited
Government**

**E Pluribus
Unum
and
In God
We Trust**

**Freedom of
Speech and
Religion**

**Work Ethic and
Meritocracy**

**Optimism and
Exceptionalism**

Federalism

Civic Elements Defined

- America's virtues have made the nation unique in the world. They include:
- **Natural rights** are inherent, universal freedoms belonging to all individuals; they include fundamental rights like life, liberty, and the pursuit of happiness that are considered inalienable, God-given, and are enshrined in the Declaration of Independence and Bill of Rights.
- The **American Dream** is based on the equality of opportunity we all share; all Americans have a fair chance to succeed regardless of birth or background.
- The **Rule of Law** means that no one is above the law and government power is limited and bounded by checks and balances that limit the power of each branch of government.
- **Free Enterprise Capitalism** is the economic system in the United States.
 - It protects private property, free markets, and entrepreneurship, which are the primary engines of prosperity.
- **Self-Reliance and Personal Responsibility** means that individuals, not the state, are responsible for your own success or failure.
- **Checks and Balances** means we have a balance of power where no single branch of government can become too powerful because each of the three branches—legislative, executive, and judicial—has the ability to limit the powers of the others.

Civic Elements Defined(continued)

- **Limited Government** means the people predominantly rule themselves rather than being completely controlled by government rules, with as much decision-making as possible by individuals, families, and local communities.
- Our national mottos of “**In God We Trust**” and “***E Pluribus Unum***” (“Out of Many, One”) reflect a shared understanding on the origin of our natural rights and our commitment to being a unified nation where patriotism and loyalty to the country rise above any other identity.
- **Freedom of Speech and Religion** as enshrined in the First Amendment protections are central to American identity.
- Belief in a Strong **Work Ethic and Meritocracy** means that hard work and talent should be rewarded, and that success is earned rather than inherited or guaranteed.
- **Optimism and American Exceptionalism** are our beliefs that America is unique, in that we were the first nation to be founded on, and defined by, ideas and a core philosophy which was clearly written for the world to see in the Declaration of Independence, and that there is something special about our place in the world.
- **Federalism** is America’s system of government where there is a division of power and authority between the national (federal) government and the states.

The Value of an Education in Civics

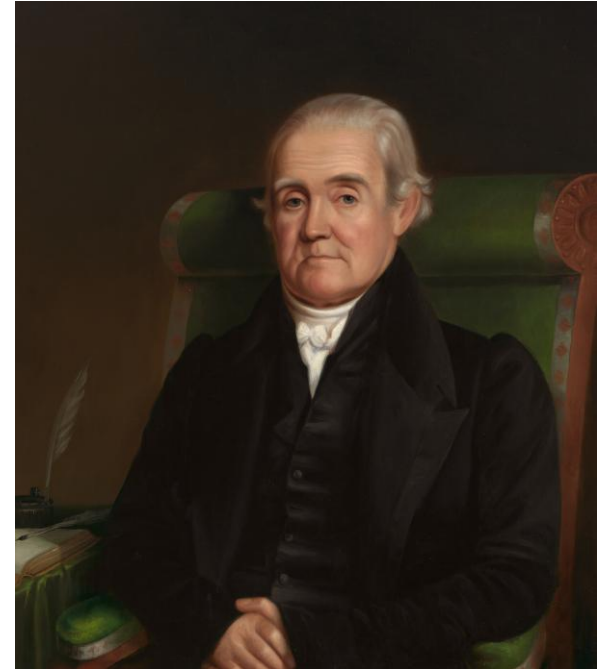
- Civics is political education in public norms, knowledge, and character development necessary for civilization.
- An education in civics must necessarily be an education in citizenship.
 - Its purpose is to cultivate and inform good citizens.
 - Civics translates into learning the value of virtues, skills, awareness, and knowledge to better the self and serve others.
 - Civics is an expression of sovereignty and is essential for self-government.
 - Civics enables the preservation of knowledge and wisdom for future generations.
- The journey of childhood aligns with the function of civics in society.
 - Civic virtues guide the path from the individual who grows into an emerging leader, mentor, provider, community member, and leading citizen who can serve the nation.
- Civics education is essential for building "civic knowledge" and active citizenship, rooted in American and Texas history, founding principles, and government processes.
 - It promotes "informed" students who understand rights and responsibilities, tying into broader goals of democratic engagement and the creation of a cohesive nation, linking individuals, families, communities and the entire country together.

The Foundations of Civic Education and Self-Government

- One intellectual basis of American Civics and self-government stems from social contract theory. America's founders were well-read students of the European enlightenment, where key thinkers evaluated history and types of rule, from sharing power to absolute rule.
- English philosopher Thomas Hobbes saw a king's leadership as driven by fear. Loyalty was strengthened as long as the king protected his subjects, but the punishment for disloyalty meant the subjects were ruled ultimately by fear.
 - "The obligation of subjects to the sovereign is understood to last as long, and no longer, than the power lasteth by which he is able to protect them." - *Leviathan*, 1651
- Enlightenment English thinker John Locke believed that people are born with the potential to be reasonable and with natural rights such as life, liberty, and property. This means government should only be given limited power to protect those rights.
 - "Wherever law ends, tyranny begins." *Two Treatises*, 1689
- French noble Baron de Montesquieu warned that history showed very clearly that all the power in one king or ruling class always led to tyranny. The only way to stay free was to split government power into parts respectful of the rights of individuals.
 - "Power should be a check to power." - *Spirit of the Laws*, 1748

Civics represents order against societal anarchy and the establishment of a common body of knowledge.

- Civics helps prevent anarchy by promoting an understanding of the rules, rights, and responsibilities that underpin an organized society with a legitimate government.
 - By encouraging a general consensus on the necessity and legitimacy of established authority and the rule of law, Civics prevents power vacuums and disorder.
- Additionally, Civics creates and preserves a common body of knowledge shared by the entire nation.
- In a constitutional federal republic such as the United States, the importance of national unity is paramount, and that requires a common, shared set of core virtues and principles as well as a common understanding of the country's history.



Noah Webster by James Herring, 1833

“Every child in America should be acquainted with his own country. He should read books that furnish him with ideas that will be useful to him in life and practice. As soon as he opens his lips, he should rehearse the history of his own country; he should lisp the praise of liberty, and of those illustrious heroes and statesmen, who have wrought a revolution in her favor...children should be taught the usual branches of learning; submission to superiors and to laws; the moral or social duties; the history and transactions of their own country; the principles of liberty and government.”

– Noah Webster (1788)

Pause Point: What Does Civics Mean to You?

- Please get together into groups of 3-4 people.
- Each group should take 5 minutes to discuss three questions:
 1. What does civics mean to you?
 2. Why do you think it is important to teach Civics to students?
 3. What do you think parents want their children to learn from Civics instruction?
 4. What do Texas and America hope children will learn from Civics?
- When you come back together, your instructor will ask you to share some of these insights with the full group.

Creating and Preserving a Free Society Requires a Citizenry with Character

- The founding documents of the United States reflect a strong belief in free society, and civics education is meant to help preserve that belief within our broader political culture for future generations.
- The unfree society is powered by the ancient, primitive impulses of fear and control.
 - From ancient dynasties to modern despots, the "authoritarian impulse" treats the human being as a "resource" or a "subject" to be leveraged for the glory of the leader or privileged few.
 - It is a system that inevitably results in the crushing of the individual and the stagnation of the human spirit.
- The free society is powered by consent and service, where the government is the servant and the citizen is the sovereign.
 - It is designed to blunt the flawed nature of man through checks and balances, ensuring that no single "authoritarian impulse" can ever again seize the wheel of the state.
- Ultimately, a free society acts as a moral and functional firewall against the darkness of the past.
 - It replaced the violence and fear of the dictator with the duty and responsibility of the citizen.
 - It recognized that freedom is not just the absence of a king—it is the presence of character.
 - By identifying role models who embody these virtues, we ensure that the next generation does not just inherit a government, but the legacy of our founders
- We teach Civics because the ancient impulse to rule others is always lurking; our only defense is a citizenry that understands its own worth, respects its neighbor, and refuses to ever again become an asset of the state.

Key Civic Values: Leadership & Duty

- Leadership emerged as moral stewardship from ancient civilizations, as a spark of accountability to a higher calling of service to society.
 - Leadership is a form of ultimate service to others.
- Ancient Greece saw civic duty as active participation in the assembly, jury, and defense, where the free male citizen shaped the polis through reason and open debate.
 - Plato: “The punishment which the wise suffer who refuse to take part in the government is to live under the government of worse men.”
- The Roman Republic, saw civic duty as service to the res publica—through debate, legion loyalty, and patronage.
 - Cicero: “The good of the people is the highest law.”
- The Enlightenment saw civic duty as the protection of inalienable rights through a social contract, where the citizen was a rational individual with voice and an implied contract with each other.
 - John Locke: “The great end of mens’ entering into Society, being the enjoyment of their Properties in Peace and Safety, and the great instrument and means of that being the Laws established in that Society.”
- This tradition was embodied in the birth of America and epitomized by George Washington’s decision to step away from the Presidency.
 - Washington was America’s first president and is considered the “Father of Our Country”.

Pause Point: Values and Virtues in Civics

- Get together in groups of 3 or 4 individuals.
- There are many possible ways to list values and virtues relevant to the American tradition of civics. The TEKS include Positive Character Traits. Below is another possible list of values and virtues.
- Take 5 minutes to discuss how each of the values and virtues applies to Civics.
 - How can they help a community? What would happen if they didn't exist?

Choices

Growth

Attitude

Commitment

Relationships

Character

Forgiveness

Self Worth

Responsibility

Courage

Initiative

Priorities

Teachability

Self-Discipline

Resilience

Influence

Chronology: Teaching Civics as it Happened

- A chronological narrative allows students to see the cause and effect sequences of one event on another, such as connecting key ideas to the American Revolution in response to tyrannical rulers of the age.
- By securing events in their proper time, students can anchor events in time and place, making the information more memorable and easier to integrate into a broader understanding.
- Using this method, students can analyze patterns of continuity and change over time and identify key turning points that have reshaped society.
 - This helps them develop critical thinking skills to evaluate the causes and effects of decisions made by people in the past and apply that same analysis to current events.
- By teaching Civics linearly, students grasp their role within a historical continuum, recognizing that their present is a link in a chain of events, rather than the ultimate end point of time.
 - This can help foster a sense of national or shared American identity and civic responsibility.
- Teaching Civics through history grounds students in the historical roots of the United States so they can see that modern issues have been shaped by the actions and intentions of people across time.
- Teaching Civics in its historical context can also help prevent common mistakes of “presentism” analysis, where we interpret, evaluate, or judge the past through the lens of modern knowledge or ideas that did not yet exist.

Module 1: Content in Review

- Civics is political education in public norms, knowledge, and character development necessary for civilization.
- An education in civics must necessarily be an education in citizenship.
- Civics helps prevent anarchy by promoting an understanding of the rules, rights, and responsibilities that underpin an organized society with a legitimate government.
- America is defined by a number of defining principles and virtues that have been inherent to the nation and continue to be so.
- A chronological narrative allows students to see the cause and effect sequences of one event on another.

All questions are encouraged, and we will do our best to answer them!

Assessment Questions

Please log into the Learning Management System to answer 20 questions on this module.



Module 2 Overview of the Civics Training Program

30 Minute Module

- Required Civics Foundations per Texas Senate Bill 3 (“SB-3”)
 - SB-3 required the State Board of Education (“SBOE”) to adopt Essential Knowledge and Skills (“TEKS”) for K-12 social studies to develop student civic knowledge, focused on informed patriotism and core values.
 - Informed American Patriotism: Cultivate a love of country rooted in a deep understanding of its history and principles, increasing students' knowledge of the deepest and noblest purposes of both the U.S. and Texas.
 - Primary Source Study: Guide students in a close study of founding documents of both the United States and Texas, using primary source materials.
 - Free Enterprise: Help students understand and productively function within a free enterprise society by teaching the entrepreneurial and economic foundations of the American system.
 - Civic Virtues: Develop an understanding of the importance of patriotism and civic virtues and duties in a democratic society.
 - Intellectual Independence: Enhance students' intellectual independence, encouraging them to become discerning, thoughtful, informed citizens.
- Instructional Requirements and Prohibitions per Texas Senate Bill 3 (“SB-3”)

Required Civic Foundations

- SB-3 requires that the following civic foundations (“Civic Foundations”) be taught to students:
 - Understanding:
 - Fundamental moral, political, entrepreneurial, and intellectual foundations of American self-government.
 - History, qualities, traditions, and features of civic engagement.
 - Structure, function, and processes of federal, state, and local government institutions.
 - Founding documents of the United States.
 - Ability/Skills:
 - Analyze and determine reliability of information sources.
 - Formulate and articulate reasoned positions.
 - Understand government operations through simulations and models.
 - Actively listen and engage in civil discourse (including different viewpoints).
 - Participate as a citizen by voting.
 - Appreciation/Commitment:
 - Importance and responsibility of participating in civic life.
 - Commitment to the United States and its form of government.
 - Commitment to free speech and civil discourse.

Required Civics Foundations: Key Points

- From the requirements of SB-3, this Civics Training Program will focus on several key themes. Among these are the following:
 - Understanding the intellectual struggle between liberty and tyranny focusing on the original intent of the Founders.
 - Ensuring teachers can articulate the functional and moral difference between free and unfree societies.
 - Defining the core philosophical tenets underlying the U.S. government.
 - Founding Documents are primary sources that show core motivations and goals.
- The importance of using primary source materials to experience history as it happened and in the words and deeds of those who were there.
- Focusing on chronological and thematic coherence in history teaching.
- Instructional priority on identifying role models and core concepts of self-government, ordered liberty, and the role of faith in shaping civic morality.
- Developing an understanding of the importance of patriotism and civic virtues as familial and unifying aspects of a democratic society.
- Addressing the requirement for entrepreneurial foundations in education to help students understand and productively function within a free enterprise society.

Instructional Requirements and Prohibitions

- SB-3 contains certain regulations related to classroom discussion and mandates specific limitations on K-12 student requirements and content, found in Texas Education Code (TEC) 28.0022.
- Discussing Controversial Issues:
 - **Local Content Requirement Prohibition:** a teacher may not be compelled to discuss a widely debated and currently controversial issue of public policy or social affairs
 - **Exemption for State Content Requirements:** Nothing in this section may be construed as limiting the teaching of or instruction in the essential knowledge and skills
 - **Teacher Discretion, Objectivity Requirement:** a teacher who chooses to discuss [a widely debated and currently controversial issue of public policy or social affairs] shall explore that topic objectively and in a manner free from political bias

Prohibited Concepts (Inculcation)

- **Teachers/administrators/employees** may not require or make part of a course the inculcation in the concept that:
 - One race or sex is inherently superior to another race or sex
 - an individual, by virtue of the individual's race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously;
 - an individual should be discriminated against or receive adverse treatment solely or partly because of the individual's race or sex;
 - an individual's moral character, standing, or worth is necessarily determined by the individual's race or sex;
 - an individual, by virtue of the individual's race or sex, bears responsibility, blame, or guilt for actions committed by other members of the same race or sex;
 - meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race to oppress members of another race;
 - the advent of slavery in the territory that is now the United States constituted the true founding of the United States;
 - with respect to their relationship to American values, slavery and racism are anything other than deviations from, betrayals of, or failures to live up to the authentic founding principles of the United States, which include liberty and equality;
- **Teachers/administrators/employees** may not require an understanding of the 1619 Project
 - Inclusion of content from the 1619 Project is prohibited by state law because it has been shown by multiple historians to include significant errors of analysis, written more as an attempt to prove a modern ideological agenda than accurately highlight cause and effect based in historical fact.
- **Private Funding:** Schools are prohibited from accepting private funding for curriculum, materials, or training related to the prohibited concepts.
- **Exemptions:** Nothing in this section may be construed as limiting the teaching of or instruction in the TEKS

Prohibited Activities (for course credit/requirement)

- a school district, open-enrollment charter school, or teacher may not require, make part of a course, or award a grade or course credit, including extra credit, for a student's:
 - work for, affiliation with, or service learning in association with any organization engaged in:
 - lobbying for legislation at the federal, state, or local level, if the student's duties involve directly or indirectly attempting to influence social or public policy or the outcome of legislation; or
 - social policy advocacy or public policy advocacy;
 - political activism, lobbying, or efforts to persuade members of the legislative or executive branch at the federal, state, or local level to take specific actions by direct communication; or
 - participation in any internship, practicum, or similar activity involving social policy advocacy or public policy advocacy; and
- **Exemptions: These prohibitions do not apply to a student's participation in:**
 - community charitable projects, such as building community gardens, volunteering at local food banks, or other service projects;
 - an internship or practicum:
 - for which the student receives course credit under a career and technology education program or under the P-TECH program established under Section [29.553](#); and
 - that does not involve the student directly engaging in lobbying, social policy advocacy, or public policy advocacy; or
 - a program that prepares the student for participation and leadership in this country's democratic process at the federal, state, or local level through the simulation of a governmental process, including the development of public policy.

Module 2: Content In Review

- There are certain foundational civic concepts required for instruction per SB-3.
- SB-3 contains certain regulations related to classroom discussion and mandates specific limitations on K-12 student requirements and content.

All questions are encouraged, and we will do our best to answer them!

Assessment Questions

Please log into the Learning Management System to answer 20 questions on this module.



Module 3 **For the General Good: The Journey from Freedom to Independence**

60 Minute Module

- Key Event: In Search of Freedom.
- *The Mayflower Compact.*
- Key Event: The Birth of America's Colonies.
- Key Event: The 13 American Colonies Thirst for Rights.
- Common Sense by Thomas Paine.
- Key Event: Revolutionary Ideas Come to Life.
- The Declaration of Independence.

In Search of Freedom

- The Pilgrims were English Separatists who broke away from the Church of England, seeking religious freedom; they first fled to the Netherlands in 1608–1609.
- In 1620, about 102 passengers (roughly half Separatists, half others in search of other opportunities) sailed to the New World aboard the Mayflower.
- They originally intended to settle in Virginia (where the Jamestown Colony was) but were blown off course and landed at Cape Cod in present-day Massachusetts in November 1620.
- Before disembarking, 41 adult male passengers signed the Mayflower Compact, the first self-governing document in what would become the United States, establishing a “civil body politic.”
- The Mayflower Compact was drafted because the colonists had landed far north of Virginia, creating uncertainty about the Pilgrims’ legal authority and governance.
- With different beliefs and goals, the crew and passengers nearly split apart.
 - The principles of the Compact kept them together and ensured their survival.



Signing the Mayflower Compact 1620, Jean Leon Gerome Ferris, 1899

Did You Know...?

The Mayflower Compact helped inspire the Declaration of Independence?

See if you can find the common themes!

The Mayflower Compact (1620)

“In the name of God, Amen. We whose names are underwritten, the loyal Subjects of our dread sovereign Lord King James, by the grace of God of Great Britain, France, and Ireland King, Defender of the Faith, etc. Having undertaken for the glory of God, and advancement of the Christian Faith, and honor of our King and Country, a Voyage to plant the first Colony in the Northern parts of Virginia; do by these presents solemnly and mutually, in the presence of God and one another, covenant, and combine ourselves together into a civil body politick, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof do enact, constitute, and frame such just and equal Laws, Ordinances, acts, constitutions, and offices from time to time, as shall be thought most meet and convenient for the general good of the Colony; unto which we promise all due submission and obedience. In witness whereof we have hereunto subscribed our names at Cape Cod the 11. of November, in the year of the reign of our sovereign Lord King James, of England, France, and Ireland, the eighteenth, and of Scotland the fifty-fourth, Anno Domini 1620.”

- *Handout: Full copy of primary source material.*
- *TEKS/Statutory Requirements: TEC §28.002 (h-1)(1): Study of the fundamental moral, political, and intellectual foundations of the American experiment in self-government; TEC §28.002 (h-1)(4): Study of the founding documents of the United States; 8.15(A): identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers on the U.S. system of government.*
- *Senate Bill 3 (SB 3) Civics Training Program: TEC §28.002 (h-2)(1)(A): Requires training on the fundamental moral, political, entrepreneurial, and intellectual foundations of the American experiment in self-government. The Mayflower Compact is a foundational document of self-governance; TEC §28.002(h-2)(1)(D): Requires training on the founding documents of the United States.*

Pause Point: Guided Discussion on the The Mayflower Compact (1620)

- What are the signers agreeing to do when they 'combine' themselves?
- What is the stated purpose for creating this 'civil body politic'?
- What do they promise to the 'just and equal Laws' they create?
- Can you identify the civic virtues and civic skills the text requires?
- What civic virtues or civic skills does this document illustrate or require of a citizen?

The Birth of America's Colonies

- After the settlements at Jamestown and Plymouth, more followed. New settlements and settlers came with a mix of motivations.
 - Colonies in the North, such as Plymouth, Connecticut, and Massachusetts Bay, were mainly founded by settlers and families with religious motives. Rhode Island was mainly founded by individuals focused on religious freedom.
 - Several Southern Colonies by contrast, mainly Jamestown and the Carolinas, were established with the primary goal of generating wealth for British investors and nobles through resource extraction and trade.
- America's early colonies were generally categorized by their charter types, including company (joint-stock), proprietary, and royal. This, combined with the motivations of early settlers, heavily influenced their economic structures and reliance on different labor sources.
 - Some, like Plymouth, operated as a mix of a land grant and self-governing colony, with funds borrowed to finance initial settlement.
 - Colonies such as Pennsylvania were land grants from the King given to William Penn (Pennsylvania) and Lord Baltimore (Maryland) who had both economic and religious motivations (related to Quakerism and Catholicism, respectively).
- Given economic motivations, early colonies used the common European practices of indentured servants and slavery.
 - Some relied more on indentured servants, who were mainly white.
 - Some also brought enslaved persons for domestic and skilled labor.
 - While Jamestown began mainly with indentured servants, in the Carolinas, the drive for profit quickly brought African enslaved persons to work labor-intensive cash crops, like indigo, rice, and eventually tobacco

The 13 American Colonies Thirst for Rights

- As more colonists arrived from Great Britain, towns across New England began to develop more local self-government and an American merchant class rose along with independent farming.
- As the colonies grew and pushed westward toward French outposts, they became embroiled in a wider conflict between Great Britain and France, leading to the French and Indian War from 1754 to 1763.
- Britain won the War but was left with significant debt and to help pay it off, the empire imposed new taxes and trade regulations, such as the Sugar Act in 1764, Stamp Act in 1765, Townshend Acts in 1767, and Tea Act in 1773.
- As tensions over taxes grew, Massachusetts leader Samuel Adams and the Sons of Liberty were among the leaders of a colonial resistance, believing in “no taxation without representation.”
- This resistance escalated, leading to events such as the Boston Massacre in 1770 and the Boston Tea Party in 1773.
- The Tea Party resulted in what Colonists called Britain’s Intolerable Acts, which closed Boston’s harbor, outlawed town meetings, and declared self-government a crime.
- The First Continental Congress followed in 1774, and it became clear that the resistance had grown into rebellion.
- In January of 1776, Thomas Paine, a recent English immigrant, wrote the famous pamphlet, “Common Sense”, making a huge impact in swaying the colonies towards a push to be independent.



The Destruction of Tea at Boston Harbor, Library of Congress, Prints and Photographs Division

Did You Know...?

“Common Sense” became the second most popular book in the American Colonies, selling over 100,000 copies.

Excerpts from “Common Sense” by Thomas Paine (1776)

“Mankind being originally equals in the order of creation, the equality could only be destroyed by some subsequent circumstance.”

“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.”

“Wherefore, instead of gazing at each other with suspicious or doubtful curiosity, let each of us, hold out to his neighbor the hearty hand of friendship, and unite in drawing a line, which, like an act of oblivion, shall bury in forgetfulness every former dissention. Let the names of Whig and Tory be extinct; and let none other be heard among us, than those of a good citizen, an open and resolute friend, and a virtuous supporter of the rights of mankind and of the free and independent states of America.”

- *Handout: Full copy of primary source material.*
- *TEKS/Statutory Requirements: TEC §28.002 (h-1)(1): Study of the fundamental moral, political, and intellectual foundations of the American experiment in self-government; 8.4(B): explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick, Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington.*
- *Senate Bill 3 (SB 3) Civics Training Program: TEC §28.002 (h-2)(1)(A): Requires training on the fundamental moral, political, entrepreneurial, and intellectual foundations of the American experiment in self-government.*

Pause Point: Guided Discussion on “Common Sense” (1776)

- What claims does the author make about mankind's 'original' state?
- What distinction does Paine claim has 'no truly natural or religious reason'?
- How does “Common Sense” align with the principles of the Mayflower Compact?
- How does this document relate to the authentic founding principles of the U.S., such as self-government?
- What civic virtues or civic skills does this document illustrate or require of a citizen?

Revolutionary Ideas Come to Life

- With the American Revolution in full swing, the Second Continental Congress met in Philadelphia in 1775 and 1776.
- In June, Richard Henry Lee of Virginia introduced a resolution declaring that “these United Colonies are, and of right ought to be, free and independent States.”
- Following that, Congress appointed a “Committee of Five” to draft a formal declaration explaining the break with Britain: Thomas Jefferson (Virginia), John Adams (Massachusetts), Benjamin Franklin (Pennsylvania), Roger Sherman (Connecticut), and Robert R. Livingston (New York) were the committee members, with Jefferson responsible for writing the first draft.
- The Declaration of Independence clearly asserted that all men have certain unalienable rights from their Creator, including “life, liberty and the pursuit of happiness”, claimed the right of revolution when government becomes destructive of those rights, and then listed 27 grievances against King George III of Britain.
 - During debate, a passage condemning the slave trade was blocked by South Carolina and Georgia delegates, among others who profited from the slave trade.
- Congress voted to approve independence on July 2, 1776, and signed the Declaration of Independence on July 4, 1776.



Did You Know...?

John Adams wrote that Independence Day, “will be the most memorable Epocha, in the History of America. I am apt to believe that it will be celebrated, by succeeding Generations, as the great anniversary Festival. It ought to be commemorated, as the Day of Deliverance by solemn Acts of Devotion to God Almighty. It ought to be solemnized with Pomp and Parade, with Shews, Games, Sports, Guns, Bells, Bonfires and Illuminations from one End of this Continent to the other from this Time forward forever more.”

Excerpt from The Declaration of Independence (1776)

“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, --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 effect their Safety and Happiness.”



Declaration of Independence, John Trumbull, 1819
(Depicts the presentation of the draft Declaration of Independence on June 28, 1776.)

- *Handout: Full copy of primary source material.*
- *TEKS/Statutory Requirements: TEC §28.002 (h-1)(4)(A): Study of the founding documents, including the entirety of the Declaration of Independence; TEC, §29.907. CELEBRATE FREEDOM WEEK: (a) To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the week in which September 17 falls is designated as Celebrate Freedom Week in public schools. For purposes of this subsection, Sunday is considered the first day of the week. (b) The agency, in cooperation with other state agencies who voluntarily participate, may promote Celebrate Freedom Week through a coordinated program. Nothing in this subsection shall give any other state agency the authority to develop a program that provides instruction unless funds are specifically appropriated to that agency for that purpose; 8.15(C): Identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights. (Social Studies, Grade 8, Government).*
- *Senate Bill 3 (SB 3) Civics Training Program: TEC §28.002(h-2)(1)(D): Requires training on the founding documents of the United States.*

Pause Point: Guided Discussion on The Declaration of Independence (1776)

- What 'truths' are 'self-evident'?
- Where do governments get their power?
- What is the purpose of government?
- How does this text relate to the authentic founding principles of the U.S., such as popular sovereignty?
- Can you identify the civic virtues and civic skills the text requires?

Module 3: Content in Review

- The Mayflower Compact was the first document of self-government in what would become the United States, establishing a “civil body politic.”
- “Common Sense” by Thomas Paine declared independence both necessary and moral; it galvanized public opinion towards independence from Britain.
- The Declaration of Independence demonstrated to the world that “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, --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”.



Washington Crossing the Delaware, Emanuel Leutze, 1851

All questions are encouraged, and we will do our best to answer them!

For more information about the primary sources in this module, click on the links below.

[links to be inserted]

Assessment Questions

Please log into the Learning Management System to answer 20 questions on this module.



Module 4

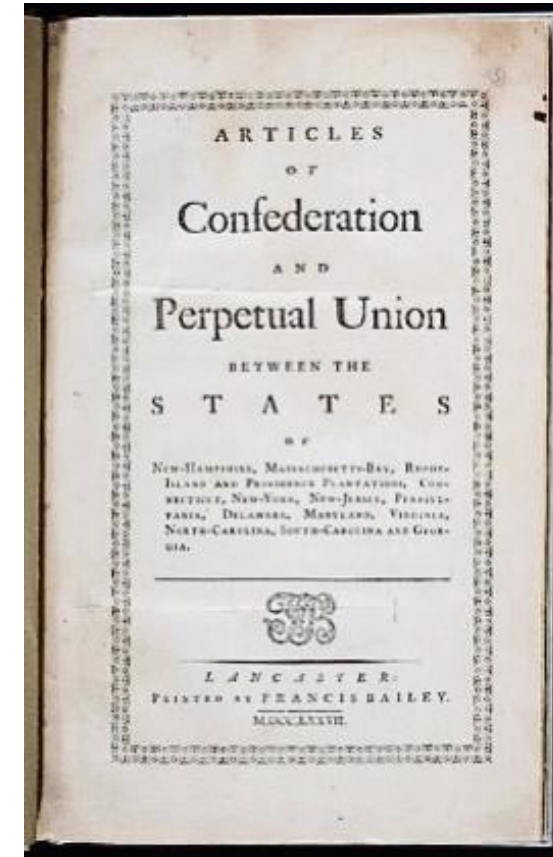
A More Perfect Union: How America's Government Was Formed

60 Minute Module

- Understanding the progression of American democracy and the development of government to become one nation.
- The United States Constitution.
- The Road to Ratification
- The Federalist and the Anti-Federalist Papers.
- The Bill of Rights.

Becoming One Nation

- On October 19, 1781, the British surrender at the Battle of Yorktown ended the Revolutionary War and the Treaty of Paris in 1783 formally recognized America's independence.
- From 1781-1789, the United States operated under the Articles of Confederation, less a constitution, and more a mutual defense treaty with each state functioning more as a small independent nation than part of a larger one.
- Without a central government structure, there was no effective power to tax and no unified commercial law, leaving states squabbling over trade, rivers, and war debt.
- In May 1787, a Constitutional Convention met in Philadelphia to revise the Articles of Confederation into a national Constitution that included a central government.
- For four months, 55 delegates debated government structure, state power, and state representation in congress. It took a number of critical compromises to get the job done, including:
 - The Great Compromise, which created the House of Representatives, with representation proportional to population, and the Senate, with equal representation for every state.
 - The Three-Fifths Clause, which attempted to offset Southern demands to count all slaves when determining Congressional representation, electoral votes, and direct taxation.
 - The Electoral College, which is still used to elect the president.
- On September 17, 1787, 39 delegates signed the finished Constitution, and it was sent to the states for ratification. 9 of 13 were required.
- The ratification process touched off an added debate over the document in the press with essays, known as *The Federalist Papers* and *The Anti-Federalist Papers*, each lobbying the public through their writings.



Articles of Confederation

The United States Constitution: We the People

- The Constitution is the supreme law of the land
 - It includes six purposes of the new government.
 - To form a more perfect union.
 - To establish justice.
 - To insure domestic tranquility.
 - To provide for the common defense.
 - To promote the general welfare.
 - To secure the blessings of liberty to ourselves and our posterity.
- Article I - Establishes the legislative branch as a bicameral Congress, lists its specific powers, such as making federal laws, and sets strict limits on both federal and state authority.
- Article II - Creates the executive branch headed by a single President.
- Article III – Establishes the judicial branch to review laws and resolve disputes, with one Supreme Court and authorizes Congress to create lower federal courts.
- Article IV – Guarantees that states honor each other’s laws and court rulings, promises every state a republican form of government and protection against invasion or domestic violence, and sets rules for admitting new states.
- Article V – Lays out two methods for proposing and two methods for ratifying amendments to the Constitution.
- Article VI – Declares the Constitution, federal laws, and treaties the “supreme Law of the Land,” prohibits religious tests for office, and requires all officials to swear an oath to support the Constitution.
- Article VII – States that the Constitution would take effect once nine of the thirteen states ratified it.



Excerpts from The United States Constitution (1787)

“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.” – Preamble

“All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.” – Article I Section I

“The executive Power shall be vested in a President of the United States of America.” – Article II Section I

“The judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. ” – Article III Section I

- *Handout: Full copy of primary source material.*
- *TEKS/Statutory Requirements: TEC §28.002 (h-1)(4)(B): Study of the founding documents, including the entirety of the United States Constitution; TEC §29.907 (Celebrate Freedom Week): Requires instruction on the intent, meaning, and importance of the U.S. Constitution, including the Bill of Rights; 8.15(D): Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights. (Social Studies, Grade 8, Government).*
- *Senate Bill 3 (SB 3) Civics Training Program: TEC §28.002 (h-2)(1)(D): Requires training on the founding documents of the United States.*

Pause Point: Guided Discussion on The United States Constitution (1787)

- According to the Preamble, who is establishing this Constitution?
- What are the six goals listed in the Preamble?
- What three branches of government are named in these excerpts and what power does each hold?
- How does this document relate to the authentic founding principles of the U.S., such as popular sovereignty ('We the People') and separation of powers?
- How does the Constitution fit into the chronological narrative and function as the practical and structural implementation of the principles from the Declaration of Independence, providing the framework for American self-government?

The Road to Ratification

- On September 17, 1787, 39 delegates signed the finished Constitution.
- From there, the Constitution required ratification from 9 of 13 States via local conventions of their own.
- While local delegates debated the merits or issues with the document, a furious debate erupted in the national press via the Federalist and Anti-Federalist Papers, a series of essays.
- Like the debates over big states and small, and the controversial Three-Fifths Clause, the debate continued over state power versus that of the federal government.
- *The Federalist Papers*, written by Constitution framers James Madison, Alexander Hamilton, and John Jay under the pseudonym "Publius," argued for a stronger federal system than what already existed under the Articles of Confederation.
 - *Federalist No. 10* (James Madison): Argues that a large republic is the best defense against "factions" because the sheer diversity of interests makes it difficult for any single group to dominate others.
 - *Federalist No. 51* (James Madison): Explains the necessity of "checks and balances" and the separation of powers, famously stating that "ambition must be made to counteract ambition" to prevent tyranny.
 - *Federalist No. 70* (Alexander Hamilton): Argues that a "vigorous" and single executive (one President) is essential for decisive action, accountability, and protecting the nation against foreign threats.
 - *Federalist No. 84* (Alexander Hamilton): Famously argues against a Bill of Rights, claiming that the Constitution itself is a bill of rights and that listing specific freedoms might imply the government has the power to violate any not listed.

The Legacy of the *Anti-Federalist Papers*

- The *Anti-Federalist Papers*, often written under pseudonyms like "Brutus" or "Cato," warned that the new government would lead to monarchy and the loss of liberty.
 - *Brutus No. 1* (Probably by Robert Yates): Argued that a large republic will inevitably become tyrannical and that only small, local republics can truly reflect the will of the people.
 - *The Federal Farmer No. 1* (Believed to be by Elbridge Gerry, Melancton Smith or Richard Henry Lee): Argued that the proposed government was not a federal union but a "consolidated" one that will eventually strip states of their essential powers.
 - *Centinel No. 1* (Probably by Samuel Bryan): Attacked the idea that "checks and balances" would work, arguing instead that the government was too complex for citizens to understand or hold it accountable.
 - *Brutus No. 2* (Probably by Robert Yates): Provides the most famous demand for a Bill of Rights, arguing that without an explicit list of protected freedoms, the "necessary and proper" clause will allow the government to trample individual liberties.
- The net effect of the Federalist and Anti-Federalist press debate was a narrow political victory for the Federalists and a permanent structural legacy for the Anti-Federalists. The debate helped forge the creation of the Bill of Rights:
 - While the Federalists won on ratification, they only secured it in key states like Massachusetts, Virginia, and New York by promising to add a list of rights immediately upon the new government's formation.
 - The debate legitimized political opposition by engaging in a sophisticated public debate rather than armed revolt; both sides established a peaceful, civic pattern for American political discourse that persists to this day.
- Anti-Federalist critiques forced Federalists to publicly explain and define the limits of the "Necessary and Proper" and "Supremacy" clauses, which helped shape early judicial interpretations. In short, the Federalists gave America its operating system, but the Anti-Federalists provided the firewall.

Excerpts from *Federalist Paper 10* by James Madison (1787)

“Among the numerous advantages promised by a well constructed union, none deserves to be more accurately developed than its tendency to break and control the violence of faction.”

“By a faction, I understand a number of citizens, whether amounting to a majority or minority of the whole, who are united and actuated by some common impulse of passion, or of interest, adverse to the rights of other citizens, or to the permanent and aggregate interests of the community.

There are two methods of curing the mischiefs of faction: the one, by removing its causes; the other, by controlling its effects.

There are again two methods of removing the causes of faction: the one, by destroying the liberty which is essential to its existence; the other, by giving to every citizen the same opinions, the same passions, and the same interests. It could never be more truly said, than of the first remedy, that it is worse than the disease. Liberty is to faction what air is to fire, an aliment, without which it instantly expires. But it could not be a less folly to abolish liberty, which is essential to political life, because it nourishes faction, than it would be to wish the annihilation of air, which is essential to animal life, because it imparts to fire its destructive agency.”

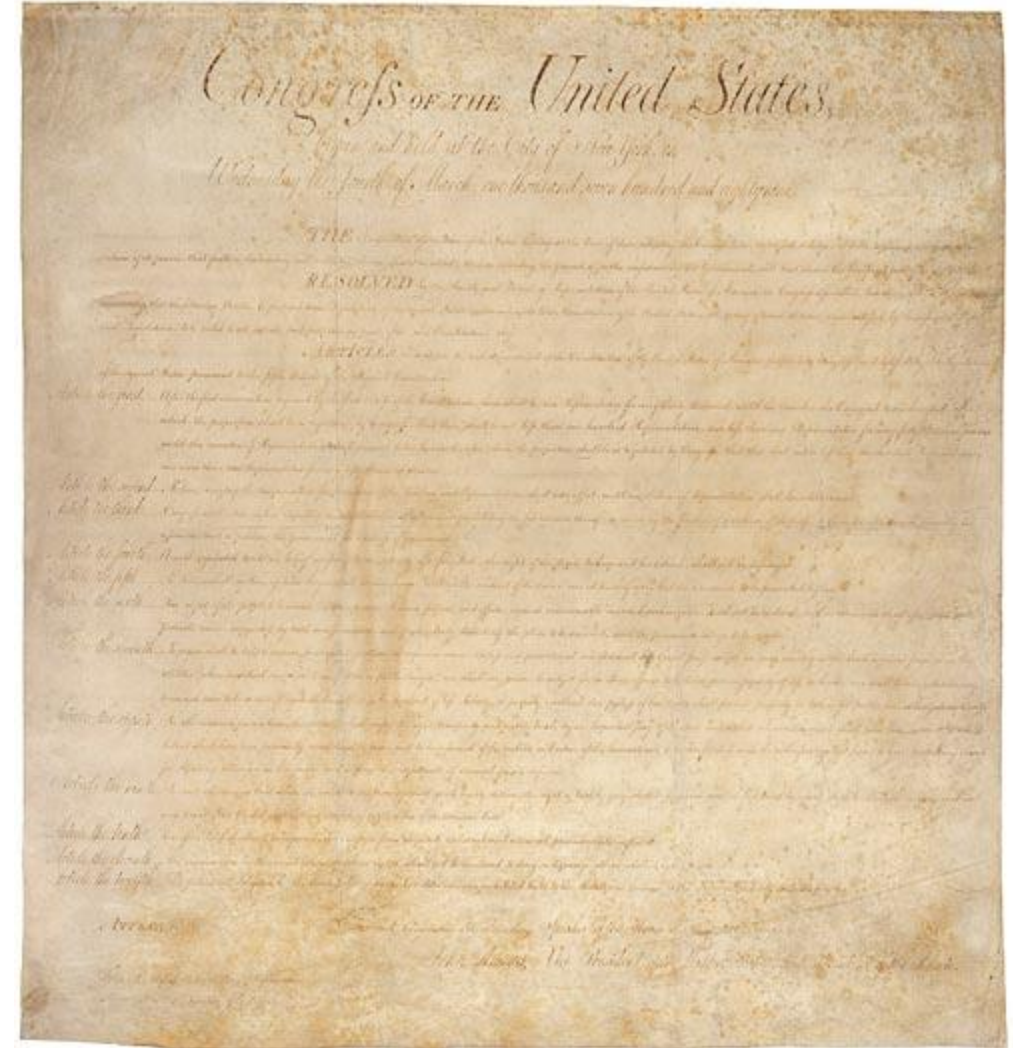
- *Handout: Full copy of primary source material.*
- *TEKS/Statutory Requirements: TEC §28.002 (h-1)(4)(C): Study of the founding documents, including the Federalist Papers, including the entirety of Essays 10 and 51; 8.17(A): Analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason, and explain how their debates exemplify civil discourse. (Social Studies, Grade 8, Government); USG.6(C) : analyze how the Federalist Papers such as Number 10 and Number 51 explain the principles of the American constitutional system of government.*
- *Senate Bill 3 (SB 3) Civics Training Program: TEC §28.002 (h-2)(1)(D): Requires training on the founding documents of the United States.*

Guided Discussion: *Federalist Paper 10* by James Madison (1787)

- How does Madison define a 'faction'?
- What are the two methods he proposes for 'curing the mischiefs of faction'?
- Why does he argue that 'removing the causes' is a 'remedy that is worse than the disease'?
- How does this document reflect the intellectual struggle between unfettered liberty and the need for a stable government?
- How does this document relate to the authentic founding principles of the U.S., such as the structure of a republic designed to check passions?

The Bill of Rights

- In 1787 and 1788, state conventions met about whether to ratify the Constitution.
 - Federalists won narrow victories in the key states of Massachusetts, Virginia, and New York after agreeing to add a bill of rights immediately.
- After much discussion of the potential amendments, on September 25, 1789, Congress officially proposed 12 amendments to the states for ratification, and 10 were ratified; these are the ones we now call the Bill of Rights.
 - The Bill of Rights was influenced by the Virginia Declaration of Rights (1776).
- On December 15, 1791, three-fourths of the states had ratified the 10 amendments, officially making them part of the Constitution.
 - The Constitution has subsequently been amended 17 more times, bringing the total number of Constitutional amendments to 27.
 - The 27th Amendment was one of the originally proposed amendments, but it was not ratified until 1992.



The Bill of Rights, 1789

The First Amendment (1789)

“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”

- *Handout: Full copy of primary source material.*
- *TEKS/Statutory Requirements: TEC, §29.907. CELEBRATE FREEDOM WEEK: (a) To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the week in which September 17 falls is designated as Celebrate Freedom Week in public schools. For purposes of this subsection, Sunday is considered the first day of the week. (b) The agency, in cooperation with other state agencies who voluntarily participate, may promote Celebrate Freedom Week through a coordinated program. Nothing in this subsection shall give any other state agency the authority to develop a program that provides instruction unless funds are specifically appropriated to that agency for that purpose; 8.15(C): Identify colonial grievances listed in the Declaration of Independence and explain how these grievances were addressed in the U.S. Constitution and the Bill of Rights. (Social Studies, Grade 8, Government); USG.6(D): evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; USG.12(A): explain the roles of limited government and the rule of law in the protection of individual rights.*
- *Senate Bill 3 (SB 3) Civics Training Program: TEC §28.002 (h-2)(1)(D): Requires training on the founding documents of the United States.*

Pause Point: Guided Discussion on The First Amendment (1789)

- What five specific freedoms are protected by this amendment?
- What are the two different protections for religion?
- What limit does this text place on Congress?
- How does this document reflect the intellectual struggle between government authority and individual liberty?
- How does the First Amendment fit into the chronological narrative (as a key part of the Bill of Rights, adopted in 1791 after the Constitution) as a key constitutional statement of the personal freedoms necessary for a self-governing republic, directly implementing the ideals of liberty from the Declaration of Independence?

The Bill of Rights

1. Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.
2. A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.
3. No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.
4. The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.
5. No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

The Bill of Rights (continued)

6. In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.
7. In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, except according to the rules of the common law.
8. Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.
9. The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.
10. The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Module 4: Content in Review

- The Constitution replaced the Articles of Confederation and established the U.S. government, creating three branches with a system of checks and balances, and setting the framework for the nation's laws.
 - It also defined the relationship between the states and the federal government.
- The Constitution required ratification from the States, thus beginning a national conversation between the Federalists and Anti-Federalists.
- The Bill of Rights, the first ten amendments to the Constitution, were included to protect fundamental rights and to gain the support of those concerned about an overly powerful federal government.
 - These 10 rights guaranteed the people's most basic and important rights.

All questions are encouraged, and we will do our best to answer them!

For more information about the primary sources in this module, click on the links below.

[links to be inserted]

Assessment Questions

Please log into the Learning Management System to answer 20 questions on this module.



Module 5

A House Divided Against Itself: National Strife Leads to Civil War

50 Minute Module

- The moral contradictions and political issues surrounding slavery leading to the Civil War.
 - The Road to the Civil War.
 - America's Founders on the Evil of Slavery.
 - Towards a Civil War.
- The Fugitive Slave Acts of 1793 and 1850.
- Slavery Leads to Civil War.
- Frederick Douglass' 4th of July Speech.
- Additional Primary Sources: A Deeper Understanding of Slavery in the United States

The Road to the Civil War

- Driven by the noblest seeds planted in America's early settlement—religious freedom and independent self-rule—the quest to realize America's promise remained a rocky path, one defined by a series of legal compromises that attempted to bridge the widening moral and economic chasm between North and South.
- The Constitution, while establishing a framework for liberty, included three specific compromises that deferred the moral reckoning of slavery to future generations:
 - The Three-Fifths Clause counted 60% of the enslaved population for both congressional representation and federal taxes, artificially inflating the political power of Southern states in the House and Electoral College (while also constraining the South's numerical representation in Congress).
 - The Slave Trade Sunset Provision prevented a 1787 stalemate by decreeing that Congress could not ban the "importation of such persons" until 1808, effectively granting the international slave trade a twenty-year legal reprieve while also laying the groundwork for eventual legal challenges to slavery.
 - The Fugitive Slave Clause established the original federal requirement that escaped persons be "delivered up" to their owners, a seed of contention that would eventually bloom into a national crisis.
 - The Fugitive Slave Clause does not include the words "slave" and "slavery", as anti-slavery Founders, like Madison, believed it "wrong to admit in the Constitution the idea that there could be property in men."
- By 1819, a delicate balance created by "kicking the can down the road" fractured during the Missouri Crisis, a brutal North/South senate battle over the soon-to-be state.
 - The 1820 Missouri Compromise admitted Maine as a free state and Missouri as a slave state.
- Crucially, the Compromise drew a line across the Louisiana Purchase at the 36°30' parallel, banning slavery in all future territories north of that line, effectively "zoning" the continent for two different versions of America, a lurking shadow from colonial times.

America's Founders on the Evil of Slavery

- While the nation struggled with the evils of slavery, America's Founders held a range of opinions; many of the nation's most influential founders clearly understood that the ideals of the new nation held within them the eventual end of slavery.
 - *He [King George III] has waged cruel war against human nature itself, violating its most sacred rights of life & liberty in the persons of a distant people who never offended him, captivating & carrying them into slavery in another hemisphere, or to incur miserable death in their transportation thither... Determined to keep open a market where men should be bought & sold, he has prostituted his negative for suppressing every legislative attempt to prohibit or to restrain this execrable commerce.* — Thomas Jefferson, original draft of the Declaration of Independence.
 - *"There is not a man living who wishes more sincerely than I do, to see a plan adopted for the abolition of it [slavery]..."* — George Washington, Letter to Robert Morris, April 12, 1786.
 - *"Slavery is such an atrocious debasement of human nature, that its very extirpation, if not performed with solicitous care, may sometimes open a source of serious evils..."* — Benjamin Franklin, An Address to the Public (Concerning Slavery), 1786.
 - *"Every measure of prudence, therefore, ought to be assumed for the eventual total extirpation [removal] of slavery from the United States... I have, through my whole life, held the practice of slavery in... abhorrence".* — John Adams, Letter to Robert J. Evans, June 18, 1819.
 - *"The magnitude of this evil among us is so deeply felt, and so universally acknowledged, that no merit could be greater than that of devising a satisfactory remedy for it".* — James Madison, Letter to Frances Wright, September 1, 1825.

Towards a Civil War

- Victory in the Mexican-American War (1846–1848) added a massive "Great West" to the nation, but it immediately reignited the slavery debate.
- The Wilmot Proviso, a bold proposal to ban slavery in any territory won from Mexico, failed in the Senate but succeeded in entrenching both sides.
- The Compromise of 1850 was a final desperate patch to hold the Union together. It admitted California as a free state and abolished the slave trade in D.C., but its "poison pill" was the Fugitive Slave Act of 1850.
- This Act forced Northern citizens, under threat of federal fines or imprisonment, to assist in the capture of runaway enslaved persons.
- It stripped the accused of the right to a jury trial and paid commissioners more for a "guilty" verdict than an "innocent" one.
- This Act brought the brutality of slavery to the doorsteps of New England, turning passive observers into active resisters and setting the stage for the Civil War.



After the Sale: Slaves Going South, Eyre Crowe, 1854

Did You Know...?

- Frederick Douglass, who initially opposed the Constitution as a "covenant with death" grew to see America's founding documents and ideals as noble and sound, and dedicated his life to challenging America to more fully live up to them.

The Fugitive Slave Acts of 1793 and 1850

Fugitive Slave Act of 1793

“When a person held to labor in any of the United States, or in either of the Territories on the Northwest or South of the river Ohio, under the laws thereof, shall escape into any other part of the said States or Territory, the person to whom such labor or service may be due, his agent or attorney, is hereby empowered to seize or arrest such fugitive from labor...”

Fugitive Slave Act of 1850

“Any person who shall knowingly and willingly obstruct, hinder, or prevent such claimant, his agent or attorney, or any person or persons lawfully assisting him, her, or them, from arresting such a fugitive from service or labor, either with or without process as aforesaid, or shall rescue, or attempt to rescue, such fugitive from service or labor, from the custody of such claimant, his or her agent or attorney, or other person or persons lawfully assisting as aforesaid, when so arrested, pursuant to the authority herein given and declared; or shall aid, abet, or assist such person so owing service or labor as aforesaid, directly or indirectly, to escape from such claimant, his agent or attorney, or other person or persons legally authorized as aforesaid; or shall harbor or conceal such fugitive, so as to prevent the discovery and arrest of such person, after notice or knowledge of the fact that such person was a fugitive from service or labor as aforesaid, shall, for either of said offences, be subject to a fine not exceeding one thousand dollars, and imprisonment not exceeding six months . . . and shall moreover forfeit and pay, by way of civil damages to the party injured by such illegal conduct, the sum of one thousand dollars for each fugitive...”

- *Handout: Full copy of primary source material.*
- *TEKS/Statutory Requirements: TEC §28.002(h-1)(4)(G): In adopting the essential knowledge and skills for the foundation curriculum under Subsection (4) the founding documents of the United States, including:(G) the entirety of Frederick Douglass's speeches "The Meaning of July Fourth for the Negro" and "What the Black Man Wants"; 8.7(C): Analyze the impact of the Compromise of 1850 and the Fugitive Slave Act on the nation. (Social Studies, Grade 8, History).*
- *Senate Bill 3 (SB 3) Civics Training Program: TEC §28.002 9(h-1) (4)(H): In adopting the essential knowledge and skills for the foundation curriculum under Subsection (4) the founding documents of the United States, including: (H) the entirety of Martin Luther King Jr.'s speech "I Have a Dream."*

Pause Point: Guided Discussion on The Fugitive Slave Acts of 1793 and 1850

- What powers did the 1793 Act grant to a 'person to whom such labor or service may be due'?
- How did the 1850 Act increase the penalties for assisting a fugitive?
- What specific actions were citizens in free states prohibited from doing?
- How do these laws serve as examples of deviations from, or betrayals of, the authentic founding principles of the United States, such as those in the Declaration of Independence?
- What civic virtues are placed in direct conflict by this text?

Slavery Leads to the Civil War

- The conflict over slavery led to great hostility through the 1850s as different leaders sought an end to the practice.
 - Absolutists, like William Lloyd Garrison, viewed slavery as an absolute "national sin". He famously burned the U.S. Constitution.
 - Abolitionists believed in working within the system, declaring the Constitution was clearly an anti-slavery document that was already, albeit slowly, working.
- Many notable Americans rose during this period as icons of the battle.
 - Frederick Douglass, who escaped enslavement at age 20, worked with Garrison until becoming an abolitionist, creating his own newspaper *The North Star*, and pushing American to live up to its founding principles.
 - Harriet Tubman, another escaped slave who worked as a "conductor" on the Underground Railroad, made trips back-and-forth between North and South to help others escape to freedom.
- By 1860, these factions and others converged under the umbrella of the Republican Party, and its candidate, Abraham Lincoln, won the presidency with zero Southern electoral votes.
- As a result, from December 1860 to February 1861, seven southern states, led by South Carolina, seceded, citing preservation of slavery in their ordinances and declarations; the formation of the Confederate States raised the question of the constitutionality of secession.
- The Civil War began on April 12, 1861 when Confederate forces bombarded and captured the federal fort in Charleston Harbor.



Bombardment of Fort Sumter, Charleston Harbor, Currier and Ives, 1861

Did You Know...?

Frederick Douglass' Fourth of July Speech redefined Independence Day as an ongoing moral indictment of the hypocrisy that slavery kept America from living up to the nation's core founding values, making it one of the most influential pieces of oratory in American history.

Frederick Douglass' Fourth of July Speech (1852)

“This, for the purpose of this celebration, is the 4th of July. It is the birthday of your National Independence, and of your political freedom. This, to you, is what the Passover was to the emancipated people of God. It carries your minds back to the clay, and to the act of your great deliverance; and to the signs, and to the wonders, associated with that act that day. ”

“Fellow Citizens, I am not wanting in respect for the fathers of this republic. The signers of the Declaration of Independence were brave men. They were great men too—great enough to give fame to a great age. It does not often happen to a nation to raise, at one time, such a number of truly great men. The point from which I am compelled to view them is not, certainly the most favorable; and yet I cannot contemplate their great deeds with less than admiration. They were statesmen, patriots and heroes, and for the good they did, and the principles they contended for, I will unite with you to honor their memory.”

“What, to the American slave, is your 4th of July? I answer: a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; your boasted liberty, an unholy license; your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless; your denunciations of tyrants, brass fronted impudence; your shouts of liberty and equality, hollow mockery; your prayers and hymns, your sermons and thanksgivings, with all your religious parade, and solemnity, are, to him, mere bombast, fraud, deception, impiety, and hypocrisy— a thin veil to cover up crimes which would disgrace a nation of savages. There is not a nation on the earth guilty of practices, more shocking and bloody, than are the people of these United States, at this very hour.”

- *Handout: Full copy of primary source material.*
- *TEKS/Statutory Requirements: TEC §28.002 (h-1)(4)(G): In adopting the essential knowledge and skills for the foundation curriculum under Subsection (a)(1), the State Board of Education shall, as appropriate, adopt essential knowledge and skills that develop each student's civic knowledge, including an understanding of: (4) the founding documents of the United States, including: (G) the entirety of Frederick Douglass's speeches "The Meaning of July Fourth for the Negro" and "What the Black Man Wants"*
- *Senate Bill 3 (SB 3) Civics Training Program: TEC §28.002(h-2)(1)(D): Requires training on the founding documents of the United States, which now explicitly includes related documents such as writings by Frederick Douglass.*

Pause Point: Guided Discussion on Frederick Douglass' Fourth of July Speech (1852)

- How does Douglass initially describe the Founding Fathers and the Declaration of Independence?
- What is the main, critical question he asks his audience in the third paragraph?
- What words does he use to describe the 4th of July from the perspective of the enslaved person?
- How does this document reflect the intellectual and moral struggle between the ideals of the Declaration of Independence and the reality of chattel slavery?
- How does this speech serve as a primary example of using the authentic founding principles (liberty, equality) to support its central argument regarding the state and practice of slavery in the United States?

Additional Primary Sources: A Deeper Understanding of Slavery in the United States

- To more fully understand the history of slavery in America, below are small selection of primary sources which will enable you to explore the subject in greater depth.
- Conflicted views of the Founders.
 - Thomas Jefferson, "Notes on the State of Virginia" (1781)
 - George Washington, Letter to John Francis Mercer (1786)
 - James Madison's Notes on the Convention (1787)
 - Thomas Jefferson's Letter to John Holmes (1820)
- The Declaration of Independence and U.S. Constitution.
 - The "Declaration of Sentiments" of the American Anti-Slavery Society (1833)
 - Frederick Douglass, "The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?" (1860)
 - Abraham Lincoln, "Fragment on the Constitution and Union" (1861)
- Additional primary sources.
 - The Royal African Company Charter (1672)
 - Adam Smith, "The Wealth of Nations" (1776)
 - The Northwest Ordinance (1787)
 - The 1808 Act Prohibiting Importation of Slaves
 - William Lloyd Garrison, "The Great Crisis!" (1832)
 - Frederick Douglass, "Narrative of the Life of Frederick Douglass, an American Slave" (1845)

Module 5: Content in Review

- The Constitution included several compromises on slavery which reflected a deep divide between the states in the North and South.
- America's Founders clearly understood that the ideals of the new nation held within them the eventual end of slavery.
- The 1850 Fugitive Slave Act became a turning point in the consciousness of the Northern States.
- Frederick Douglass' Fourth of July Speech redefined Independence Day as an ongoing moral indictment of the hypocrisy that slavery kept America from living up to the nation's core founding values.
- The Civil War began after Abraham Lincoln was elected President with zero electoral votes from the South and a few months later, Confederate forces bombarded and captured the federal fort in Charleston Harbor.

All questions are encouraged, and we will do our best to answer them!

For more information about the primary sources in this module, click on the links below.

[links to be inserted]

Assessment Questions

Please log into the Learning Management System to answer 20 questions on this module.



Module 6

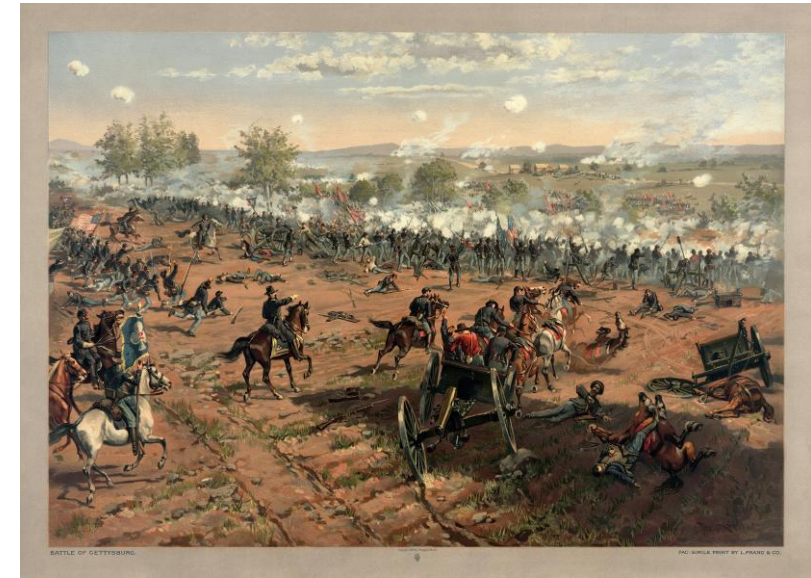
With Malice towards None: Fulfilling America's Founding Ideals

50 Minute Module

- Key events from the Civil War through the Civil Rights Movement: A New Birth of Freedom and the Emancipation Proclamation.
- The Gettysburg Address.
- The End of Slavery and the Growth of Civil Rights: The 13th, 14th, and 15th Amendments.
- A Long Road to Equal Protection Under the Law and Dr. Martin Luther King, Jr.'s "Letter from Birmingham Jail".
- Voting Rights Expanded: The 19th and 26th Amendments.

A New Birth of Freedom and the Emancipation Proclamation

- The Civil War consumed the nation following the dramatic surrender of Fort Sumter.
 - The War split families apart, as individuals chose which side to join.
- The capture of Fort Sumter was followed by a series of Southern victories at Bull Run, Wilson's Creek, and Ball's Bluff.
 - The Union began to win more in mid 1862, and though the Confederates did maintain control of key ports, like Charleston, Northern naval blockades posed a significant challenge for the South.
- In January of 1863, the War took on enhanced meaning as President Lincoln issued the Emancipation Proclamation, officially freeing enslaved persons in Confederate-controlled areas. This single act transformed the War into a fight for freedom, galvanized the North and brought free black soldiers into the fight.
- It also brought together two men whose uneasy cooperation would embody the blueprint for a new nation, President Abraham Lincoln and Frederick Douglass.
 - Initially a fierce critic of the president, whom he felt was more words than action, Douglass came to see a shared passion for America's promise and helped raise black enlistment such as the famous Massachusetts 54th, all black regiment, a unit Douglass's own son joined.
- The Civil War ended in 1865 at Appomattox Court House where Confederate General Robert E. Lee surrendered to Union General Ulysses S. Grant.



The Battle of Gettysburg, Thure de Thulstrup, 1887

Did You Know...?

At the height of the bloody fighting on November 19, 1863, President Lincoln gave his famous Gettysburg Address, redefining the War's purpose as a struggle for a "new birth of freedom". It was to be a rededication of America's promise and purpose.

The Gettysburg Address (1863)

“Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.”

- *Handout: Full copy of primary source material.*
- *TEKS/Statutory Requirements: TEC §28.002 (h-1) (4)(E): (4) the founding documents of the United States, including: (E) the transcript of the first Lincoln-Douglas debate; 8.8(B): explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War; 8.22(A): analyze the leadership qualities of elected and appointed leaders of the United States such as ... Abraham Lincoln.*
- *Senate Bill 3 (SB 3) Civics Training Program: TEC §28.002 (h-2)(1)(A): Requires training on the fundamental moral, political, entrepreneurial, and intellectual foundations of the American experiment in self-government. The Gettysburg Address is a key text defining the nation's principles.*

Pause Point: Guided Discussion on The Gettysburg Address (1863)

- What event is Lincoln referencing with 'Four score and seven years ago'?
- According to Lincoln, what is the Civil War 'testing'?
- What is the 'unfinished work' he asks the living to dedicate themselves to?
- How does Lincoln connect the Civil War back to the authentic founding principles of 1776?
- How does this speech reframe the war as not just about preserving the Union, but also about ensuring 'a new birth of freedom' and the survival of self-government?

The End of Slavery and Growth of Legal Rights

- Before the Civil War had ended, the House of Representatives passed the 13th Amendment abolishing slavery after the Senate had already passed it in April 1864.
- However, just as the Civil War ended, the nation was quickly plunged back into mourning as President Lincoln was assassinated on April 14, 1865.
- On December 6, 1865, Georgia became the 27th state to ratify the Amendment (reaching the required three-fourths of the 36 states then in the Union), thereby permanently ending legal slavery in the United States.
- This was followed by the 14th Amendment, ratified in 1868, which granted citizenship to all persons born or naturalized in the United States, guaranteed them equal protection under the laws, and prohibited states from abridging citizens' privileges or immunities or denying anyone life, liberty, or property without due process.
 - While there is not universal agreement on the kinds of rights that constitute 'civil rights', this amendment was passed to ensure that when laws are written, they provide equal protection to all Americans.
- Then, the 15th Amendment in 1870 prohibited the federal government and any state from denying or abridging a citizen's right to vote on account of race, color, or previous condition of servitude.



Peace in Union, Thomas Nast, 1895

Did You Know...?

When the 13th Amendment instantly and permanently freed approximately 4 million enslaved African Americans, it was the largest single act of emancipation in world history up to that point.

Excerpts from the 13th (1865) and 14th (1868) Amendments

“Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.”

– The 13th Amendment

“All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.” – The 14th Amendment, Section 1

- *Handout: Full copy of primary source material.*
- *TEKS/Statutory Requirements: 8.16(B): describe the impact of the 13th, 14th, and 15th amendments; US.9(A): trace the historical development of the civil rights movement from the late 1800s through the 21st century, including the 13th, 14th, 15th, and 19th amendments.*
- *Senate Bill 3 (SB 3) Civics Training Program: TEC §28.002 (h-2)(1)(B): In adopting the essential knowledge and skills for the foundation curriculum under Subsection (a)(1), the State Board of Education shall, as appropriate, adopt essential knowledge and skills that develop each student's civic knowledge, including an understanding of: (4) the founding documents of the United States, including: (B) the entirety of the United States Constitution.*

Pause Point: Guided Discussion on The 13th and 14th Amendments

- What two conditions does the 13th Amendment permanently ban?
- What does the phrase 'shall exist' imply about the finality and scope of this amendment?
- How do these documents reflect the resolution of the intellectual and moral struggle between 'liberty' and the 'deviation' of slavery?
- What rights are given to all persons born or naturalized in the United States in the 14th Amendment?
- How do these amendments represent a direct constitutional action to make the nation's laws align more closely with the authentic founding principles of the Declaration of Independence?

A Long Road to Equal Protection under the Law

- Despite the Reconstruction Amendments (13th, 14th and 15th), many Southern States clung to old economic and power structures as black Americans faced struggles as they were kept from voting through poll taxes, literacy tests, and force, and segregated in schools, transportation, housing, and public accommodations by Jim Crow laws upheld by the Supreme Court's "separate but equal" doctrine.
- This began to change in 1954's landmark *Brown v. Board of Education* Supreme Court decision that ended legal school segregation.
- Dr. Martin Luther King, Jr. transformed the civil rights struggle into the moral conscience of the nation, using nonviolent direct action and passionate speeches to end legal segregation, with the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.



Dr. Martin Luther King, Jr.'s March on Washington, 1963

Did You Know...?

Dr. Martin Luther King Jr.'s "Letter from Birmingham Jail" provided a Biblically-rooted moral justification for nonviolent direct action in the face of unjust laws, becoming one of the single most influential work of the civil-rights movement.

Excerpts from “Letter from Birmingham Jail” (1963)

“A just law is a man made code that squares with the moral law or the law of God. An unjust law is a code that is out of harmony with the moral law. To put it in the terms of St. Thomas Aquinas: An unjust law is a human law that is not rooted in eternal law and natural law.”

“Let us consider a more concrete example of just and unjust laws. An unjust law is a code that a numerical or power majority group compels a minority group to obey but does not make binding on itself. This is difference made legal.”

“Sometimes a law is just on its face and unjust in its application. For instance, I have been arrested on a charge of parading without a permit. Now, there is nothing wrong in having an ordinance which requires a permit for a parade. But such an ordinance becomes unjust when it is used to maintain segregation and to deny citizens the First-Amendment privilege of peaceful assembly and protest. I hope you are able to see the distinction I am trying to point out. In no sense do I advocate evading or defying the law, as would the rabid segregationist. That would lead to anarchy. One who breaks an unjust law must do so openly, lovingly, and with a willingness to accept the penalty. I submit that an individual who breaks a law that conscience tells him is unjust, and who willingly accepts the penalty of imprisonment in order to arouse the conscience of the community over its injustice, is in reality expressing the highest respect for law. Of course, there is nothing new about this kind of civil disobedience. It was evidenced sublimely in the refusal of Shadrach, Meshach and Abednego to obey the laws of Nebuchadnezzar, on the ground that a higher moral law was at stake. It was practiced superbly by the early Christians, who were willing to face hungry lions and the excruciating pain of chopping blocks rather than submit to certain unjust laws of the Roman Empire. To a degree, academic freedom is a reality today because Socrates practiced civil disobedience. In our own nation, the Boston Tea Party represented a massive act of civil disobedience.”

- *Handout: Full copy of primary source material.*
- *TEKS/Statutory Requirements: TEC §28.002 (h-2)(4)(H): In adopting the essential knowledge and skills for the foundation curriculum under Subsection (4) the founding documents of the United States, including: (H) the entirety of Martin Luther King Jr.'s speech "I Have a Dream"; US.9(D): identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, and Betty Friedan. US.9(F): discuss the impact of the writings of Martin Luther King Jr., including his “I Have a Dream” speech and “Letter from Birmingham Jail” on the civil rights movement. USG.14(B): analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity.*
- *Senate Bill 3 (SB 3) Civics Training Program: TEC §28.002 (h-1)(4)(H): In adopting the essential knowledge and skills for the foundation curriculum under Subsection (a)(1), the State Board of Education shall, as appropriate, adopt essential knowledge and skills that develop each student's civic knowledge, including an understanding of: (4) the founding documents of the United States, including: (H) the entirety of Martin Luther King Jr.'s speech "I Have a Dream".*

Pause Point: Guided Discussion on Letter from a Birmingham Jail (1963)

- According to the document, what distinction does Dr. King make between a just law and an unjust law?
- What specific founding document or principle does Dr. King frequently cite or reference to support his argument for equality?
- What specific historical examples or figures does Dr. King reference to support the idea that civil disobedience is a morally justifiable act?
- How does Dr. King's text use the nation's "great principles" to expose the "gross injustice" of segregation?
- In what ways does this document demand that the nation live up to the original promises of the Declaration of Independence?

Voting Rights Expanded

- Following the Civil War, the United States fulfilled its promise of equal rights, protections, and, importantly, the right to vote.
- The movement to bring the vote to women was led by suffragettes such as Susan B. Anthony and Elizabeth Cady Stanton, who created impactful conventions, like at Seneca Falls in 1848.
 - These conventions brought others to the cause, including Frederick Douglass and Harriet Tubman, who saw the suffragette fight as another example of America's mission renewed.
 - Activists, including Alice Paul, led petition drives, massive parades, civil disobedience, hunger strikes, picketing, and arrests, which finally resulted in the ratification of the 19th Amendment in 1920, guaranteeing women the right to vote nationwide.
 - It is important to note that America was ahead of many nations such as France, Italy, and Spain; even Great Britain, which gave voting rights to women in 1918, required voters to be over 30 and to own property.
- In addition to the 19th Amendment, two other laws were passed to expand voting rights further.
 - The 1924 Indian Citizenship Act granted citizenship to all Native Americans born in the United States.
 - The 26th Amendment was ratified in 1971, lowering the voting age from 21 to 18 so that those who were old enough to serve in the military would have the right to vote as well.

Module 6: Content in Review

- The Emancipation Proclamation officially freed enslaved persons in Confederate-controlled areas.
 - This single act transformed the War into a fight for freedom.
- President Lincoln gave the Gettysburg Address, redefining the War's purpose as a struggle for a "new birth of freedom".
- The 13th Amendment instantly and permanently freed approximately 4 million enslaved African Americans; it was the largest single act of emancipation in world history up to that point.
- The 14th Amendment granted citizenship to all born or naturalized in the country, guaranteeing due process of law, and ensuring equal protection of the laws to all citizens.
- The 19th Amendment, ratified in 1920, guaranteed women the right to vote nationwide.
- The 1924 Indian Citizenship Act granted citizenship to all Native Americans born in the United States.
- Dr. Martin Luther King Jr.'s "Letter from Birmingham Jail" provided the moral and Biblical justification for nonviolent direct action and became one of the most influential works of the civil-rights movement.
- The 26th Amendment, ratified in 1971, lowered the voting age from 21 to 18.
- The meant that all US Citizens age 18 and over can vote in federal elections.

All questions are encouraged, and we will do our best to answer them!

For more information about the primary sources in this module, click on the links below.

[links to be inserted]

Assessment Questions

Please log into the Learning Management System to answer 20 questions on this module.



Module 7

The Lone Star State Shines Bright

40 Minute Module

Topics Covered in this Module

- Texas' path from independence to statehood: The Lone Star Rises.
- Historical context for Texas independence: The call of the Alamo and the Letter of William Barret Travis.
- The Texas Constitution.
- The government of Texas.

The Lone Star Rises

- By the 1830s, Texas was a province of a newly-independent Mexico whose settlers chafed under that centralized government—especially the abolition of federalist autonomy and multiple legal restrictions—driving their push to break away and assert self-government.
- On February 24, 1836, William Barret Travis wrote his impassioned plea for aid from the besieged Alamo.
- On March 2, 1836 the Texas Declaration of Independence was signed as Texas formally declared itself an independent republic.
- Just four days later, the Alamo fell but “Remember the Alamo!” became a rallying cry for the forces of Texas.
- This led directly to Sam Houston’s victory at San Jacinto on April 21, 1836, securing Texas independence.
- After 9 years of independence, on July 4, 1845, the Texas Constitutional Convention voted to be annexed by the United States, and Texas officially became the 28th state on December 29, 1845.
- Texas passed a state constitution in 1845, and it was replaced multiple times during the Civil War and Reconstruction.
- The current Texas Constitution was ratified in 1876 and remains in effect today.



The Fall of the Alamo, Robert Jenkins Onderdonk, 1903

Did You Know...?

The Texas Declaration of Independence in 1836 reflected the same fundamental principles as America’s Declaration of Independence, namely that governments derive their powers from the consent of the governed, that people have inalienable rights and duty to alter or abolish any government that becomes destructive of life, liberty, and property, and that Texas therefore had the right to separate from Mexico and establish a free and independent republic.

Excerpts from the Letter of William Barret Travis (1836)

“Commandancy of the The Alamo

Bejar, Feby. 24th. 1836

To the People of Texas & All Americans in the World-

Fellow Citizens & compatriots-

I am besieged, by a thousand or more of the Mexicans under Santa Anna - I have sustained a continual Bombardment & cannonade for 24 hours & have not lost a man - The enemy has demanded a surrender at discretion, otherwise, the garrison are to be put to the sword, if the fort is taken - I have answered the demand with a cannon shot, & our flag still waves proudly from the walls - I shall never surrender or retreat. Then, I call on you in the name of Liberty, of patriotism & everything dear to the American character, to come to our aid, with all dispatch - The enemy is receiving reinforcements daily & will no doubt increase to three or four thousand in four or five days. If this call is neglected, I am determined to sustain myself as long as possible & die like a soldier who never forgets what is due to his own honor & that of his country - Victory or Death.

William Barret Travis.

Lt. Col.comdt.

P. S. The Lord is on our side - When the enemy appeared in sight we had not three bushels of corn - We have since found in deserted houses 80 or 90 bushels and got into the walls 20 or 30 head of Beeves.

Travis"

- Handout: Full copy of primary source material.
- TEKS/Statutory Requirements: TEC §28.002 (h): Requires the teaching of Texas history; TEC §28.002 (h-2)(1)(C): Essential knowledge and skills must develop understanding of the structure, function, and processes of government institutions at the federal, state, and local levels.
- Senate Bill 3 (SB 3) Civics Training Program: TEC §28.002 (h-2)(1)(C): In adopting the essential knowledge and skills for the social studies curriculum for each grade level from kindergarten through grade 12, the State Board of Education shall adopt essential knowledge and skills that develop each student's civic knowledge, including: (1) an understanding of: (C) the structure, function, and processes of government institutions at the federal, state, and local levels.

Pause Point: Guided Discussion on the Letter of William Barret Travis (1836)

- What is the main purpose of Travis's letter?
- What core virtues or principles does Travis appeal to when asking for aid?
- What does Travis's P.S. reveal about the supply situation and morale inside the Alamo?
- How did this letter serve as a rallying cry, contributing to the ultimate Texan victory?
- How does Travis's appeal to "Liberty" and "patriotism" reflect the fundamental principles of self-government and individual rights expressed in the Texas Declaration of Independence?

Excerpts from The Constitution of the State of Texas (1876)

“The Preamble:

Humbly invoking the blessings of Almighty God, the people of the State of Texas, do ordain and establish this Constitution.

Section 1. Freedom and Sovereignty of State.

Texas is a free and independent State, subject only to the Constitution of the United States, and the maintenance of our free institutions and the perpetuity of the Union depend upon the preservation of the right of local self-government, unimpaired to all the States.

Section 2. Inherent Political Power; Republican Form of Government.

All political power is inherent in the people, and all free governments are founded on their authority, and instituted for their benefit. The faith of the people of Texas stands pledged to the preservation of a republican form of government, and, subject to this limitation only, they have at all times the inalienable right to alter, reform or abolish their government in such manner as they may think expedient.

Section 3. Equal Rights.

All free men, when they form a social compact, have equal rights, and no man, or set of men, is entitled to exclusive separate public emoluments, or privileges, but in consideration of public services.”

- *Handout: Full copy of primary source material.*
- *TEKS/Statutory Requirements: TEC §28.002 (h): Requires the teaching of Texas history; TEC §28.002(h-2)(1)(C): Essential knowledge and skills must develop understanding of the structure, function, and processes of government institutions at the federal, state, and local levels.*
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Pause Point: Guided Discussion on The Constitution of the State of Texas (1876)

- What is the stated source of authority for establishing the Texas Constitution, according to the Preamble?
- What is the first thing the Texas Constitution says about the state's relationship to the United States?
- What principle is mentioned as being essential for the "perpetuity of the Union" and the "maintenance of our free institutions"?
- Where does "All political power" originate?
- What form of government is the faith of the people of Texas "pledged" to preserve?

The Government of Texas

- Texas operates under the Constitution of the State of Texas, which was written in 1876.
 - It has been amended hundreds of times.
- The Governor of Texas is elected to a 4-year term.
- Texas operates under a system of separation of powers, dividing governmental authority among three branches: Legislative, Executive, and Judicial.
- Other elected offices in Texas include:
 - Lieutenant Governor
 - The Lt. Governor presides over the Texas Senate.
 - Attorney General
 - Comptroller
 - Land Commissioner
 - Agriculture Commissioner
 - Railroad Commission
- The Texas Legislature is comprised of:
 - 150 Representatives who serve 2-year terms.
 - 31 Senators who serve 4-year terms.
- Most Texas judges are elected for 6-year terms.



The Texas State Capitol

Did You Know...?

The Texas Constitution, adopted in 1876, is one of the longest state constitutions in the U.S. because its framers deliberately made it extremely detailed and restrictive. This level of detail, a reaction against a previous centralized government, essentially locked many specific policies and local matters into the document itself. Consequently, this restrictive nature makes the Texas Constitution one of the most frequently amended state constitutions in the nation, with hundreds of amendments since its adoption.

Module 7: Content in Review

- The Texas Declaration of Independence in 1836 reflected the same fundamental principles as America's Declaration of Independence in 1776.
- William Barret Travis's letter embodied the spirit of "Liberty" and sacrifice that became foundational to the Texas Republic.
- The Texas Constitution ensures that power remains in the hands of the people and ensures equal rights.
- “Texas is a free and independent State, subject only to the Constitution of the United States, and the maintenance of our free institutions and the perpetuity of the Union depend upon the preservation of the right of local self-government, unimpaired to all the States.”
- Texas operates under the Constitution of the State of Texas, which was written in 1876.
 - It has been amended hundreds of times.

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For more information about the primary sources in this module, click on the links below.

[links to be inserted]

Assessment Questions

Please log into the Learning Management System to answer 20 questions on this module.



Module 8

Out of Many, One: America's Civic Virtues

30 Minute Module

- America's Core Civic Beliefs and Principles.
- America: A Unique Experiment in Self Government.
- America's Economic Foundations, Capitalism, and the Free Market.
- Socialism and Communism.
- Civics as the preservation of liberty against tyranny.
- Additional Primary Sources: Going Deeper on Ideas Critical to America's Founding and Development

America's Core Civic Beliefs and Principles

America is defined by several key principles and beliefs that have been inherent to the nation and continue to be so.

Natural Rights,
such as Life,
Liberty, and
Pursuit of
Happiness

The American
Dream /
Equality of
Opportunity

Rule of Law

Free Enterprise

Self Reliance
and Personal
Responsibility

Checks and
Balances

Limited
Government

E Pluribus
Unum
and
In God
We Trust

Freedom of
Speech and
Religion

Work Ethic and
Meritocracy

Optimism and
Exceptionalism

Federalism

America's Core Civic Beliefs and Principles Defined

- America's virtues have made the nation unique in the world. They include:
- **Natural rights** are inherent, universal freedoms belonging to all individuals; they include fundamental rights like life, liberty, and the pursuit of happiness that are considered inalienable, God-given, and are enshrined in the Declaration of Independence and Bill of Rights.
- The **American Dream** is based on the equality of opportunity we all share; all Americans have a fair chance to succeed regardless of birth or background.
- The **Rule of Law** means that no one is above the law and government power is limited and bounded by checks and balances that limit the power of each branch of government.
- **Free Enterprise Capitalism** is the economic system in the United States.
 - It protects private property, free markets, and entrepreneurship, which are the primary engines of prosperity.
- **Self-Reliance and Personal Responsibility** means that individuals, not the state, are responsible for your own success or failure.
- **Checks and Balances** means we have a balance of power where no single branch of government can become too powerful because each of the three branches—legislative, executive, and judicial—has the ability to limit the powers of the others.

America's Core Civic Beliefs and Principles Defined (continued)

- **Limited Government** means the people predominantly rule themselves rather than being completely controlled by government rules, with as much decision-making as possible by individuals, families, and local communities.
- Our national mottos of “**In God We Trust**” and “***E Pluribus Unum***” (“Out of Many, One”) reflect a shared understanding on the origin of our natural rights and our commitment to being a unified nation where patriotism and loyalty to the country rise above any other identity.
- **Freedom of Speech and Religion** as enshrined in the First Amendment protections are central to American identity.
- Belief in a Strong **Work Ethic and Meritocracy** means that hard work and talent should be rewarded, and that success is earned rather than inherited or guaranteed.
- **Optimism and American Exceptionalism** are our beliefs that America is unique, in that we were the first nation to be founded on, and defined by, ideas and a core philosophy which was clearly written for the world to see in the Declaration of Independence, and that there is something special about our place in the world.
- **Federalism** is America's system of government where there is a division of power and authority between the national (federal) government and the states.

America: A Unique Experiment in Self Government

- Before American independence, the world was a very different place as most states and nations were governed by a ruler.
- Countries were bound together only by kingdoms, empires, geography or ethnicity, and global empires, acting in self interest often subjugated and exploited others (such as the American Colonies).
- The United States was the first nation to be founded on, and defined by, ideas and a core philosophy which was clearly written for the world to see in the Declaration of Independence in 1776.
- This guiding philosophy was the idea that the natural rights of citizens, such as “Life, Liberty and the pursuit of Happiness” are endowed to the citizens by “their Creator” not granted from the government.
- This concept was and remains exceptional. As President Kennedy noted in his inaugural address: “And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe--the belief that the rights of man come not from the generosity of the state but from the hand of God.”
- This founding idea for America is that governments are only instituted to “secure these rights...deriving their just powers from the consent of the governed.”
- This responsibility of self-rule is what gave birth to a nation which is exceptional and unique among all nations of the world.

America's Economic Foundations

- Since America's earliest days, the nation has been defined by an entrepreneurial spirit of economic self-determinism.
- Settlers came with little or nothing and carved colonies from wilderness, building farming economies and shipping industry from scratch while navigating complex geopolitics with Native Tribes.
- Some colonies were more organized around established business models like Jamestown and in the Carolinas, but these too, in the autonomy of the New World, created opportunity for private ownership and enterprise.
- Following the French and Indian War, Britain implemented a policy of Mercantilism, a system where the colonies were used to enrich the mother country.
 - This was enforced by the Navigation Acts, which mandated that colonists only trade with Britain.
 - The Tea Act of 1773 was not just a tax; it was a government-sanctioned monopoly granted to the East India Company, which bypassed local American merchants.
 - To the Founders, this proved that a King could destroy a man's livelihood as easily as his liberty.

The Birth of Free Market Capitalism

- In Adam Smith's "The Wealth of Nations" (published in 1776), Smith argued for a "system of natural liberty" where individuals pursuing their own interests unintentionally benefit the whole.
 - The Founders—especially Jefferson and Madison—saw this as the economic twin of their political theory: if a man is capable of self-rule, he is capable of self-determinism in the market.
- The Founders believed that without the right to own property, no other rights were safe.
 - As James Madison wrote: "Government is instituted to protect property of every sort... that alone is a just government, which impartially secures to every man, whatever is his own."
 - They saw the free market as the only system that allowed all men the means to acquire property and thus gain a stake in the nation's success.
- Alexander Hamilton saw the free market as a way to build a powerful, industrial nation with a central bank .
- Thomas Jefferson feared the corruption of big banks and industrial cities, advocating for a nation of independent, self-sufficient farmers who wouldn't be beholden to a boss or a king.
 - Despite their disagreement, both agreed that the free market was the only system compatible with a constitutional federal republic.
- As a result, free market capitalism has brought millions of people around the world out of extreme poverty through innovation, reduced costs, and jobs by creating individual economic incentives.

The American Free Market

- Capitalism is characterized by private or corporate ownership of capital goods, by investments that are determined by private decision, and by prices, production, and the distribution of goods that are determined mainly by competition in a free market, and it has generated more positive outcomes than any economic system in history, by far.
- The opportunity to profit based on innovation and service, combined with the world's first constitutional system for protecting intellectual property, has made America the greatest innovator in world history.
 - This system has provided inventions—from electricity and the airplane to the internet and life-saving drugs—that communist or socialist systems are structurally incapable of producing.
- Capitalism has brought millions of people around the world out of extreme poverty through innovation, reduced costs, and jobs by creating individual economic incentives.
- Capitalism has also provided opportunities, enabling people born with nothing to create wealth and change society, and further break down barriers.
- Additionally, the wealth created under capitalism has become the largest source of private charity in human history.
- Finally, capitalism encourages competition which results in the creation of better products and services at a lower cost.

The Facts About Socialism and Communism

- Socialism is defined as government ownership and administration of the means of production and distribution of goods, aiming to eliminate inequality through collective control and limited individual rights.
 - In theory, this promises fairness; in practice, it is an immoral system which reduces individuals to subservient cogs in the state machine, replacing human potential celebrated by capitalism with dependence on the collective.
 - Without the private ownership and profit incentives of the free market, innovation grinds to a halt as individuals lack motivation to risk, invent, or excel, as rewards flow to the state, not creators.
 - Bureaucratic centralization—where faceless officials dictate resource allocation—breeds inefficiency and shortages, as seen in Venezuela's hyperinflation and bread lines, or Cuba's chronic scarcity.
- History shows socialist regimes, and the communist regimes that flow from them, devolve into authoritarianism as communism seeks to abolish private property.
 - The absence of effective checks & balances in a socialist economic system is incompatible with the structures designed by the founders to preserve liberty.
- *"It is not from the benevolence of the butcher, the brewer, or the baker that we expect our dinner, but from their regard to their own interest."* – Adam Smith, *The Wealth of Nations* (1776)
- *"If socialists understood economics they wouldn't be socialists."* – Friedrich Hayek.

The Dangers of Socialism and Communism

- Socialism replaces the sovereign spark of individual rights and determination with compelled dependence on the state.
- Socialism, and ultimately the communism that grows from it, claims to liberate, but history reveals the tragic truth: socialism and communism devour freedom, leaving societies trapped in mediocrity and decay—while the new elite bathes in total control and wealth from behind the cloak of compassion.
 - Communist regimes ultimately destroy the social fabric by pitting neighbor against neighbor, thus empowering the very worst elements of human nature.
- These systems are inherently antithetical to the civic principles of America's founding as they often include:
 - State censorship of the media and loss of free speech.
 - Government ownership of resources, resulting in shortages and mass starvation.
 - Schools filled with centralized government propaganda.
 - Any opposition to the centralized government results in imprisonment, torture and murder by government forces.
 - Sources, including The Victims of Communism Memorial Foundation, indicate that more than 100 million people were killed by their communist governments in China, the Soviet Union, Cambodia, North Korea, Vietnam, and others.
- *"The difference between a welfare state and a totalitarian state is a matter of time."* – Ayn Rand
- *"The essential notion of a socialist society is force... Whenever we depart from voluntary cooperation and try to do good by using force, the bad moral value of force triumphs over good intentions."* – Milton Friedman.

Pause Point: Civics as the Preservation of Liberty Against Tyranny Group Activity

- Group cooperation and exploration has driven civic functioning and civic duty since the Constitutional Convention, which will be a significant component of all levels of Civics education.
- For this exercise, divide into groups of 3-4 individuals.
- Take 5 minutes to discuss the following question:
- How can different aspects of American Civic beliefs and practices serve as a bulwark to preserve American liberty against the threat of tyranny?

Additional Primary Sources: Going Deeper on Ideas Critical to America's Founding and Development

- Below are links to primary sources which will enable you to explore key ideas that have influenced America's Founding and development in greater depth.
- Theological basis for democracy
 - John Winthrop, "A Model of Christian Charity" (1630)
 - Samuel Rutherford, "Lex, Rex" (The Law and the Prince) (1644)
 - Jonathan Mayhew, "A Discourse Concerning Unlimited Submission" (1750)
- The Age of Enlightenment
 - John Locke, "Two Treatises of Government" (1689)
 - Thomas Jefferson to Benjamin Rush (1803)
 - Thomas Jefferson to Timothy Pickering (1821)
- Religious Tests
 - The Landholder (Oliver Ellsworth) vs. William Williams (1787)
 - William Williams' Address to the People of Connecticut (1788)
- Additional Resources
 - George Washington Letter to the Hebrew Congregation in Newport, Rhode Island (1790)
 - Alexis de Tocqueville, "Democracy in America" (1835)
 - John F. Kennedy's Inaugural Address (1961)
 - The Story of America: The Faith of Our Founders (America 250 Video Series)

Module 8: Content in Review

- America is exceptional for a variety of reasons, but a major reason is because it was the first nation to be founded on, and defined by, ideas and a core philosophy which was clearly written for the world to see in the Declaration of Independence in 1776.
- America is called a unique experiment in government because it was founded on the idea of freedom, that all are created equal, and that the sovereign being is the starting point for liberty.
- Being conversant in American civics means being familiar with a variety of America's defining civic beliefs and principles, including: Natural Rights, the American Dream, the Rule of Law, Free Enterprise Capitalism, Self-Reliance and Personal Responsibility, Check and Balances, Limited Government, "In God We Trust" and "E Pluribus Unum", Freedom of Speech and Religion, Belief in a Strong Work Ethic and Meritocracy, Optimism, and Federalism
- The natural right to pursue happiness in the declaration of independence requires ensuring a free market for individuals pursue economic opportunity, and the support of free markets and avoidance of socialist & communism economic structures has been responsible for much of America's prosperity.

All questions are encouraged, and we will do our best to answer them!

Assessment Questions

Please log into the Learning Management System to answer 20 questions on this module.



Module 9

Fundamentals of American Civics

30 Minute Module

SB-3 Topics Covered in this Module

- Key Principles of American Civics.
- Basics of America's federal government.
 - The Executive Branch.
 - The Legislative Branch.
 - The Judicial Branch.
 - The Electoral College.
- Civic duty today and the responsibilities of each citizen.
- America's entrepreneurial and economic foundations.

Pop Quiz: Do You Know Your Representatives?

- Do you know all the elected officials who represent you and what branch of government they represent?
 - President of the United States
 - Vice President of the United States
 - Governor of Texas
 - Lieutenant Governor of Texas
 - Two Senators from Texas
 - Your Representative in the US House of Representatives
 - Your State Senator
 - Your State Representative
 - Your State Board of Education Member
 - Your County Judge
 - The Mayor of Your City or Town
 - Your Local School Board Member
- These people are all working for you!
- Try to write them all down now.
- Extra Credit:
 - What branch of government does a Local School Board represent?

Key Principles of American Civics

- All people are endowed with individual rights which are unalienable, meaning they are fundamental and cannot be taken away.
- Governmental authority flows from the people's consent, expressed through elections and participation, not from divine right or force.
- The United States is a constitutional federal republic, meaning it is not a direct democracy, but rather is a representative republic in which citizens elect officials to make laws and govern on their behalf.
- The Constitution is the supreme law of the nation.
- Separation of powers divides the government into three distinct branches with unique duties, while checks and balances provides the specific tools (such as the veto or judicial review) that allow those branches to limit one another and prevent any single entity from dominating.
- Federalism means that power is divided between the national government, with clearly enumerated powers, and states that retain all powers not delegated or prohibited.
- Everyone is subject to the same laws.
- The Freedoms enshrined in the Bill of Rights are paramount to the protection of individual rights.
- Civic responsibility and active participation are required for the system to work.

Basics of America's Federal Government

- Critical to being an active citizen is understanding the core functions and responsibilities of government. Below and on the following pages are a few basics from the U.S. Constitution.
- The Federal government has three co-equal branches of government.
 - The Legislative Branch (Congress) makes laws.
 - The Executive Branch (President) carries out laws.
 - The Judicial Branch (Supreme Court) interprets laws.
- Bills become law by passing both the House of Representatives and Senate in identical form, then go to the President. If the President vetoes a bill, Congress can override the veto with a 2/3 vote in both chambers.
- The federal government is responsible for national defense, interstate commerce, immigration, and currency, among other things.
 - Regulations governing these things are written by federal agencies such as the IRS.
- Based on the 10th Amendment, Power is divided between the Federal government and the states, or the people, that retain all powers not delegated or prohibited. This is a core protection of liberty.
 - States administer education, police, marriage laws, elections, and other local issues.
 - Many areas, such as healthcare and criminal law, overlap.
 - Elections are run by the states, not the federal government, meaning that voting rules, polling places, voter ID requirements, and mail-in ballots are different from state to state.

The Legislative Branch (Article I of the Constitution)

- The Legislative Branch (Congress) makes laws, declares war, taxes, spends money, regulates commerce, impeaches officials, and has the ability to override the president's "veto".
- The two houses of Congress are the Senate and the House of Representatives.
 - The Senate is composed of 100 members who each serve 6-year terms.
 - Two senators are elected from each state, regardless of population.
 - There are 435 members of the House of Representatives who each serve 2-year terms.
 - Representatives are allocated according to the population of each state and are elected for 2 year terms.
- Congress can impeach and remove the President, federal judges, and other civil officers, confirm or reject presidential appointments (Senate only), ratify treaties (2/3 Senate vote), override a veto through legislation, and control funding.
- All bills for federal spending must originate in the House of Representatives.
 - No money can be spent by the executive branch unless Congress appropriates it first.

The Executive Branch (Article II of the Constitution)

- The Executive Branch (President) is both head of state and head of government
 - The President is elected through the Electoral College for a 4-year term (maximum two terms since the 22nd Amendment)
 - The Vice President is elected on the same ticket and succeeds if the President dies, resigns, or is removed.
- The President:
 - Commands all armed forces as Commander-in Chief.
 - Directs all federal civilian and military employees (more than 4 million of them!)
 - Is responsible for executing (signing) and enforcing every federal law passed by Congress.
 - Can veto legislation (however, Congress can override this veto with a 2/3 vote).
 - Negotiate treaties (Senate must ratify by 2/3).
 - Appoint federal judges, cabinet secretaries, and ambassadors (subject to Senate confirmation).
 - Issue executive orders, which are directives from the President used for policy implementation without the need for congressional approval.
 - Grant pardons for federal crimes.
- The Constitution establishes the concept of executive branch departments, but does not name any. Over time, acts of Congress have created 15 cabinet departments (such as the Department of Justice) and dozens of independent agencies (such as the SEC).
 - Most day-to-day governance and administration happens through these agencies, and they have grown over time, most dramatically during the 20th century, representing increased federal staffing levels and regulations over time.
- The President can be impeached and removed by Congress for “treason, bribery, or other high crimes and misdemeanors”.
- The President’s actions also can be blocked or defunded by Congress or declared unconstitutional by federal courts.

The President's Cabinet

- The Cabinet consists of the heads of the 15 executive departments, the Vice President, and other senior officials designated by the President, serving as his primary advisors on policy and administration.
 - George Washington established the first Cabinet, based on the Constitution's framework in Article II.
 - While the President appoints Cabinet members, they are subject to a critical constitutional check: Senate confirmation (the "Advice and Consent" clause).
- Cabinet members (known as Secretaries, except for the Attorney General) are responsible for leading their respective departments and implementing federal laws, regulations, and programs within their jurisdictions.
 - They provide expert advice to the President on issues ranging from national security and foreign relations to economic policy, education, healthcare, and commerce.
- The Cabinet plays a key role in shaping and executing the President's domestic and foreign policy agenda, often coordinating responses to crises and major national challenges.
- The Cabinet oversees the vast majority of the federal government's civilian workforce and annual budget, ensuring the day-to-day operations of the executive branch align with the administration's priorities.

Members of the Cabinet

- Secretary of State
- Secretary of the Treasury
- Secretary of War
- Attorney General (heads the Department of Justice)
- Secretary of the Interior
- Secretary of Agriculture
- Secretary of Commerce
- Secretary of Labor
- Secretary of Health and Human Services
- Secretary of Housing and Urban Development
- Secretary of Transportation
- Secretary of Energy
- Secretary of Education
- Secretary of Veterans Affairs
- Secretary of Homeland Security

The Judicial Branch (Article III of the Constitution)

- The Judicial Branch (One Supreme Court and any lower courts created by Congress) are granted the authority to interpret laws.
- The Supreme Court is the highest court in the land and is comprised of 9 Justices who are appointed for life.
- Through “judicial review” established in *Marbury v. Madison* (1803), the Supreme Court (and lower federal courts) is granted the power to void any act—federal or state—that contradicts the Constitution.
 - The Supremacy Clause (Article VI, Clause II) ensures that valid federal law takes precedence over conflicting state laws.
- Federal judges (including the 9 Supreme Court justices) are nominated by the President, confirmed by the Senate, and serve “during good behavior” (effectively for life) to insulate them from political pressure.
- Federal courts can only hear cases; they cannot give advisory opinions or decide political questions outside of the context of a case.
 - Someone must have legal standing and injury for a case to proceed.
- Congress can:
 - Impeach and remove judges.
 - Change the number of justices (there have been 9 since 1869).
 - Alter lower courts’ jurisdiction.
 - Propose constitutional amendments to reverse court decisions.
- Unlike the political branches that derive power from active voter mandates, the Judiciary is rooted in the Supremacy Clause (Article VI), operating on the principle that the Constitution is the direct will of “We the People,” and therefore superior to any temporary act of Congress or the President.

The Electoral College

- Americans do not directly vote for the President.
 - We vote for electors who are pledged to a candidate.
 - Each state gets electors equal to its total congressional representation (House seats + 2 senators), for a national total of 538.
- In 48 states, the candidate who wins the statewide popular vote gets all of that state's electoral votes.
 - Maine and Nebraska use a district-based system.
 - This is why a candidate can lose the national popular vote but still win the presidency, which happened in 1824, 1876, 1888, 2000, and 2016.
- A candidate needs an absolute majority of at least 270 of the 538 electoral votes.
 - If no candidate reaches 270 electoral votes, the House of Representatives decides the President, with each state delegation getting one vote.
- The Electoral College was created as a compromise during the Constitutional Convention (Article II, Section I) as a middle ground between letting Congress pick the President and direct popular election.
 - The Founders worried that letting Congress choose would give Congress too much power, but they were concerned about using direct popular election because of the desire to protect small states.
- Electors are expected but not always required to vote for their pledged candidate.
 - Most states (not including Texas) plus the District of Columbia now have laws binding electors, and the Supreme Court ruled in 2020 (*Chiafalo v. Washington*) that states can enforce those pledges.

Civic Duty Today

- Civics impacts many of the activities we experience in day-to-day life.
- Our civic duties and powers are part of our voice and contribution to each other.

Jury Duty

Community Service

Voting

National Holidays

National Monuments

**The Pledge of
Allegiance**

Military Service

Law Enforcement

**Can You Think of
Others?**

Responsibilities of each Citizen

- It is critical that every citizen understands their responsibilities and takes certain actions to maintain our republic.
- Voting is the primary way citizens exercise sovereignty and hold leaders accountable; low turnout undermines the legitimacy of the entire system.
- Serve on a jury when called as jury duty is the ultimate check on government power in criminal and civil cases.
 - In addition, refusing to serve shifts that burden onto others.
- Obey the law (even laws you dislike); the rule of law only works if citizens voluntarily follow it.
- Pay your taxes.
 - Self-government costs money and if you do not pay taxes it shifts the burden onto others and undermines every public service from maintaining roads to national defense.

Responsibilities of each Citizen (continued)

- Defend the country if called, as our national defense is a shared obligation.
- Support our military and veterans.
 - All of our rights and freedoms have been won by their sacrifice; maintaining those rights and freedoms means that some have undertaken an enormous burden for the rest of us.
- Defend the rights of people you disagree with.
 - Protecting free speech, religion, assembly, and due process for your political opponents is the only way those same rights remain safe for you.
- Take care of yourself and serve your neighbors.
- Pass on knowledge of the Constitution, history, and civic responsibility to your children, students, or new citizens.

Module 9: Content in Review

- It is important to know who represents you in our government.
- All people are endowed with individual rights which are unalienable.
- Governmental authority flows from the people's consent, expressed through elections and participation.
- The Constitution is the supreme law of the nation.
- Separation of powers divides the government into three distinct branches with unique duties, while checks and balances provides the specific tools (such as the veto or judicial review) that allow those branches to limit one another and prevent any single entity from dominating.
- The Federal system means that power is divided between the national government, with clearly enumerated powers, and states, or the people, that retain all powers not delegated or prohibited.
- Free market capitalism has brought millions of people around the world out of extreme poverty through innovation, reduced costs, and jobs by creating individual economic incentives.

All questions are encouraged, and we will do our best to answer them!

Assessment Questions

Please log into the Learning Management System to answer 20 questions on this module.



Module 10 Using Primary Sources in Civics

30 Minute Module

- What are primary sources?
- Why are primary sources superior to secondary sources?
- Using primary sources to teach Civics.
- Religious literature as a primary source: legality and uses.

What Are Primary Sources?

- Primary sources are original, first-hand accounts or evidence from a specific time period or event, created by people who were direct participants or witnesses.
 - Examples of primary sources can include diaries, letters, autobiographies, photographs, speeches, original research, and artifacts.
- Secondary sources are materials that analyze, interpret, or comment on information from primary sources.
 - They are created by someone who did not directly experience or participate in the event being researched and are therefore "one step removed" from the original event.
 - Examples of secondary sources can include books, articles, research books, biographies or encyclopedias.
- Primary sources allow the time in years' past and the differences in culture and period to melt away into the thoughts, struggles, hopes and fears of those who meant to ensure a better future for us today.

Primary or Secondary Source?

- Look at the list of source examples below. Do you know which are primary sources and which are secondary sources?

**The Declaration of
Independence**

**A social media post by
the President of the
United States**

**A biography of President
James K. Polk**

**A social media post
written about a speech**

**William Bradford's "Of
Plymouth Plantation"**

Religious Literature

**A book describing a
scientific breakthrough**

The Gettysburg Address

**A newspaper article
expressing an opinion on
Martin Luther King Jr.'s "I
Have a Dream" speech**

Why Primary Sources Are Superior to Secondary Sources

- While secondary sources have their place, primary sources are superior to secondary sources because they offer direct, unfiltered evidence from a first-hand account, allowing for a deeper, more original understanding of an event or topic.
 - They provide direct evidence without another person's interpretation getting between the evidence and you.
- Civics, civic duty, virtues, and history come alive in the words of those who saw it with their own eyes, fought it with their own blood, and spoke it in their own words.
 - Since primary sources are firsthand accounts or artifacts from the event, they provide an unfiltered view which secondary sources cannot replicate, eliminating hearsay.
- Additionally, primary sources fulfill several key SB-3 requirements, including:
 - Analyzing and determining the reliability of information sources.
 - Focusing on the required founding documents and historical texts.
 - Demonstrating the use of primary sources for teaching required historical events.
 - Developing teacher skills in sourcing and authenticating historical evidence.
 - Equipping teachers to instruct students in critical textual analysis.
 - Ensuring all historical claims can be substantiated by primary source evidence, aligning with the mandate for Primary Source-driven teaching and learning.
 - Establishing the universal and historical moral indictment of the institution of slavery using foundational texts from different eras.

Teaching Primary Sources from an Objective Perspective

- Objectivity means you are an academic guide, not a proselytizer or political partisan. You must teach the powerful ideas within the text without compelling students to personally adopt them.
- As a public employee acting in your official capacity, you must remain objective toward religion and partisan politics.
 - This does not mean you avoid religious and political arguments within the text.
 - If you choose to discuss a currently controversial issue of public policy or social affairs, state law requires you to "explore that topic objectively and in a manner free from political bias" (TEC §28.0022(a)(2)).
 - Objectivity means you are not telling students, "This is the truth," but rather, "This is what the author wrote, this is the context, and this is why it was influential."
 - Your professional duty is to the state-mandated Texas Essential Knowledge and Skills, which is your ultimate source of legal authority in the classroom.
- Best practice involves using objective phrases like: "The Founders believed that rights came from..." or "This text reflects the common 18th-century view that..."
 - The instruction should not imply the school is endorsing this belief system.

Using Primary Sources to Empower the Teaching of Civics

- Focus on primary sources as the key building blocks of understanding and discovering the truth.
- Integration of primary texts to guide students in a close study of founding documents of both the United States and Texas.
- Using primary source documents to drive simulations and discussions.
- Emphasis on unabridged texts where appropriate.
- In-depth study of the Declaration of Independence, U.S. Constitution, and *Federalist Papers*.
 - The primary sources used by the Founders, including the books, histories, philosophers and thinkers they learned from and quoted are the primary sources behind the primary sources.
- Using primary documents to teach the Civil Rights and Women's Suffrage movements.
 - Martin Luther King Jr.'s "Letter from a Birmingham Jail" and "I Have a Dream" speech.

Guidance on Referencing Religious Literature as a Primary Source

- You can use religious literature as an influential primary historical and literary source, which is explicitly supported by Federal and Texas law.
- The U.S. Supreme Court, in *Abington v. Schempp* (1963), stated, "It certainly may be said that the Bible is worthy of study for its literary and historic qualities" and noted that study of the Bible in public schools could be conducted consistent with the requirements of the first amendment.
- Texas law adds additional clarity on Judeo-Christian primary sources, listing "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature" as part of the required enrichment curriculum.
 - The objective must remain academic, not devotional.
 - Teaching should always be from a neutral perspective.
- Best practice involves using objective phrases like: "Americans of the revolutionary era compared themselves to ancient Israelites..." or "King's reference to Shadrach, Meshach, and Abednego comes from the Biblical book of Daniel..."
 - The instruction should strictly avoid the perception of a school endorsement of a belief system.

Module 10: Content in Review

- Primary sources are original, first-hand accounts or evidence from a specific time period or event, created by people who were direct participants or witnesses.
- Secondary sources are materials created by someone who did not directly experience or participate in the event being researched and are therefore "one step removed" from the original event.
- Since primary sources are firsthand accounts or artifacts from the event, they provide an unfiltered view which secondary sources cannot replicate, eliminating hearsay.
- Teach from a position of objectivity, meaning you are an academic guide, not a proselytizer or political partisan. You must teach the ideas within the texts without compelling students to personally adopt them.

All questions are encouraged, and we will do our best to answer them!

Assessment Questions

Please log into the Learning Management System to answer 20 questions on this module.



Module 11

Integrating Civics into Subjects Other than Social Studies

30 Minute Module

- Integrating Civics into other subjects other than Social Studies.
- Integrating Civics into STEM.
- Highlighting Civics in English Language Arts and Reading lessons.
- Using fine arts to highlight Civics and moments in history.
- Theater and music including patriotic shows and songs.

Stop and Jot: Civics Integration Activity

- Take out a piece of paper and number it from 1-4.
 - Please take 10 minutes to fill it out based on the instructions below.
1. Write a math word problem which uses Civics-related numbers. Can you think of some (hint: the number of stars on the American Flag)? Then solve the problem.
 2. Write a sentence about Civics that uses vocabulary words from the grade level you currently teach.
 3. Write down the name of your favorite patriotic song.
 4. Draw a picture depicting your favorite moment from American history.

Integrating Civics into STEM

- How can we bring a civic discussion into our STEM classrooms?
- Civics provides organizing principles to math and science.
 - Civics presents the opportunity to ground problems in real world examples built around primary sources and factual data.
 - Civics principles are essential to scientific and intellectual inquiry.
- Word problems which reinforce key lessons.
 - Examples include the price per square mile in the Louisiana Purchase adjusted for inflation, the calculation of seats in the House of Representatives based on population, and more.
- Economics of capitalism versus communism and socialism.
 - The multiplier effect of capitalism.
 - Why communism creates shortages.
- Classifying data for research projects, and the application of scientific principles to address civic issues.
- Civics in the determining cost benefits of public works projects like roads, bridges, and water systems.

Integrating Civics into English, Language Arts and Reading (ELAR)

- Civics, civic duty, and civic virtue are primary human languages.
- As texts are selected, there are countless primary source documents that can be used to teach English, Language Arts and Reading.
- Certain high quality ELAR materials are designed to explicitly include Civics content to support literacy by building background knowledge.
- Can you think of examples where historical texts featuring key civic virtues and civic principles are already being used in your classrooms?
 - How can you take the opportunity to highlight those virtues and principles the next time you share them with your class?
- Modules 14, 15 and 16 all show examples of ELAR lessons from Bluebonnet Learning which help reinforce key lessons in Civics.

The Civic Value of Fine Arts

- Fine arts have been used to express key civic principles throughout history.
- Fine arts can teach Civics by allowing students to explore complex issues and provide a medium to communicate civic virtue.
- Can you recognize the events depicted in the famous paintings shown on the next few slides?
 - Hint: They all have appeared earlier in these modules!

What Is this Painting?



What Is this Painting?



What Is this Painting?



What Is this Painting?



Civic Based Songs & Theatrical Productions

- Many prominent songs and plays feature key civic principles.
- Explaining the civic value behind these songs can increase the power and meaning they have for students
 - Do you know the story of each of the songs below?
 - *The Star Spangled Banner* – America’s National Anthem
 - *God Bless America*
 - *America the Beautiful*
 - *You’re a Grand Old Flag*
 - *My Country ‘Tis of Thee*
 - *The Stars and Stripes Forever*
 - *God Bless the USA*
 - Can you think of others?
- Have you considered using a patriotic, civics-based play to enhance civic and historical understanding?
 - *1776* is a musical which describes the drama surrounding the Declaration of Independence.

- SB-3 supports delivering instruction that integrates civic content in subjects other than social studies.
- Civics presents the opportunity to ground STEM problems in real world examples built around primary sources and factual data.
- There are countless primary source Civics-based documents that can be used to teach English, language arts and reading.
- Fine arts can teach Civics by allowing students to explore complex issues and provide a medium to communicate civic virtue.
- Many prominent songs and plays feature key civic principles.

All questions are encouraged, and we will do our best to answer them!

Assessment Questions

Please log into the Learning Management System to answer 20 questions on this module.



Module 12

Discussing Controversial Events and Media Literacy Skills

30 Minute Module

- How to discuss controversial events in the classroom.
- Building media literacy skills.
- Identifying propaganda.
- Simulation: A classroom discussion of a controversial issue

How to Discuss Controversial Events in the Classroom

- Emphasize the importance of civil discussion as crucial to our democracy.
- Establish rules for classroom discussion based on First Amendment principles (e.g., freedom of thought, responsibility for speech).
 - Create a classroom community based on respect where students feel comfortable sharing their thoughts and emotions.
 - Anticipate potentially difficult topics and have a strategy for addressing them in a way that is sensitive to students' backgrounds and experiences.
 - Remain calm and composed, and present facts without injecting personal biases so students can form their own opinions.
 - Base the discussion around primary sources.
 - Emphasize methods for fact-checking and tracing news back to primary sources to ensure objective understanding.
 - Use a lesson plan with a clear structure, such as introducing the topic, comparing sources, discussing, and reflecting.
 - Pose questions that encourage students to think critically about the information and their own perspectives.
- Remind students that media literacy is not a new concept as rival political groups or those with different agenda have been using the media to influence the public for centuries.

Building Media Literacy Skills

- Crucial to developing media literacy skills is teaching discernment and bringing rigorous intellectual inquiry into information presented to you.
- Becoming media literate is a crucial skill for life and citizenship, especially in a digital and social media driven world.
 - Students need to understand narrative, framing, propaganda, cognitive bias, confirmation bias, and other dangers and tools that are used by media outlets and political parties to shape opinions.
- When presented with media, teachers should ask students what they observe and then encourage them to notice more.
- Students should also be aware that the way words and images are presented are often done so to provoke strong, emotional responses rather than rational ones.
- Students should be taught to ask questions of all media, even opinions and positions they agree with.
- Students should understand how media literacy requires them to develop primary-source based understanding of events and actions.

Identifying Propaganda

- As part of SB-3's requirements, students must learn how to identify propaganda.
- Propaganda has historically been used as an effective tool by totalitarian dictatorships to control the population.
- By training students to identify propaganda, you can help preserve American democracy.
- Tools to identify propaganda include:
 - Verifying sources.
 - Scrutinizing authors, publications and URLs.
 - Reading beyond the headlines.
 - Understanding the differences between emotions and facts.
 - Determining the motives of the author or publication.
- Students should also look at examples of advertising and marketing to understand how those same tools are used in the news media and entertainment.

Classroom Simulation: A Controversial Issue Discussion in Action

- Your instructor will now lead you in a discussion of the following controversial issue:
 - In the 6th Century BC, there was a significant debate in Athens between those who supported democracy and those who supported oligarchy.
 - The debate was centered on the fundamental question of who should rule: the people as a whole or a select, wealthy few.
 - Supporters of democracy argued for the power of the citizens and accountability through direct participation.
 - Supporters of oligarchy worried that the uneducated masses would be swayed by emotion to harm the wealthy, lead to instability, or result in leaders becoming demagogues.
 - You will now be divided into two groups:
 - Group A will support democracy.
 - Group B will support oligarchy.
- Once you have read the quotations on the next slide, your instructor will lead you in a discussion of this controversial issue.

Group A – Supporters of Democracy

- Focus: Wisdom of the collective, equality of voice, and the "Sovereign Spark" inherent in every citizen.
- Aristotle (on the "Wisdom of the Multitude"): "The many, of whom each individual is but an ordinary person, when they meet together may very likely be better than the few... just as a feast to which many contribute is better than a dinner provided out of a single purse." — *Politics*
- Pericles (on Equality of Law): "Our constitution is called a democracy because power is in the hands not of a minority but of the whole people. When it is a question of settling private disputes, everyone is equal before the law." — As quoted by Thucydides in *The History of the Peloponnesian War*
- Herodotus (on the spirit of freedom): "Freedom is a brave thing... for while they were oppressed they were no better than their neighbors, but being freed they became the first of all." — *The Histories*

Group B – Supporters of Oligarchy

- Focus: Stability, specialized education, and the fear that demagogues will weaponize the “uneducated masses.”
- Plato (on the danger of the "Unskilled" Mob): "Suppose a ship in which there is a captain who is taller and stronger than any of the crew, but he is a little deaf and has a similar infirmity in sight... the sailors are quarreling with one another about the steering... not understanding that the true pilot must pay attention to the year and seasons and sky." — *The Republic*
- Aristotle (on the instability of Poverty): "In all states there are three elements: one class is very rich, another very poor, and a third in a mean. It is the poor who, through their lack of means, are easily swayed to violence or the whims of a demagogue." — *Politics*

- Civil discussion is crucial to our democracy.
- Becoming media literate is a crucial skill for life and citizenship, especially in a digital and social media driven world.
- Propaganda has historically been used as an effective tool by totalitarian dictatorships to control the population.
 - By training students to identify propaganda, you can help preserve American democracy.
- Within the classroom, discussing a controversial event objectively and in a manner free from political bias is a critical learning for students.

All questions are encouraged, and we will do our best to answer them!

Assessment Questions

Please log into the Learning Management System to answer 20 questions on this module.



Module 13

Teaching Civics in the Classroom

30 Minute Module

- Raising the Next Generation: How childhood and adolescent development mirror civic skills and are built upon civic awareness, skills, virtues, and duty.
- The Founding Documents of the United States.
- Informed American Patriotism and Building Young Citizens.
 - K – 1 – Building the Sovereign Self
 - 2 – 3 - Agency and Independence
 - 4 – 5 – Empathy and Federalism
- America’s Core Beliefs and Principles for Elementary Students.
- Tools to Teach Civic Responsibility.
- The skills needed to become a civic minded citizen.
- Simulations to support civics instruction.

Raising the Next Generation of Patriots

- By applying the lessons from this Program, you can do your part in raising the next generation of patriots.
- Teach students the history of the United States so they develop pride rooted in truth.
- Involve students in national rituals and traditions, such as standing respectfully for the national anthem, saying the Pledge of Allegiance, celebrating veterans, or visiting war memorials.
 - Repeated meaningful ceremonies build connection.
- Encourage service from an early age.
 - Even picking up litter or thanking veterans and first responders helps students feel they are active contributors to their country, not just beneficiaries.
- Share stories of citizens just like them who sacrificed or worked hard for the nation so that students come to see them as the real heroes of our nation and want to aspire towards their examples.
- Model patriotism yourself every day in the classroom.
 - Discuss the privilege of voting and show gratitude for our freedoms.
- Doing each of these things will teach students that the United States is worth loving and will increase students' knowledge of the deepest and noblest purposes of both the U.S. and Texas!

Aligning Civics Instruction to Student Developmental Stages

- It is critical to teach students where they are, ultimately helping them understand and empower them as the civic minded individuals that they are.
- Cultivate your students' innate, civic capabilities and virtues, makes mapping these complex constitutional concepts for easier because they can be taught to age-appropriate learning and developmental stages.
- Use simulations, games and role-playing for real world applications and understanding of abstract concepts.
- Adapt instruction that evolves and develops with the student, rather than at the student, for elementary, middle, and high school cognitive abilities, using varying and adaptive narrative methods and engagement tools to reach students where they are at different levels of understanding.
- Employ strategies for partnering with students and parents to increase understanding of basic rules and authority in early grades.
- Linking personal and family responsibilities to larger and larger groups, structures, and political functions.

The Founding Documents of the United States

- A core requirement of SB-3 is to teach the founding documents of the United States.
- Students need to learn about America's founding documents to understand the underlying philosophies, virtues and principles, that are still relevant today.
 - Analyzing founding documents should be understood as responses to tyranny and flawed systems.
 - These documents represent group statements, promises, covenants, and declarations of the underlying philosophies, virtues, and principles that opposed and defeated the tyranny of their time and are still relevant today.
- Studying these documents helps students understand concepts like consent of the governed, individual liberty, and the limits placed on government power, enabling them to become more informed and engaged citizens who can participate in solving national and community problems.
 - It also helps them recognize and defend the rights and freedoms that are the foundation of the American system.
 - It is also critical to understanding the world on an entirely different level, and to understand their fellow humans and themselves.
- The founding documents provide a critical backbone to understanding the American founding, including the emphasis on the progression of liberty.
 - They are also a road-map to personal freedom and sovereignty.

Cultivating an Informed American Patriotism Rooted in History

- Certain critical primary sources are important to our civic traditions:
 - The Mayflower Compact (1620).
 - Foundation of “just and equal laws” and creation of a “civil body politic”.
 - The Declaration of Independence (1776).
 - “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.”
 - The United States Constitution (1789).
 - Established a framework for the federal government, defines its powers and the rights of citizens.
 - The Bill of Rights protect individual liberties and limit government power.

- Civic instruction should be designed to satisfy SB-3's requirements of appreciating and practicing America's cultural traditions and civic duties.
 - In general, the goals for each grade band align closely with the developmental and cognitive abilities and life challenges of students at various age groups.
- Civic instruction often fails because it attempts to glue external concepts (dates, names, and documents) onto a child before they have the internal scaffold to hold them.
 - To be effective, Civics must be taught as the expansion of the self: a journey from the "Sovereign Child" to the "Economic Citizen."
- In the early grades, stories that encourage a love of country are critical to the long-term formation of an appreciation of the importance and responsibility of participating in civic life; a commitment to the United States and its form of government; and a commitment to free speech and civil discourse.

Grades K-1 – Building the Sovereign Self

- Kindergarten: Emerging Sovereignty.
 - Children are in a stage of Egocentrism, learning to distinguish their "sovereign spark" from others.
 - Focus on individual rights and personal boundaries using role models from history to show that “sovereignty” is not just doing what you want.
 - It is the responsibility of owning your space.

- First Grade: The Expanding Social Contract.
 - Students transition into schema building, using the family as a measuring stick for the world.
 - This is the year of the first constitution or compacts.
 - Students learn that rules are the simple promises that allow a larger family to stay safe and free.

Grades 2-3 – Agency and Independence

- Second Grade: The Heroic Agency.
 - Cognitive ability expands toward modeling and identification.
 - Students look for external "hero figures" to understand how to exert power.
 - Frame civic virtues as “super powers” by showing how figures like George Washington or Harriet Tubman used self-control and courage to change the world.
 - Civics becomes the study of how to use one's growing "individual force" for the good of the community.

- Third Grade: The Independence Surge.
 - This is the stage of rule testing as students push against authority to find the edges of their independence.
 - This "rebellious" energy is the scaffold for The Declaration of Independence.
 - Students can understand that independence without a higher cause is just acting out.
 - Independence with a social contract is liberty.

Grades 4-5 – Empathy and Federalism

- Fourth Grade: Accountability and Empathy.
 - Students reach concrete operational thought, allowing them to understand cause-and-effect and the "internal state" of others (empathy).
 - This is the year of justice and consequences.
 - Students are now capable of understanding accountability—the idea that even the leader is subject to the same laws as everyone else.
- Fifth Grade: Group Dynamics and Federalism.
 - Students enter the stage of social perspective taking as peer groups, cliques, and factions become social reality.
 - This mirrors the Federalist vs. Anti-Federalist struggle.
 - Students use their understanding of group dynamics to explore Federalism—how different groups (states/cliques) can stay unique while remaining part of a "More Perfect Union."
- By Grade 5, if this "inside-out" scaffold is built correctly, the student is not just learning about government, they will be capable of practicing it.
 - A Fifth Grade classroom should be a functioning self-governing body, capable of writing complex compacts, debating grievances with nuance, and engaging in service to others.

Tools to Teach Civic Responsibility

- There are several methods to grow civic awareness and capability to students at various ages.
- Class government, year-long projects, anthologies, and group projects for self-rule, assessment, peer help, debate, and discussion are the very fabric of a democratic republic.
 - Class elections simulate democratic processes and allow students to practice citizenship skills like researching candidates and voting.
- Assigning students different roles within a class allows them to explore issues from various perspectives and understand the importance of listening to others.
- Community service projects enable students to identify a problem in their community, such as a park that needs cleaning, and develop a plan to address it.
- Creating a class constitution gives students the opportunity to come up with ideas, debate, and vote on a set of rules and responsibilities, giving them a personal stake in their own governance.
- Field trips to government buildings can make the democratic process feel tangible and accessible.

Teaching Elementary Students About Capitalism

- Even young students can be introduced to the benefits of American capitalism which has been an engine of growth for the United States since its founding.

FIVE BIG REASONS WHY CAPITALISM ROCKS!

- Capitalism Believes In You!**
Capitalism is a world of opportunity and believes in the power of the people to lead, not follow. Like Democracy, the power of capitalism begins with you and your desire to grow, evolve, and make a significant impact on the world!
- Capitalism Celebrates Your Success**
Capitalism encourages people to dream big and create. From the investors to the free market, innovators are challenged to take risks and "shoot for the Moon". The result is better ideas, products, and services, inspiration to new generations, and greater benefits for all!
- Capitalism Rewards You For Benefiting Others**
There's a reason our national slogan is *E Pluribus Unum*. It means "out of many, one." This is capitalism in action. In America, we are challenged to bring out our talents and grow them to the benefit of all. The more you create for others, the stronger others are too!
- Capitalism Promotes Excellence**
In capitalism, incentives are essential. Who would you rather hire to fix something? A person who gets paid even if they do a terrible job, or somebody who gets paid extra for being excellent? This simple concept inspires everyone to do better work.
- Capitalism Is Better At Helping The Poor**
Why? Because instead of giving things away to make people feel the same, capitalism creates more wealth and jobs so that everybody has a better opportunity to be better and do more! Would you rather have just enough to survive or shoot for the stars and show others how to follow you?

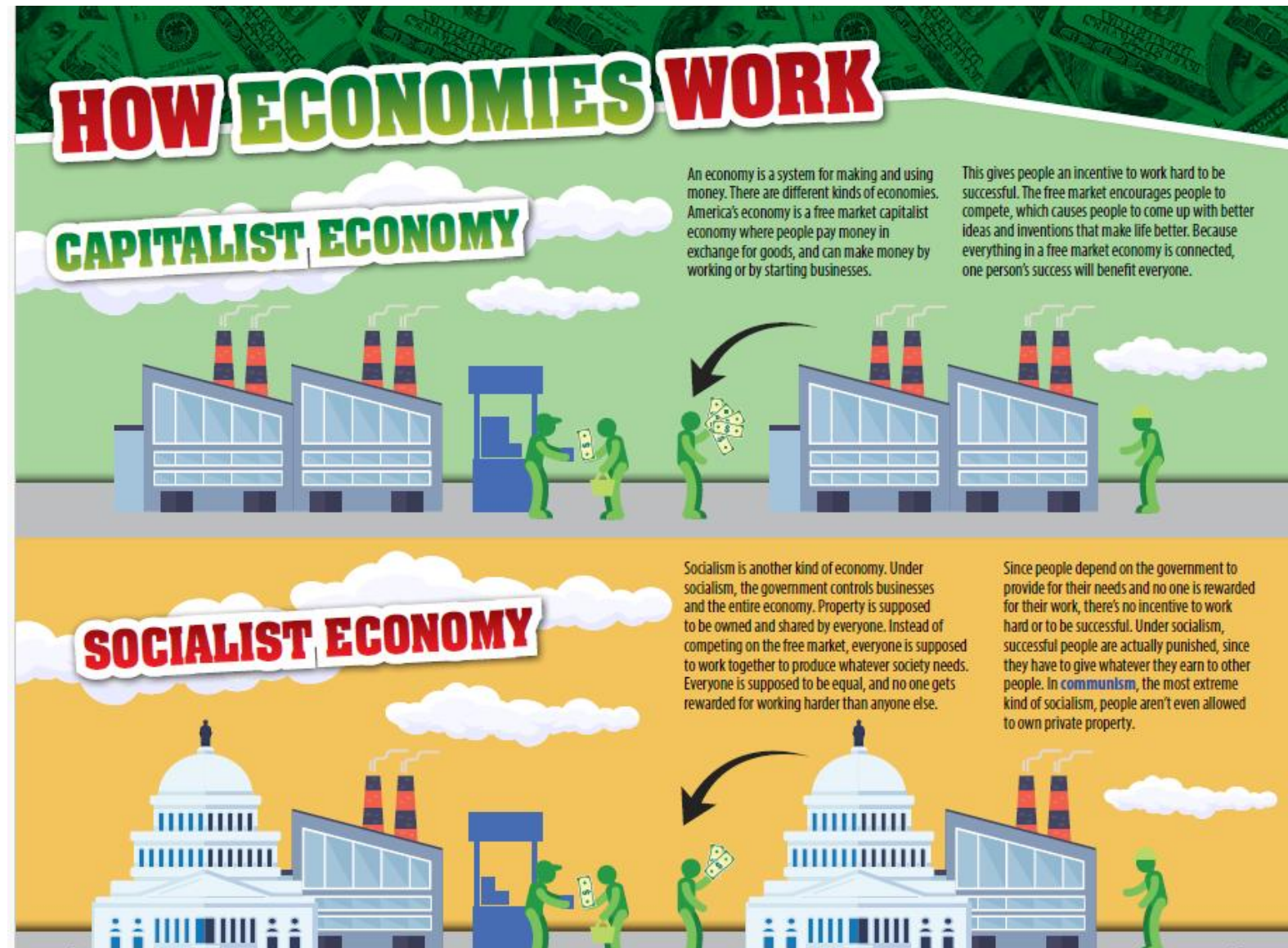
HOW CAPITALISM HAS IMPROVED OUR LIVES

Biplane 	Early plane 	Modern Plane
Horse-drawn carriage 	Model-T 	Modern car
Early telephone 	Brick cellphone 	Smartphone

? Can you think of some inventions that have improved over time because of the free market?

Teaching Students About the Free Enterprise System

- There are many age-appropriate ways to teach even young students about the benefits of America's free market capitalist economy and its benefits over socialism.
- Students can also be introduced to concepts like the “invisible hand”, as described by Adam Smith, so they can understand that when people buy and sell what they want, it means that better products are made and prices become lower.
- In contrast, when governments are too involved in the economy, such as in socialist or communist states, they cause shortages and innovation ceases.



Civic Minded Skills: Actively Listening and Engaging in Civil Discourse

- Listening is a key building block of a constitutional democracy.
- The value of discourse, including discourse with those with different viewpoints.
- Concentrating on, understanding, and responding to a speaker is vital to the participation in civic life.
- Regulation of passions and temperament as a valuable skill.

Civic Minded Skills: Developing Civic Leadership and Leaving a Legacy

- In-class governance can be used to enhance understanding of civic principles and even take the lead in activities and student government.
 - Mentoring and speaking to younger students can enrich both older and younger students.
- Creating student anthologies and commemorative works.
 - Class anthology works of art or writing track with the linear lessons of the year
 - Examples include plays about Civics and history that can be performed to the school
 - Scholarly ‘compare and contrast’ anthologies of civic and historical issues
 - Can be turned into keepsakes for students to take home or even to be enshrined in the school library
- All of these work together to bring civic duty and responsibility home and into the community, enabling students to more actively participate as citizens of the republic.

Civic Minded Skills: Fostering Critical Skills through Collaborative Projects

- There are many reasons to use simulations, teams, and projects.
- Fostering critical skills through collaborative projects.
 - Projects advance student progress on memorization, personal goal achievement, and connect to current events.
 - Development of these critical skills through collaborative projects, model the aspects of a democratic republic, including debate, discussion, social contract, agreement, leadership, appreciating different opinions, and finding common ground.
 - These collaborative projects are a laboratory of the democratic process, which includes all of the layers of civic awareness from sovereign individual, to family, community, classroom, and government.
- Pedagogical value of simulations, teams, and projects.
 - Simulations bring historical civic events to life.
 - Groups enable students to participate as citizens in a constitutional democracy.
- Simulations to model governmental and democratic processes.
 - Constitutional convention or class compact.

Benefits of Using Classroom Simulations, Teams and Groups

- Using classroom simulations, teams and group projects in Civics education offers a number of benefits, as these active learning strategies significantly enhance student engagement, understanding, and retention as these activities bring concepts to life.
- These activities enhance students' abilities to:
 - Actively listen and engage in civil discourse (including with those with different viewpoints).
 - Formulate reasoned positions.
 - More deeply understand the way local, state and federal government works.
- Additional benefits include:
 - Classroom simulations, such as the Class Compact and mock elections, provide experiences where students can partake in realistic scenarios.
 - Students gain a more experiential, first-hand understanding of how government systems work, including their complexities and challenges and can see why civic virtue is so important in our elected and appointed officials
 - Stepping into the roles of historical leaders helps students develop a deeper understanding of different viewpoints.

Simulation Example: Creating a Class Constitutional Convention

- Creating a constitutional convention for your class can be one of the most fun ways to learn about Civics.
- Begin with an opening discussion on what a constitution is, why it matters, and the historical context of the U.S. Constitutional Convention.
 - Make sure to define key terms to ensure students understand aspects like "rights" and "responsibilities", which are their role in ensuring those rights are met.
- Next, have students individually think about what they might want to include in the classroom.
- Then, in small groups, have them list potential rights and responsibilities.
 - Encourage discussion around issues like classroom rules, decision-making processes, and consequences.
- Bring the whole class together for the "convention" to share and consolidate the ideas.
 - Then write down the agreed-upon rights and responsibilities into a single document.
 - You can use a format similar to the U.S. Constitution, including a preamble, articles, and a bill of rights.
 - The vote on the document.
- Once a consensus is reached, every student (and the teacher) should sign the ratified constitution as a demonstration of their commitment to follow the class constitution.
- Place the signed constitution where everyone in the classroom can see it.
- When issues arise, refer back to the agreed-upon constitution.

Pause Point: Group Project in Action

- The following is an adult version of a group project used in classroom simulation.
- Divide into groups of three or four individuals.
 - For each group, elect a leader.
 - Each group will need two sheets of paper per member.
 - Each member of the group will identify a word that represents a civic virtue, belief or principle and write it on a small sheet of paper.
 - Your instructor will provide further instructions.

Module 13: Content in Review

- Civics is a journey of sovereignty and self-awareness.
- Civics education is essential for building "civic knowledge" and active citizenship, rooted in American and Texas history, founding principles, and government processes.
- Teaching Civics should follow closely with the development of students, reflecting their growing abilities at each age.
- There are several methods to grow civic awareness and capability to students at various ages.
- Simulations, teams, and projects bring historical civic events to life and enable students to participate as citizens in a constitutional democracy.
 - These activities enhance students' abilities to:
 - Actively listen and engage in civil discourse (including with those with different viewpoints).
 - Formulate reasoned positions.
 - More deeply understand the way local, state and federal government works.

All questions are encouraged, and we will do our best to answer them!

Assessment Questions

Please log into the Learning Management System to answer 20 questions on this module.



Module 14 Teaching the Mayflower Compact

45 Minute Module

- Introducing Classroom Resources using illustrative examples.
 - These examples take the form of sample lessons that can be used to teach the Mayflower Compact, both directly and indirectly, in an age-appropriate way, from Kindergarten through Fifth Grade.
- In this module, there are two sets of examples:
 - Teaching the Mayflower Compact to Kindergarteners as part of social studies instruction.
 - Teaching the origins of the Mayflower Compact as part of RLA instruction.
- As students progress through elementary school, they will have many opportunities to engage with civic lessons and virtues, all in alignment with TEKS.
 - The examples on the following pages have been highlighted to demonstrate how Civics can be taught in different ways as students progress in their depth of understanding.
 - By interacting with civic lessons in different forms, they will gain the ability to see Civics as a subject that is a critical component of their educational experience.

Introduction to Classroom Resource Trainings Using Illustrative Examples

- The next three modules will serve as demonstrations of how foundational documents like the *Mayflower Compact*, the Declaration of Independence, and the Constitution and Bill of Rights are explored at appropriate grade levels of cognitive ability and complexity all using illustrative examples of how lessons could be taught.
- Importantly, these three foundations of the nation should be taught as part of a progression throughout the primary school journey that are reflective of the stages of childhood development and growing up.
 - For example, early grades will explore group rules, authority, roles, group promises and building the fairness of a family as highlighted in the *Mayflower Compact*.
 - Students in middle primary grades experience a rise in independence and an increased focus on and awareness of rights.
 - Here, early promises like the *Mayflower Compact* can return as foundational to the Declaration of Independence and its rights and grievances based on the denial of those rights. Whereas students in the early grades get to write a basic Compact, students in the middle grades will expand that promise into a closer examination of a *Declaration* based on the truths and rights that unite different people in defense of common rights and the duty to throw off oppression in favor of self-determination.
 - As the Constitution and Bill of Rights are significantly more advanced, grades 4 and 5 enable the teaching of these lessons in depth as increased peer interaction and group dynamics of the grade band allow for a deeper understanding of, and even debate on, why the people must hold specific rights and the government must be in service to the people.
- By teaching these important lessons in this chronological format, the journey innately shows how civics expresses from the individual on out to the family, community, and our constitutional republic.

Introducing the Mayflower Compact- The Basic Social Contract

- The *Mayflower Compact* represents a story which embodies many key civic principles, such as the freedom to express, determination, cooperation, and self governance versus top-down rule.
- It is not unlike the journey of kindergarten students, where five-year-olds, fresh from the bubble of family, plunge into an all new classroom world to find out where they fit into a larger environment of new rules and new friends. In this crucible of new authority figures, rules, and group dynamics, the sovereign spark of childhood learns to explore and express. Civics can therefore be an enlightening celebration more than an education.
- A lesson on the *Mayflower Compact* can be framed as an exploration of personal virtue and qualities that are the foundation of civic duty and society as framed in the American story. At the same time, this approach can take full advantage of social studies TEKS and primary sources, while fulfilling SB-3 directives.
- With everything focused along the parallel journey of childhood and the *Compact*, students can then, through activities and games, directly experience what the Pilgrims actually did to create more fair rules, a stronger group, and the responsibilities of self-government that later evolved into the Declaration of Independence and the nation to follow.
- The following pages include multiple examples of how to teach the *Mayflower Compact* using these tools.

Teaching the *Mayflower Compact* – Key Points of Focus

- Teaching the *Mayflower Compact* in Kindergarten begins with the basic understanding that children learn civic principles of behavior and structure through multiple channels.
 - They compare things to their immediate experiences in the world around them.
 - They engage with narrative to be able to see themselves in situations that give them clues or lessons on how to succeed and feel good about themselves.
 - They like to practice these things to feel comfortable and empowered by them.
 - As history is best taught sequentially, a basic history read-aloud can, in the world of the classroom, mirror the key authority figures, rules, and concepts that relate the journey of life to the creation of the *Mayflower Compact*.
- American symbols and customs, along with civic principles, can be introduced to anchor the journey along with recalling the story of the first Thanksgiving.
 - Before even introducing read-aloud material, lessons can be focused to cue students to pay attention to specific civic principles that apply both to history and to them personally.
- RLA vocabulary can be used to serve two functions; as a partner to language arts that also makes civic words and skills more memorable and relevant to the student's experience and cognitive abilities.
 - Customary checks for understanding and vocabulary callouts, describe social comprehension skills and civic duties, beyond defining vocabulary and text understanding and use.
- Because instruction is most effective when it combines concepts with role models, history read-alouds are best complemented by immersive narratives. These stories plunge students into the historical setting, demonstrating the civic concepts of the *Mayflower Compact* through the lives of peer-aged characters.

Applying Civic Skills to the Classroom

- Throughout the school year, civic skills and American customs can be introduced and practiced.
- For example, kindergartners may start off with the Pledge of Allegiance.
- This can be followed with an explanation of what the flag stands for in terms of family and community.
- Lessons such as those on the Pledge of Allegiance can be utilized throughout the year so that they are continually reinforced.

ILLUSTRATIVE EXAMPLE • MAYFLOW COMPACT • CIVIC SKILLS

Introduce the Pledge of Allegiance

(Purpose – To increase students' awareness of what our national flag represents.)

Instructor Setup:

- ✓ In the classroom, the instructor will point to the American Flag and explain that people make a pledge or statement to the flag, called the "Pledge of Allegiance."
- ✓ The instructor will add that while the "Pledge of Allegiance" is said in front of the flag, it is a promise we make to each other as Americans. We pledge to support our fellow citizens and appreciate the freedoms we share as Americans.

*"I pledge allegiance to the Flag,
Of the United States of America,
And to the Republic for which it stands,
One nation,
Under God,
Indivisible,
With liberty and justice for all."*

Steps:

- ✓ The instructor will place their hand over their heart and ask students to stand and do the same. This is to show that we are sincere in what we are saying.
- ✓ The instructor will guide students through the Pledge of Allegiance in parts, allowing them to repeat each part to assist with practice and memorization.

NOTE: Students with exemptions may ensure teachers are aware of this provision.

Check For Understanding

Where do I Belong?

(hand signal response)

Instructor assigns a "family level to each finger (Thumb = Classroom Family, Index Finger = City Family, Index Finger and Middle Finger = State Family, and Index Finger, Middle Finger and Ring Finger = American Family).

Instructor reads aloud a scenario or unifying element, and students will hold up the corresponding finger or fingers that represents the level of family being described.

The instructor is looking for immediate and accurate responses from the hand signals.

If most students can't immediately make the connection, then the instructor can address the misconception.

NOTE: This is a quick method for engaging students and getting instant feedback.

Applying Civic Skills to the Classroom

- Later, adding the Pledge of Allegiance to the Texas State Flag, or songs like “America the Beautiful”, “This Land is Your Land”, and “The Star-Spangled Banner” can work for all grades, introducing and practicing various items that align best with students at their developmental stages.
 - Maps of the United States and Texas also help familiarize students with their world where Civics is applied.

ILLUSTRATIVE EXAMPLE • MAYFLOW COMPACT • CIVIC SKILLS



Introduce the Pledge of Allegiance

(Purpose – to increase students' awareness of what our flag represents.)

Instructor Setup:

- ✓ In the classroom, the instructor will have a map of the United States with states in various colors. (APPENDIX CH-1-USA)
- ✓ The instructor will provide a map of the state of Texas.
- ✓ Instructor will provide a map of the city in which the classroom takes place, and a square that stands for the classroom they are sitting in. (Example: Dallas with Classroom Location Added.)

Steps:

- ✓ The instructor will indicate the classroom and explain that all the people in the classroom are united by things they have in common – age, what they are learning, who is their teacher is, etc.
- ✓ Explain that this is our classroom family. Some of us lead, like instructors, and the students help each other learn like a family does.
- ✓ Prompt students to mention other things we can do for each other.
- ✓ Referencing classroom square and city map, instructor will explain to students how we are united in this city by where we live, who we know in the neighborhood, the same police force, and the same mayor. It is like a local family.



(Example of Map showing classroom in Dallas Area)

ILLUSTRATIVE EXAMPLE • MAYFLOW COMPACT • CIVIC SKILLS



Steps Continued:

- ✓ Move to the Texas map and explain how everyone who lives in Texas has things in common that unite them – same state, governor, and the same history. Explain that this is our state family.



- ✓ At the USA map, explain how there are things that unite all the people who call this their home country – same president, same history, and same flag. This is our American Family.



ILLUSTRATIVE EXAMPLE • MAYFLOW COMPACT • CIVIC SKILLS



Recite the Pledge of Allegiance

(Purpose – to increase students' awareness of what our national flag represents.)

Steps:

- ✓ The instructor will ask a student volunteer to lead the Pledge of Allegiance.
- ✓ If needed, the instructor will guide students through the Pledge of Allegiance line-by-line.

*"I pledge allegiance to the Flag,
Of the United States of America,
And to the Republic for which it stands,
One nation,
Under God,
Indivisible,
With liberty and justice for all."*

Recite the Pledge of Allegiance to the Texas State Flag

(Purpose – to increase students' awareness of what our state flag represents.)

Steps:

- ✓ The instructor will ask for a student volunteer to lead the Pledge of Allegiance to the Texas State Flag.
- ✓ If needed, the instructor will guide students through the Pledge line-by-line.

*"Honor the Texas flag;
I pledge allegiance to thee,
Texas,
one state under God,
one and indivisible."*

NOTE: Students with exemptions may ensure teachers are aware of this provision.

ILLUSTRATIVE EXAMPLE • MAYFLOW COMPACT • CIVIC SONGS



The Star-Spangled Banner

(Purpose: To become familiar with the history of America's heritage and spirit expressed in song.)

Instructor Setup:

- ✓ Have the song ready, either on MP3 or as a YouTube video.

Steps:

- ✓ Read-aloud and have students repeat each line of the third verse.
- ✓ Play the song, sing three verses, and continue to see if other students know the words.
- ✓ After singing, read and reread verse three and inform students they are expected to know all three verses by the next time.

VERSE ONE
*O say can you see,
by the dawn's early light,
What so proudly we hail'd
at the twilight's last gleaming,*

VERSE TWO
*Whose broad stripes and bright stars
through the perilous fight
O'er the ramparts we watch'd
were so gallantly streaming.*

VERSE THREE
*And the rocket's red glare,
the bombs bursting in air,
gave proof through the night
that our flag was still there,*

VERSE FOUR
*O say does that
Star-Spangled Banner yet wave
O'er the land of the free
and the home of the brave.*

Lesson Focus – Illustrative Example

- The Mayflower Compact established self-government, common consent, and the general good of the Colony.
- Vocabulary exercises can bridge RLA skills with the specific civic themes and concepts found within the reader text.
- The following historical read-alouds are illustrative examples of how important figures, moments, motivations, and the civic-minded concepts behind them helped bring the Pilgrims to the shores of America.
 - They include the unique agreement they crafted to self-govern, which the Pilgrims described as “a better ordering”...for the “greater good”.
 - Like an RLA reader, these read-alouds can stop for understanding of words, but also note key civic concepts which can be discussed and later used in activities that set the foundation for civic knowledge and best practices.
- Importantly, Civics should be taught using primary source quotations.
 - While earlier grades require some truncating for Lexile, primary source quotes can quickly evolve in fullness to allow students and instructors together to look directly into the minds of Founding Fathers and important players in the American story.
 - There is no substitute for hearing someone expressing their own thoughts, fears, hopes, and intentions from their own lives of the past, directly to the eyes, ears, and minds of the present.

Civic Themes – Illustrative Example

- Civic themes for the lesson can be set up via a simple explanation of the concept of civic virtues.
- This can be followed by a lesson-focused introduction of read-aloud material which explains specific civic virtues or concepts that will be explored, along with key vocabulary words— similar to an RLA unit.

ILLUSTRATIVE EXAMPLE • LESSON FOCUS • MAYFLOWER COMPACT

Introduce Civic Virtues

(Purpose: Acquaint students with basic civic behaviors that make it easier to work better as an invidious within a group.)

- ✓ Explain to students that throughout this class, we will be talking about **"virtues"**. These are behaviors considered good and helpful and unifying for a group of people.
- ✓ Explain that a **civic virtue** is a kind of action we take or decision we make to do better and to help others do the same.
- ✓ For instance, when people are talking together, it is helpful if everyone is telling the truth. It is also best if everyone is kind. **"Kindness"** and **"Truthfulness"** are civic virtues because they are ways to treat others better.
- ✓ When working together, it is best if people help each other. This is called **cooperation**.
- ✓ If someone takes the lead in a group project, we say they show **leadership** – particularly if they are fair and thoughtful of others. **Leadership** and **cooperation** are also civic virtues.
- ✓ This is important as America was founded on the idea that we can all do better. Our freedom gives us the opportunity to dream and create new ways to help others with the things we can do.
- ✓ Explain that there will also be games to play, activities to do, and projects to make that all have the purpose of understanding the virtues through role modeling, peer identification and practice.

Introduce the Read-To "A Covenant for Our Freedom"

Instructor Setup:

- ✓ Start by introducing ten key vocabulary words from the text to ensure students understand them. (This is an excellent strategy for supporting emergent bilingual students.)
- ✓ Say the word aloud and have students repeat it.
- ✓ Write the word on the board, a flip chart, or a tablet.
- ✓ Clearly state the definition for each word.

Steps:

- ✓ Ask students "What is **freedom**?" Explain that freedom is the ability to choose one's path.
- ✓ Explain how the term **"Freedom"** is explored throughout the story. There will be places where the story will stop and the class will discuss the **freedom** that was included in that section.
- ✓ Have students be able to see the words and pictures as the story is read aloud in the student reader book and/or flip chart.

VOCABULARY

Pray (v): The act of talking to God.

Worship (v): Love and devotion shown to God.

Bible (n): The Holy book of Christianity and Judaism.

Faith (n): Trusting God.

Covenant (n): An important promise.

Illustrative Example of a Teacher Read Aloud

ILLUSTRATIVE EXAMPLE • HISTORY READ-ALOUD • MAYFLOWER COMPACT

“A Covenant for Our Freedom”¹

You may know the Pilgrims from the story of the first Thanksgiving, but do you know why they came to America in the first place? It is an adventure that teaches us a lot about our nation and what we stand for.

Long ago, a brave group called the Pilgrims wanted more **freedom**. A Pilgrim is a person who takes a long trip for something important. The Pilgrims lived in England, a country far away from America. There, they followed the teachings of the **Bible**. It said to **worship** God and always try and do the right thing. At the time, England had a powerful king named James I. He also followed the Bible, but wanted all the people to worship exactly as he did. The Pilgrims believed they were not hurting anyone and should be free to worship in their own way. King James I got very angry about this and punished the Pilgrims. He even put some of them in Jail.

A Pilgrim leader named William Bradford wanted his friends to “live in a better and easier place of living.”² He believed everyone should be free to **pray** and worship their own way. After the King punished them, William Bradford and others led the Pilgrims to Holland, another country closer to England. There, they lived for many years. But Holland was different than England and the Pilgrims felt they did not fit in, so they agreed together to sail to America. They wanted to build their own future and be free.

FREEDOM #1

A fair ruler supports **freedom**.

America was a faraway colony of England, meaning a new place people from England could go and live. The Pilgrims got permission to leave and hired a ship and crew, the famous Mayflower.³ Their agreement with King James said they had to work and build things in America until they paid him back for the trip. 102 Pilgrims and workers crowded into the Mayflower and left for America. Families squeezed below deck with barrels of food. The Pilgrims and the crew were very different people and did not always agree.

Along the way, huge storms shook the ship and for weeks, waves crashed, and children hid, scared. William Bradford prayed, “Praise the Lord, because He is good, and His mercies endure forever.”⁴ This meant he felt God was watching over the Pilgrims and that they would be alright. At one point, the storm blew a young man named John Howland into the sea. The Pilgrims and crew worked together and risked their lives to save him. Afterwards, William Bradford said, “It pleased God.”⁵ The Pilgrims’ **faith** gave them hope and courage.

After two hard months, the people of the Mayflower finally saw a rocky shore, but it was not where they were supposed to be! The storm had blown them hundreds of miles to the North! Now far away from England, some in the hired crew felt that, with no king to rule, they could do what they wanted. William Bradford understood that in this new and unknown land they would all need to work together to survive. He and other leaders called a Mayflower meeting. “We need a ‘covenant...for our better ordering,” he said.⁶ This covenant meant a group promise to help each other and to live by equal rules. William Bradford believed God gave everyone an equal voice so he wanted to vote on it. He said, “We should by common consent agree...”⁷ The crew agreed and suddenly a group of very different people became a family.

FREEDOM #2

A fair ruler spreads **freedom**.

Check For Understanding Pray is another word for Worship

Why was freedom to worship so important to the Pilgrims?
(The King of England didn’t let them speak or pray freely.)

Check For Understanding Equal is another word for Fair

Why did the Pilgrims make fair rules for all? (Fair rules helped the Pilgrims and the others work together better.)

ILLUSTRATIVE EXAMPLE • HISTORY READ-ALOUD • MAYFLOWER COMPACT

41 men of the Mayflower signed what became known as the *Mayflower Compact*.¹ It worked like a class promise to share toys or a family promise to share chores. For the people of the Mayflower, it was a group promise to create a better future together. True to the *Mayflower Compact*, the Pilgrims and their new friends prepared for winter by dividing work. Kids did their part and carried sticks to build fires. Winter would be harsh, but the *Mayflower Compact* showed everyone they could work together in freedom. No king was required!

FREEDOM #3

When people help make rules, **freedom** thrives.

The Pilgrims’ Compact promise planted a seed for America. Their courage to be free showed people could rule together and play by fair rules. Fair rules meant they were thankful for each other and would protect each other better. Years later, America’s first leaders used the same ideas of the *Mayflower Compact*. They wrote the *Declaration of Independence* and the *Constitution*.² Both were about freedom and promises to each other, to rule together and build a new world as a great big family.

FREEDOM #4

Working together builds unity and **freedom**.

Check For Understanding Succeed is another word for Thrive

How does freedom thrive when people make fair rules? (Fair rules treat everyone the same.)

Check For Understanding Togetherness is another word for Unity

How does teamwork create unity? (Teamwork brings people together.)

PRIMARY SOURCE CITATIONS

- ¹ Mayflower Compact, Library of Congress. Primary Source, Foundational Document.
- ² William Bradford, Of Plymouth Plantation 1620, “A better and easier place of living,” Primary Source, Historical Document.
- ³ The Mayflower, Plimoth Patuxet Museum, Primary Source, Historical Person, Place, Event.
- ⁴ William Bradford, Of Plymouth Plantation 16210 “Praise the Lord, because He is good, and His mercies endure forever,” Primary Source, Historical Document.
- ⁵ William Bradford, Of Plymouth Plantation 1620, “It pleased God,” Primary Source, Historical Document.
- ⁶ William Bradford, Of Plymouth Plantation, 1620. “For our better ordering,” Primary Source, Historical Document.
- ⁷ William Bradford, Of Plymouth Plantation 1620 “...we should by common consent agree...” Primary Source, Historical Document.
- ⁸ Mayflower Compact, Library of Congress. Primary Source, Foundational Document.
- ⁹ U.S. Constitution, Library of Congress. Primary Source, Foundational Document.

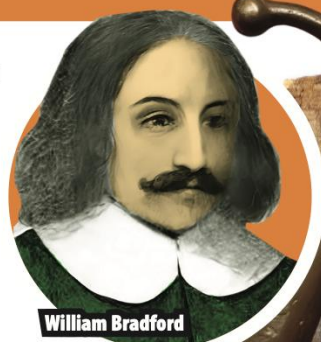
**ILLUSTRATIVE EXAMPLE: MAYFLOWER COMPACT
HISTORY READ-ALoud RESOURCE**
"A Covenant for Our Freedom" ¹

A Covenant for Our Freedom

You may know the Pilgrims from the story of the first Thanksgiving, but do you know why they came to America in the first place? It is an adventure that teaches us a lot about our nation and what we stand for.

Long ago, a brave group called the Pilgrims wanted more **freedom**. A Pilgrim is a person who takes a long trip for something important. The Pilgrims lived in England, a country far away from America. There, they followed the teachings of the **Bible**. It said to **worship** God and always try and do the right thing. At the time, England had a powerful king named James I. He also followed the Bible, but wanted all the people to worship exactly as he did. The Pilgrims believed they were not hurting anyone and should be free to worship in their own way. King James I got very angry about this and punished the Pilgrims. He even put some of them in jail.

A Pilgrim leader named William Bradford wanted his friends to "live in a better and easier place of living." ² He believed everyone should be free to **pray** and worship their own way. After the King punished them, William Bradford and others led the Pilgrims to Holland, another country closer to England. There, they lived for many years. But Holland was different than England and the Pilgrims felt they did not fit in, so they agreed together to sail to America. They wanted to build their own future and be free.



William Bradford



John Carver



America was a faraway colony of England, meaning a new place people from England could go and live. The Pilgrims got permission to leave and hired a ship and crew, the famous Mayflower. ³ Their agreement with King James said they had to work and build things in America until they paid him back for the trip. 102 Pilgrims and workers crowded into the Mayflower and left for America. Families squeezed below deck with barrels of food. The Pilgrims and the crew were very different people and did not always agree.



Illustrative Example of a Student Reader (continued)

ILLUSTRATIVE EXAMPLE: MAYFLOW COMPACT HISTORY READ-ALoud RESOURCE

"A Covenant for Our Freedom"¹

The Pilgrims' Compact promise planted a seed for America. Their courage to be free showed people could rule together and play by fair rules. Fair rules helped them protect each other better. Years later, America's first leaders used the same ideas of the Mayflower Compact. They wrote the *Declaration of Independence* and the *Constitution*². Both were about freedom and promises to each other, to rule together and build a new world as a great big family.



Via Gettyimages.com



PRIMARY SOURCE CITATIONS

- 1 Mayflower Compact, Library of Congress. Primary Source, Foundational Document.
- 2 William Bradford, Of Plymouth Plantation 1620, "A better and easier place of living"; Primary Source, Historical Document.
- 3 The Mayflower, Plimoth Patuxet Museum, Primary Source, Historical Person, Place, Event.
- 4 William Bradford, Of Plymouth Plantation 16210 "Praise the Lord, because He is good, and His mercies endure forever." Primary Source, Historical Document.
- 5 William Bradford, Of Plymouth Plantation 1620, "It pleased God." Primary Source, Historical Document.
- 6 William Bradford, Of Plymouth Plantation, 1620. "For our better ordering." Primary Source, Historical Document.
- 7 William Bradford, Of Plymouth Plantation 1620 "...we should by common consent agree..." Primary Source, Historical Document.
- 8 Mayflower Compact, Library of Congress. Primary Source, Foundational Document.
- 9 U.S. Constitution, Library of Congress. Primary Source, Foundational Document.

Illustrative Example of Comprehension Activities

- The civic concept callouts can be expanded into memorable, drawing, and writing pages, where students can draw pictures of how they think the civic concept looks to them, while also tracing a phrase about that civic virtue, and what it means.
- These, like other handouts, can be collected, and displayed as a show of progress and growing community.
- Civic concepts, important figures, and decisions can also be checked using a list of comprehension questions similar to an RLA unit.

ILLUSTRATIVE EXAMPLE • MAYFLOWER COMPACT • COMPREHENSION

Instructor can ask these comprehension questions after the Read-Aloud to check for understanding.

Comprehension/Civics Questions for Resource:

(**Purpose:** To enhance the memory of facts and to focus the understanding on key points.)

1. Why did the Pilgrims sail to America? (Hint: Unfair rules in England.) [ELAR K.6.D]
2. What's a promise like the Mayflower Compact? (Hint: A big agreement.) [ELAR K.6.F]
3. Why did William Bradford want everyone to vote? (Hint: All voices matter.) [Social Studies K.10.B]
4. Why is freedom important to you? (Hint: It lets you choose.) [Social Studies K.13.A]
5. What makes a leader fair like William Bradford? (Hint: Listening to others.) [ELAR K.7.C]

Student Name

Instructor

ILLUSTRATIVE EXAMPLE | Mayflower Compact

FREEDOM #4

Working together
builds unity
and freedom.

- To enhance overlap between civics and RLA dedicated units, a civics-focused program can include a mix of language arts metrics alongside social studies TEKS.
- Civic virtues are part of a human operating system of social function, ordering, and group prosperity.
- Additionally, civic virtues, and the language arts that define and capture them for teaching others, are inseparable parts of the whole of human experience.

ILLUSTRATIVE EXAMPLE • MAYFLOWER COMPACT • INSTRUCTOR RESOURCE

ELAR and Social Studies TEKS List for “A Covenant for Our Freedom”:

ELAR K.2.A.v: Demonstrate and apply phonological awareness by: blending syllables to form multi-syllable words.
ELAR K.3.C: Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations
TEKS K.5.A: Establish purpose for reading assigned and self-selected texts with adult assistance.
ELAR K.6.D: Retell texts in ways that maintain meaning with adult assistance (retelling Pilgrims' journey).
ELAR K.6.F: Respond using newly acquired vocabulary (using freedom, promise).
ELAR K.7.A: Discuss topics and determine theme using text evidence with adult assistance (theme of freedom).
ELAR K.7.C: Identify and describe the main characters.
ELAR K.8.D.i: Recognize characteristics and structures of informational text, including: the central idea and supporting evidence, with adult assistance.
ELAR K.9.A: Discuss with adult assistance the author's purpose for writing text.
ELAR K.10.B: Develop drafts in oral, pictorial, or written form by organizing ideas.
Social Studies K.1 (A): The student understands that holidays are celebrations of special events (Independence Day.)
Social Studies K.2: The student understands how historical figures helped shape the state and nation. (Bradford's leadership.)
Social Studies K.7: The student understands the purpose of rules (fair rules via the Compact).
Social Studies K.9 (C): Use voting as a method for group decision making (Pilgrims' voting).
Social Studies K.9: The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. (equality, responsibility in the Mayflower Compact.)

Utilizing Engaging Readers for Younger Grades

- To help students take their learning further, and apply it in even more directly relatable ways, a quality trade book or story book can be added with great effect.
- Teachers can select stories with peer characters that live out specific concepts and civic duties related to the spirit and teaching of the Mayflower Compact, expressed through the eyes and experiences of a child living the adventure itself.
- These stories can be very dramatic, with the goal of competing with cartoons and commercial culture, making them memorable and important building blocks of growing up.
- Like the history/thematic read-alouds, specific civic comprehension words can be highlighted for discussion and can set up another civic concept.
 - In this illustrative example of an engaging trade book story, the civic concept and virtue of “Courage” is utilized.

ILLUSTRATIVE EXAMPLE • LESSON FOCUS • MAYFLOWER COMPACT

Introduce the Read-Along “A Godly Purpose”

Instructor Setup:

- ✓ Start by introducing the five key vocabulary words from the text to ensure students understand them. (This is an excellent strategy for supporting emergent bilingual students.)
- ✓ Say the word aloud and have students repeat it.
- ✓ Write the word on the board, a flip chart, or a tablet.
- ✓ Clearly state the definition for each word.

Steps:

- ✓ Introduce students to the civic concept of **Courage**.
- ✓ Show students images – lion, soldier, etc.
- ✓ Ask students to call them out and explain that these are known for their **Courage**.
- ✓ Ask students what is **Courage**?
- ✓ Explain that in the civic and family sense, it also means being brave and strong for others even when things are difficult or scary.
- ✓ **Courage** is a quality of **leadership**.
- ✓ Tell students to pay close attention to the pictures and the following story.
- ✓ Introduce the Read-Along.

VOCABULARY

Voyage (n): A long trip.

Bravery (n): Strong when scared.

Passenger (n): A person on ship.

Faith (n): Trust in God

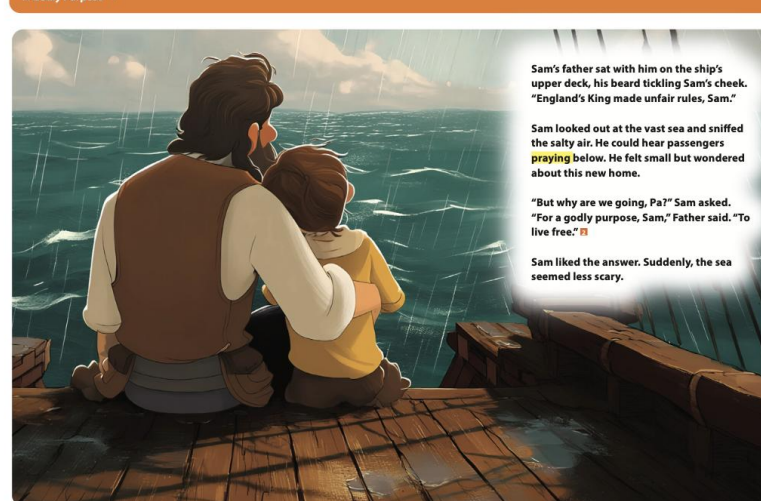
Shore (n): Land by sea.

Illustrative Example of a Mayflower Compact Story

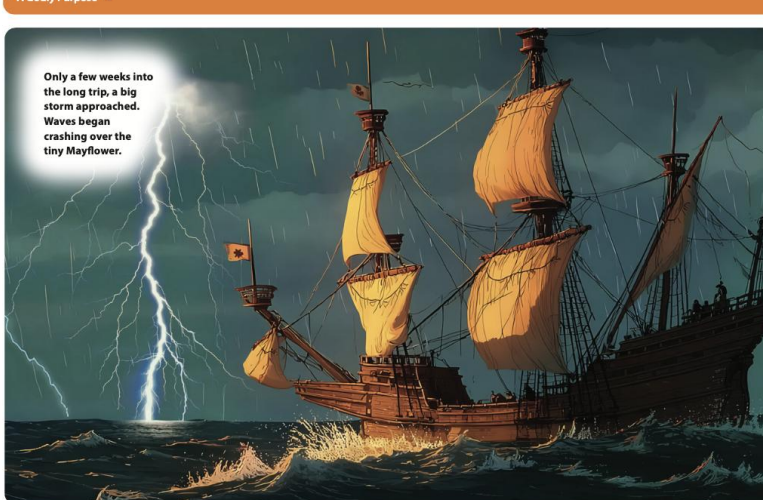
ILLUSTRATIVE EXAMPLE: MAYFLOW COMPACT IMMERSIVE READ-ALoud RESOURCE



ILLUSTRATIVE EXAMPLE: MAYFLOW COMPACT IMMERSIVE READ-ALoud RESOURCE



ILLUSTRATIVE EXAMPLE: MAYFLOW COMPACT IMMERSIVE READ-ALoud RESOURCE



ILLUSTRATIVE EXAMPLE: MAYFLOW COMPACT IMMERSIVE READ-ALoud RESOURCE



Illustrative Example of a Mayflower Compact Story (continued)

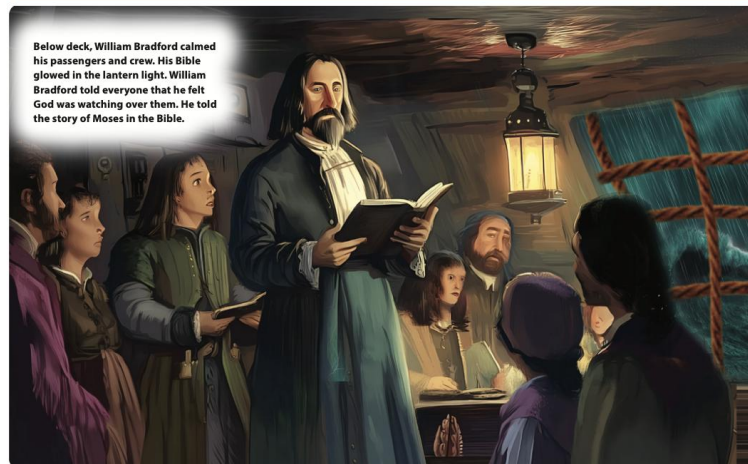
ILLUSTRATIVE EXAMPLE: MAYFLOW COMPACT
IMMERSIVE READ-ALoud RESOURCE
"A Godly Purpose"



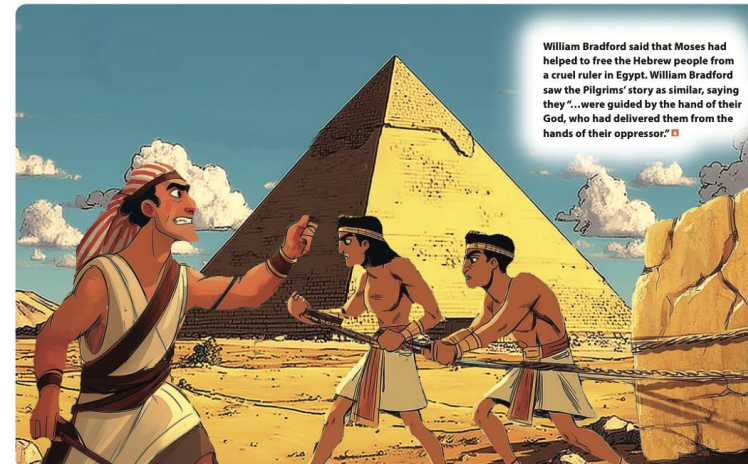
ILLUSTRATIVE EXAMPLE: MAYFLOW COMPACT
IMMERSIVE READ-ALoud RESOURCE
"A Godly Purpose"



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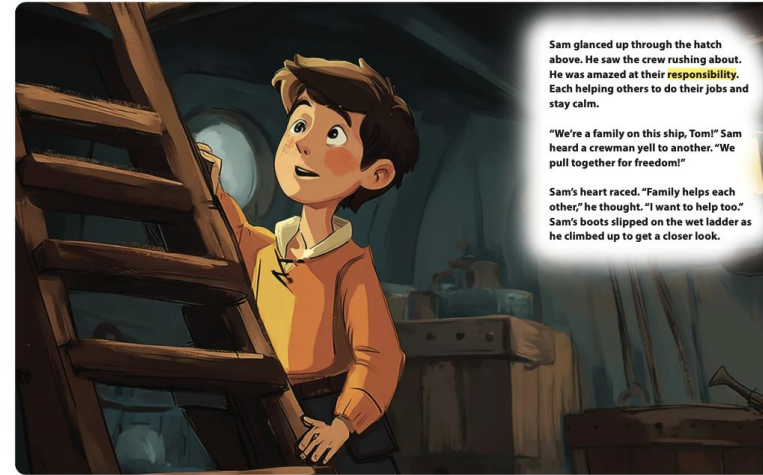


Illustrative Example of a Mayflower Compact Story (continued)

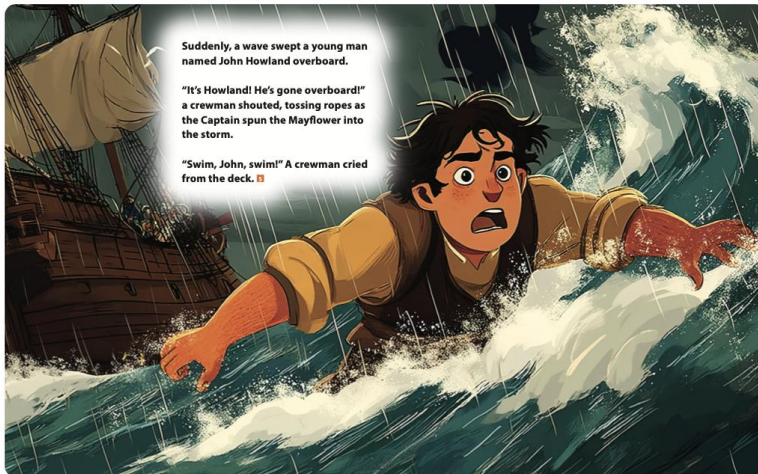
ILLUSTRATIVE EXAMPLE: MAYFLOW COMPACT
IMMERSIVE READ-ALoud RESOURCE
"A Godly Purpose" 1



ILLUSTRATIVE EXAMPLE: MAYFLOW COMPACT
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IMMERSIVE READ-ALoud RESOURCE
"A Godly Purpose" 1



ILLUSTRATIVE EXAMPLE: MAYFLOW COMPACT
IMMERSIVE READ-ALoud RESOURCE
"A Godly Purpose" 1



Illustrative Example of a Mayflower Compact Story (continued)

ILLUSTRATIVE EXAMPLE: MAYFLOW COMPACT IMMERSIVE READ-ALoud RESOURCE

"A Godly Purpose" 1



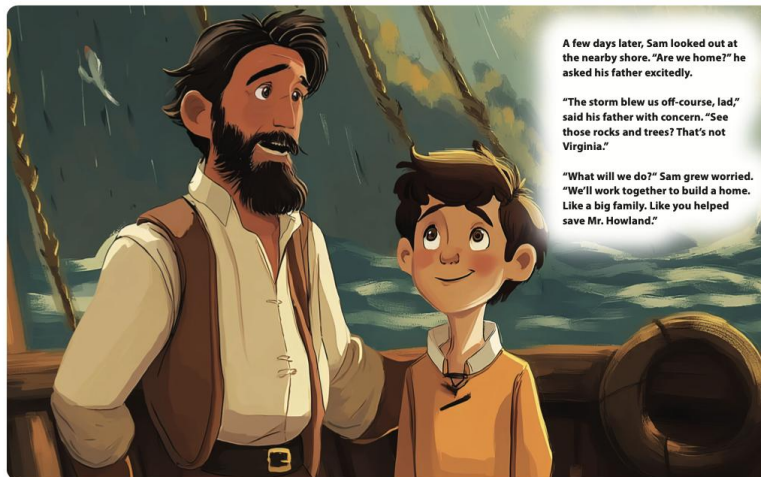
ILLUSTRATIVE EXAMPLE: MAYFLOW COMPACT IMMERSIVE READ-ALoud RESOURCE

"A Godly Purpose" 1



ILLUSTRATIVE EXAMPLE: MAYFLOW COMPACT IMMERSIVE READ-ALoud RESOURCE

"A Godly Purpose" 1



ILLUSTRATIVE EXAMPLE: MAYFLOW COMPACT IMMERSIVE READ-ALoud RESOURCE

"A Godly Purpose" 1



Illustrative Example of a Mayflower Compact Story (continued)

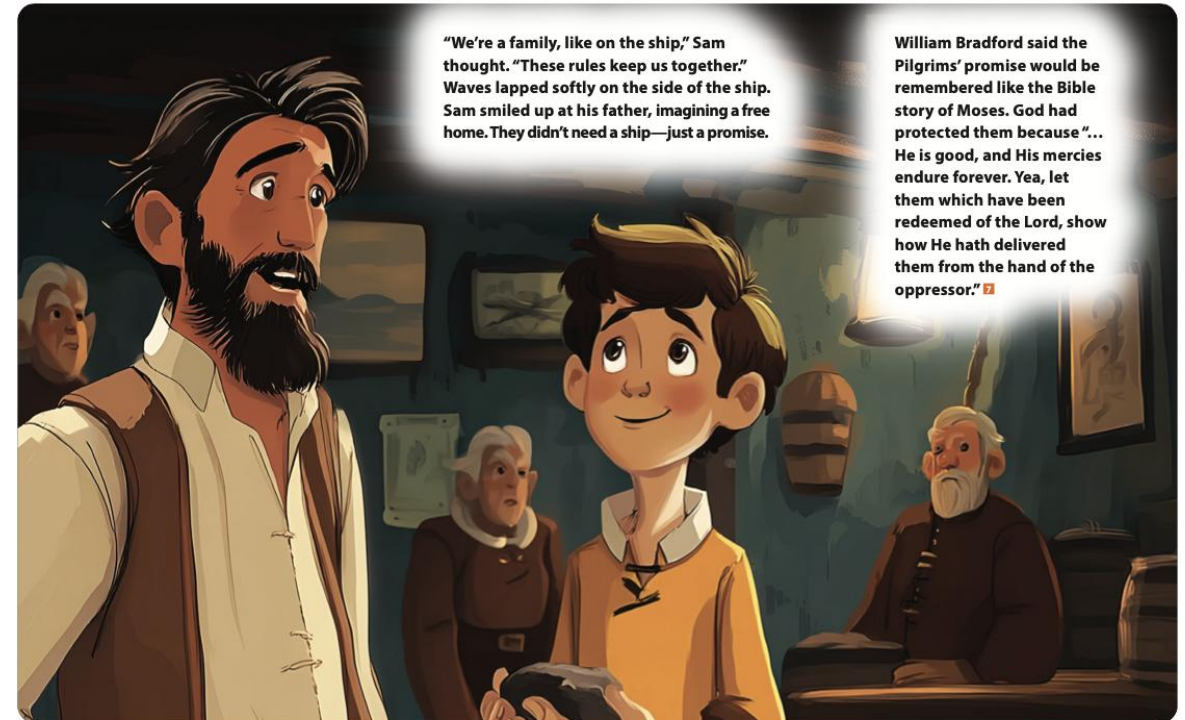
ILLUSTRATIVE EXAMPLE: MAYFLOWER COMPACT IMMERSIVE READ-ALoud RESOURCE

"A Godly Purpose" 1



ILLUSTRATIVE EXAMPLE: MAYFLOWER COMPACT IMMERSIVE READ-ALoud RESOURCE

"A Godly Purpose" 1



Illustrative Example of Mayflower Compact Citations and Comprehension Questions

ILLUSTRATIVE EXAMPLE • IMMERSIVE READ-ALOUD • MAYFLOWER COMPACT

Instructor can ask these comprehension questions after the read-aloud to check for understanding.

Comprehension/Civics Questions for Resource:

(**Purpose:** To enhance the memory of facts and to focus the understanding on key points.)

1. What did Sam's father say about their trip? (Hint: For a godly purpose.) [ELAR K.7.A]
2. Who was William Bradford in Sam's story? (Hint: A brave leader with a Bible.) [Social Studies K.2.A]
3. How did the crew act like a family? (Hint: They worked together.) [Social Studies K.11.A]
4. How did William Bradford's faith help the Pilgrims? (Hint: It gave them hope.) [ELAR K.8.B]
5. What if you were on a ship with friends? How would you help? [ELAR K.9.A]

ILLUSTRATIVE EXAMPLE • IMMERSIVE READ-ALOUD • MAYFLOWER COMPACT

PRIMARY SOURCE CITATIONS

- 1 William Bradford. Of Plymouth Plantation, 1620. Library of Congress. Primary Source, Historical Document.
- 2 William Bradford. Of Plymouth Plantation, 1620. "A Godly purpose", Library of Congress. Primary Source, Historical Document.
- 3 William Bradford. Of Plymouth Plantation, 1620. "One small candle may light a thousand", Library of Congress. Primary Source, Historical Document.
- 4 William Bradford. Of Plymouth Plantation, 1620. "Guided by the hand of their God", Library of Congress. Primary Source, Historical Document.
- 5 William Bradford. Of Plymouth Plantation, 1620. John Howland rescue account. Library of Congress. Primary Source, Historical Document.
- 6 The Mayflower Compact, 1620, Library of Congress. Primary Source, Foundational Document.
- 7 William Bradford. Of Plymouth Plantation, 1620. "His mercies endure forever," Library of Congress. Primary Source, Historical Document.

Illustrative Example of Mayflower Compact Activities

ILLUSTRATIVE EXAMPLE • MAYFLOWER COMPACT • DISCUSSION



Introduce The Golden Rule

(Purpose: This activity gives students an opportunity to understand civic virtues through a universal rule that benefits all.)

Steps:

- ✓ Explain to students how William Bradford, the leader from the Pilgrim story, found ideas on how to lead and help people work together. He found some of these ideas from the Bible.
- ✓ One in particular is called "The Golden Rule" because people have used it for years to work better together.
- ✓ Introduce the Bible text.

"Therefore, whatever you would have men do to you, even so do to them. For this is the Law and the Prophets." - Matthew 7:12



Check For Understanding "Golden Rule" Think Together



The instructor provides a simple, relatable situation where the "Golden Rule" could be applied (Examples: Someone walking by bumps into you, you see a new student eating alone, you borrow a crayon from a friend and accidentally break it.)

Students think alone for a moment thinking about what they would do if they were in that situation.

Then the students pair up and tell their partner what they would do. This leads back to a group share where the instructor picks a few pairs to share what they talked about. The instructor is looking for demonstration and understanding of reciprocity (do unto others as they would do unto you.)

If students struggle, then instructor interjects with an explanation of the "Golden Rule" as needed. Instructor is looking for empathy and problem solving.

✓ Explain its simplicity. We want people to tell us the truth. So, we should tell them the truth. We want people to be welcoming and kind to us. So, we should be welcoming and kind to others.

✓ Once students understand the concept of such a rule, they return to the Pilgrim story.

✓ Explain how if William Bradford would have allowed the people to go on shore with no rules, what might have happened? (chaos, arguments, no working together, no leadership, no cooperation. Everyone would do whatever seemed best for them.)

✓ Freedom to choose is fine as long as you don't choose to hurt others. This is why we have some do not rules to guide us.

✓ Let us see if we can come up with some for our classroom family the same way they did on the Mayflower.

ILLUSTRATIVE EXAMPLE • MAYFLOWER COMPACT • ACTIVITY



Classroom Compact Project

(Purpose: This activity gives students an opportunity to experience what it was like when the Pilgrims developed and signed the Mayflower Compact.)

Steps:

- ✓ Introduce to students how in our classroom, we can work together more fairly if we have classroom rules that we all understand and obey.
- ✓ Explain that these rules will treat everyone equally like the Golden Rule, like taking turns.
- ✓ Ask students to think about what else those rules might be.
- ✓ Once they have a suggestion for a rule, they can raise their hands.
- ✓ The ideas will be written down and considered by the rest.
- ✓ Ask students if they can come up with at least five.
- ✓ Explain that they will vote on which rules we can follow together. Write down the results for the class.

Instructor Setup:

- ✓ Have students sign the Classroom Compact just as the Pilgrims did to state that they will abide by the same rules.
- ✓ Remind them that like the Pledge of Allegiance and the Mayflower Compact, these are promises we make to each other as members of the same class family.

Check For Understanding



Ask students about each rule they voted on and why the help each other and the group.

ILLUSTRATIVE EXAMPLE • MAYFLOWER COMPACT • GROUP PROJECT



Helping Hands Mural Project

(Purpose – This activity will provide an opportunity for students to participate in a group project where they work together with others.)

Instructor Setup:

- ✓ Have students gather into groups.
- ✓ Give each group a large poster-size paper, construction paper of different colors, scissors, glue and marking pens.

Steps:

- ✓ Have students select 3 different colors of construction paper.
- ✓ Have group members trace each other's hand prints on each colored paper.
- ✓ Cut out neatly the 3 hand prints.
- ✓ Ask students something they can do to help their family, class, group to get along well and get things done.
- ✓ Suggestions can include: Help others, Obey rules, Practice good manners, Take turns, Share, Say "thank you", Keep promises, Tell the truth, Listen, and Show respect.
- ✓ Help students write the phrase and ask them to draw pictures of the action on the handprints. Then, glue the hand prints onto the poster paper so they cover it completely, making sure the writing and images are not covered.
- ✓ Write the group names on the back of the poster.

Instructor Supervision of Groups:

- ✓ Observe all groups to determine the level of participation offered by each member.
- ✓ Encourage cooperation and courtesy.
- ✓ Have the groups give each other a round of applause.

Check For Understanding Helping Hands Mural



Ask students about their favorite helping hands. Discuss what all the helping hands mean together. End with the groups giving each other a round of applause, literally, "a hand!"

Illustrative Example of Mayflower Compact Teacher Material for 3rd Grade

LESSON

7

“The Pilgrims, Part I: Arrival”

PRIMARY FOCUS OF LESSON

Reading

Students will demonstrate preparedness for a discussion, having read and studied “The Pilgrims, Part I: Arrival” to explore content under discussion.

TEKS 3.1.A; TEKS 3.1.D; TEKS 3.6.F; TEKS 3.7.C

Speaking and Listening

Students will make predictions about “Religious Freedom and the First Thanksgiving” and then compare the actual outcomes to predictions.

TEKS 3.1.A; TEKS 3.6.C; TEKS 3.6.G

Writing

Students will sequence events in a narrative.

TEKS 3.2.D; TEKS 3.11.A; TEKS 3.11.B.i

Language

Students will form and use comparative and superlative adverbs.

TEKS 3.11.D.v

FORMATIVE ASSESSMENT

- Activity Page 7.1 “The Pilgrims, Part I: Arrival”
Answer questions regarding the text in preparation for a discussion. TEKS 3.1.A; TEKS 3.6.F; TEKS 3.7.C
- Activity Page 7.2 Predictions Read and confirm predictions.
TEKS 3.6.C; TEKS 3.6.G
- Activity Page 7.5 Comparative and Superlative Adverbs: Using *more* and *most* Form and use comparative and superlative adverbs. TEKS 3.11.D.v

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; TEKS 3.6.F Make inferences and use evidence to support understanding; TEKS 3.7.C Use text evidence to support an appropriate response; TEKS 3.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures; TEKS 3.6.G Evaluate details read to determine key ideas; TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; TEKS 3.11.A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; TEKS 3.11.B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure including an introduction and conclusion; TEKS 3.11.D.v Edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey manner.

INDEPENDENT READING: “THE PILGRIMS, PART I: ARRIVAL” (20 MIN.)

- Tell students that the title of today’s chapter is “The Pilgrims, Part I: Arrival.”
- Explain to students that they will read the chapter to themselves and answer the questions on Activity Page 7.1.
- When finished with the questions, students will complete the self-assessment at the bottom of Activity Page 7.1 as a self-reflection.
- Explain that students will be placed in small groups to discuss the chapter using the questions on Activity Page 7.1.

Activity Page 7.1



EMERGENT
BILINGUAL
STUDENTS

Reading
Exchanging
Information and Ideas

Beginning

Read the chapter with students in a small group. Use Activity Page 7.1 and sentence starters: Pilgrim names often revealed _____. When the Pilgrims arrived, Plymouth looked _____.

Intermediate

Students complete Activity Page 7.1 in partners. Ask students questions to help them write a prediction about what will happen to the Pilgrims.

Advanced/Advanced High

Pair students with a classmate to check answers on Activity Page 7.1. Students can help each other improve answers or find missing information.

ELPS 4.F; ELPS 4.J

Illustrative Example of Mayflower Compact Student Reader

Chapter **10** The Pilgrims, Part I: Arrival

Mary and Remember Allerton ran as fast as they could toward their house. Their stepmother, Fear Allerton, was waiting for them. As their father had pointed out many times, it was not a good idea to keep a woman whose name was Fear waiting.



In the late afternoon, the children had gone out to collect firewood. After gathering the wood, they had stopped to play in the forest with their friends, Love and Wrestling Brewster. Love and Wrestling Brewster were Pilgrim brothers. They had also gone into the forest to collect firewood. Like many of the Pilgrim children, these children had been given special names at birth. Their names often **indicated** what kind of person their parents hoped they would become. Sometimes their names **revealed** something that had happened at the time of their birth.



Mary and Remember hurried home.

Remember had been given her name because her mother had said that she would always remember, and never forget, her birth. Wrestling wasn't happy with his name. He didn't feel much like a wrestler. Wrestling planned to change his name when he was older. He was going to change it to John. He had been a weak baby and his father had given him the name hoping that it would make him strong.



Wrestling Brewster

Illustrative Example of Mayflower Compact Student Reader (continued)

When the children had gathered as much firewood as they could carry, they dropped it into a large pile and played a game of hide and seek. Then, they climbed trees and collected sweet berries to eat. They pretended to be English pirates capturing Spanish galleons laden with gold. It wasn't until the sun had begun to set that they realized they had been gone for quite some time. The children **anxiously** gathered up their firewood and made their way home.



Pilgrim children pretended to be English pirates.

Four years earlier, all four of these children had survived the journey onboard the *Mayflower* from England. They had arrived in Plymouth, Massachusetts, in 1621. Their parents were English Separatists. English Separatists were people who were unhappy with the Church of England and wanted to separate from it and start their own church. They wanted to be free to **worship** God in their own way.

The king of England, James I, was the head of the Church of England. He harassed anyone who did not obey the rules of the church. As a result, many English Separatists left England. The children's families had first tried living in the Netherlands, but they were not happy there. Finally, they and others set out across the Atlantic Ocean to establish their own **colony** in North America. Because they were willing to travel to a faraway place for their religious beliefs, they began calling themselves Pilgrims.



The Mayflower (top) and King James I (bottom)

Illustrative Example of Mayflower Compact Student Reader (continued)

The journey across the ocean, and the first winter in the **colony**, was now just a terrible memory. So many people had died either on the ship or within the first months of being in Plymouth. They had died from disease, hunger, and the extremely cold weather. Mary, Remember, Love, and Wrestling had **witnessed** many Pilgrims suffer. Worst of all was the death of the children's beloved mother. Their father had tried to comfort them as best he could. The girls had felt that their hearts had been broken. Their brother Bartholomew had hidden in the forest for several days. He had refused to come back no matter how often they called his name. He finally came back though. When spring arrived, Bartholomew had helped their father build a house and plant crops.

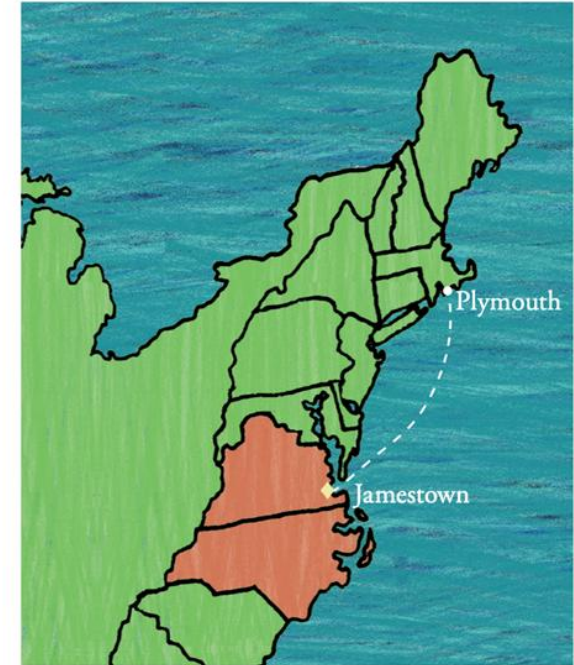


Mary, Remember, and their father tended to their mother.

The Pilgrims had not **intended** to settle in Plymouth. They had been planning to go to Virginia, but their ship had been blown off course. It had taken them two months to cross the ocean. Mary, Remember, Wrestling, and Love had wondered if they would ever see dry land again.

When they finally arrived, it was wintertime and they were in an unknown land hundreds of miles north of their **intended** destination. This place was much colder than Virginia. Even more **alarming** was that many of the Pilgrims had noticed that the soil was not very good for farming. If they could not farm, they would have no chance of surviving in this new territory. The children's new home was not at all what they had imagined it to be.

Now that the children are no longer living in England or the Netherlands, in what ways do you think their lives have changed?



*Plymouth was hundreds of miles north of their **intended** destination, which was Jamestown.*

Spiraling the Mayflower Compact

- As key concepts and documents like the *Mayflower Compact*, the Declaration of Independence, the Constitution, and many other important ideas and principles behind the founding and evolution of America are interrelated, key moments like the *Mayflower Compact* can follow through from grade level to grade level as the civic journey expands, and the student's ability to handle civic complexities grows.
- For example, progressing to first grade where comprehension of times and dates increases, along with the circumstances and developmental abilities of students at this age, read-alouds can contain more granular detail that is relevant to the student journey.
- Here, the *Mayflower Compact* becomes a springboard for bringing together very different people and is the practical and ethical basis of Plymouth's growth and interaction with the Wampanoag native tribes of the area.
- Additionally, the concepts of self rule, freedom of religion, and creating a "body politic" where the people share power, is a thread that runs from the rocky shore of Plymouth straight into the fibers of the Declaration of Independence parchment, and through the entire nation that follows.

Module 14: Content in Review Summary

- Teaching the *Mayflower Compact* begins with the basic understanding that children learn civic principles of behavior and structure through multiple channels.
- American symbols and customs, along with civic principles, can be introduced to anchor the journey.
- RLA vocabulary can be used to serve two functions; as a partner to language arts that also makes civic words and skills more memorable and relevant to the student's experience and cognitive abilities.
- Because teaching is best done through multiple channels, including role models and concepts, history read-alouds can be followed by immersive story books that plunge the student into the world alongside peer-relatable characters living the civic concepts of the *Mayflower Compact* directly.
- These can be followed by a variety of activities to enhance the learning for students.

All questions are encouraged, and we will do our best to answer them!

For more information about the primary sources in this module, click on the links below.

[links to be inserted]

Assessment Questions

Please log into the Learning Management System to answer 20 questions on this module.



Module 15 Teaching the Declaration of Independence

45 Minute Module

Introducing the Declaration of Independence

- The Declaration of Independence is a critical component of each student's K-5 experience.
 - It contains many valuable civic lessons which transcend social studies.
- As students progress through elementary school, they will have many opportunities to engage with The Declaration of Independence, and its values and virtues, all in alignment with TEKS.
 - The examples on the following pages have been highlighted to demonstrate how The Declaration can be taught in different ways as students progress in their depth of understanding.
 - By interacting with civic lessons in different forms, they will gain the ability to see The Declaration as a topic that provides crucial connectivity to academic, social and ethical components of the educational journey.
- In this module, there are two sets of examples:
 - Teaching The Declaration of Independence to Second and Third Grade students as part of social studies instruction.
 - Teaching the Declaration of Independence as part of RLA instruction.
- These examples take the form of sample lessons that can be used to teach The Declaration of Independence, both directly and indirectly, in an age-appropriate way, from Kindergarten through Fifth Grade.

Exploring the Declaration in Second and Third Grade

- By engaging the innate civic tendencies of the developing student, initial lessons on the Declaration of Independence can begin as early as Kindergarten and expand in depth through the student's elementary school journey.
- Developmentally, students are looking for role models beyond the classroom, including the world beyond the family and as shown and explored through cultural narratives and history.
 - The following illustrative examples of social studies lessons are targeted towards Second and Third Grade students, where the individual sense emerges as students begin to test authority and model sovereignty.
 - At age 7, for example, children are more actively searching the world around them for human patterns of behavior, virtues, roles, and principles in order to better explore and master their world.
 - By age 8, this external search begins to expand into the sovereign struggle over rules and identity.
 - Third grade is most often the age of independence where students begin to assert authority and test boundaries (in both positive and negative ways).
- Here, the great powers of a civic education helps familiarize students with the innate social components of themselves that mirror history and the struggle of freedom versus authoritarianism.
 - This closely mirrors the American journey thematically, from a search for freedom to worship or believe, to basic promises to cooperate for mutual benefit, to assertions of self-rule, guided by the wisdom of elders and history.
 - This is the journey from freedom to cooperative community, and from the *Mayflower Compact* to the Declaration of Independence, where all are intended to be seen as equally valued.

- Just as in Kindergarten and First Grade, later units continue the SB-3 journey of civic skills and celebrations of American culture, only with more depth and detail.
- The Pledge of Allegiance and the Pledge of Allegiance to the Texas State Flag can be reinforced with background material and more specific cultural knowledge and intent, including background on uniquely American songs and their inspiration and impact on patriotism and celebrating America's ethos.
 - These can include songs like Katharine Lee Bates's "America the Beautiful," and abolitionist John Greenleaf Whittier's "O Flag of Our Nation."
- While the Pilgrim and *Mayflower Compact* lessons spoke of leaving behind an authoritarian king for a freer land of religious expression and opportunity, they also captured a crucial group promise that united Pilgrims and "stranger" passengers and crew in a covenant of shared rule for the first time on American soil.
- The important civic principles and freedoms established by the *Mayflower Compact* became a foundational element of the American experiment in self-government, one reflected and expanded upon by the Declaration of Independence.
- Students will see that the primary difference was scale - the scale of a king's rule, the depth of sovereign rights, and the scale of the different colonial factions bound by mutual agreement to create an independent nation versus a single colony.
 - Here, students can make more use of thematic games and deeper read-alouds that focus on civic themes that supported the drive to independence.

Illustrative Examples of Civic Skills

ILLUSTRATIVE EXAMPLE • DECLARATION OF INDEPENDENCE • CIVIC SKILLS

Introduce the Pledge of Allegiance

(Purpose – to increase students' awareness of what our national flag represents.)

Instructor Setup:

- ✓ In the classroom, the instructor will point to the American flag and explain that people make a pledge or statement to the flag, called the "Pledge of Allegiance."
- ✓ The instructor will add that while the "Pledge of Allegiance" is said in front of the flag, it is a promise we make to each other as Americans. We pledge to support our fellow citizens and appreciate the freedoms we share as Americans.

Steps:

- ✓ The instructor will place their hand over their heart and ask students to stand and do the same. This is to show that we are sincere in what we are saying.
- ✓ The instructor will guide students through the Pledge of Allegiance in parts, allowing them to repeat each part to assist with practice and memorization.

*"I pledge allegiance to the Flag,
Of the United States of America,
And to the Republic for which it stands,
One nation,
Under God,
Indivisible,
With liberty and justice for all."*

Recite the Pledge of Allegiance to the Texas State Flag

(Purpose – to increase students' awareness of what our state flag represents.)

Steps:

- ✓ The instructor will point to the Texas State Flag and remind students there is also a special pledge for Texas citizens.
- ✓ Explain to students that when we take the Texas Pledge, we also hold our hands over our hearts to indicate that we are sincere in our intentions.
- ✓ The instructor will then guide students through the Pledge of Allegiance to the Texas State Flag line by line, allowing students to repeat each line to assist with practice and memorization.

*"Honor the Texas flag;
I pledge allegiance to thee,
Texas,
one state under God,
one and indivisible."*

NOTE: Students with exemptions may ensure teachers are aware of any provision.

ILLUSTRATIVE EXAMPLE • DECLARATION OF INDEPENDENCE • SONG

America the Beautiful

(Purpose: To become familiar with the history of America's heritage and spirit expressed in song.)

Instructor Setup:

- ✓ The instructor will introduce the class to Katharine Lee Bates (her photo is in APPENDIX CH-1-BATES).
- ✓ Explain that she was born in Massachusetts in 1859 and became a teacher and poet who loved sharing stories of America. She wrote "America the Beautiful" in 1893 after a trip to Pike's Peak. Years later, in 1925, Katharine Lee Bates wrote an essay explaining how the song was inspired and became one of America's favorite national songs.
- ✓ Have the song ready, either on MP3 or as a YouTube video.
- ✓ The instructor will read Katharine Bates' story, which accompanies the picture.

Katharine Lee Bates - Essay on "America the Beautiful" (1925)

One day, some of the other teachers and I decided to go on a trip to Pike's Peak. We hired a prairie wagon. Near the top, we had to leave the wagon and go the rest of the way on mules. I was very tired. But when I saw the view, I felt a great joy. It was then and there that, as I was looking out over the sea-like expanse of fertile country spreading away so far under those ample skies, that the opening lines took form in my mind: "O beautiful for spacious skies, / For amber waves of grain, / For purple mountain majesties / Above the fruited plain!" It was as if the outward landscape responded to the inward aspiration. I believe the poem holds its place in the hearts of so many because of our fundamental faith in human brotherhood, that vision of a nation bathed in grace.

[1] Katharine Lee Bates, Essay on "America the Beautiful" (ca. 1925), Gilder Lehrman Institute of American History. Primary Source, Historical Document, Essay.

Steps:

- ✓ Play the song for the class.
- ✓ Show the words to verse one.
- ✓ Read verse one out loud. Have students repeat each phrase.
- ✓ Remind students to practice at home while doing their Civic Achievement Group Work.
- ✓ Tell students they will be memorizing the first verse to sing next time.

VERSE ONE

*O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America!
God shed His grace on thee,
And crown thy good with brotherhood
From sea to shining sea!*



(Locate Katharine Lee Bates photo in APPENDIX CH-1-BATES)

ILLUSTRATIVE EXAMPLE • DECLARATION OF INDEPENDENCE • CIVIC SKILLS

John Greenleaf Whittier

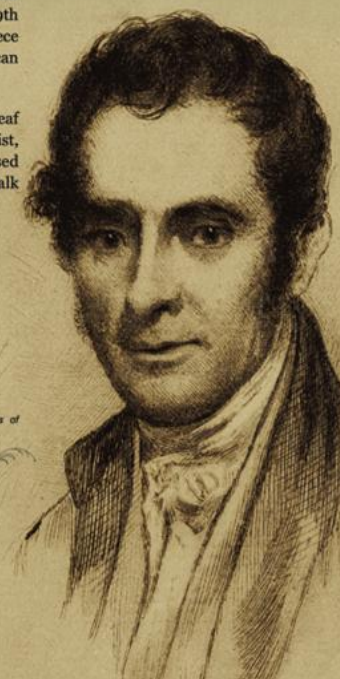
The poem "O Flag of Our Union" was written by John Greenleaf Whittier, an American Quaker poet and abolitionist. The poem was first published in 1845 as part of Whittier's collection "Voices of Freedom."

A shortened version of the poem became widely taught in U.S. schools in the late 19th and early 20th centuries as a patriotic piece celebrating national unity and the American Flag's symbolism of freedom.

The Massachusetts born John Greenleaf Whittier was well-known as an abolitionist, meaning he fought against slavery and used poems like "O Flag of Our Union" to talk about the flag representing all Americans.

*O Flag of our Union
To you we'll be true,
To your red and white stripes,
And your stars on the blue;
The emblem of freedom,
The symbol of right,
We children salute you,
O flag fair and bright!*

1. John Greenleaf Whittier, "O Flag of Our Union" (1845), Voices of Freedom. SB-3, Primary Source, Historical Document.



Illustrative Example of Civics Themes

ILLUSTRATIVE EXAMPLE • DECLARATION OF INDEPENDENCE • CONCEPT GAME

Introduce the “Human Knot” Game

(**Purpose:** This game simulates the importance of free choices, leadership, and working together in problem-solving.)

Instructor Setup:

- ✓ Tell students they’re about to play a cooperative game that shows what society might be like under a tyrant’s control.
- ✓ Point out that escaping this “knotted” condition is what figures like John Adams and other **Founding Fathers** worked to do.

Setup:

- ✓ Have students form small circles of 5-6 people.
- ✓ Tell everyone to stand shoulder to shoulder.
- ✓ Instruct each person to reach across the circle and hold the hands of two different people.
- ✓ Emphasize that players should not take the hand of someone standing directly next to them.
- ✓ As the game starts, remind students that the goal is to untangle the “knot” without ever letting go of anyone’s hands.
- ✓ Guide the groups to work together to untangle themselves until they form a single circle again. If a student shows leadership, encourage them to continue so that others learn to accept good leaders in the group.
- ✓ Once the game is over, lead a discussion about what helped them succeed. Talk about how their **leadership**, **cooperation**, and **helping each other** were key to solving the puzzle!

Check For Understanding Tyranny

Question 1: How does a tyrant treat their citizens?

Answer: A tyrant gives their citizens few or no rights. They create rules without asking for people’s input or considering their needs. A tyrant’s central belief is that **the people exist to serve them**, not the other way around. They don’t see leadership as a service to help others, but a service to themselves and what they want.

Question 2: How many choices do people have under a tyrant?

Answer: People have very limited choices. Most importantly, they cannot speak out or complain about being treated unfairly. Their freedoms and rights are controlled by one person.

ILLUSTRATIVE EXAMPLE • DECLARATION OF INDEPENDENCE HISTORY READ-ALOUD RESOURCE

Introduce the Read-Aloud “The Home of the Brave”

Instructor Setup:

- ✓ Start by introducing six key vocabulary words from the text to ensure students understand them. (This is an excellent strategy for supporting emergent bilingual students.)
- ✓ Say each word aloud and have students repeat it.
- ✓ Write each word on the board, a flip chart, or a tablet.
- ✓ Clearly state the definition for each word.
- ✓ Model the suggested gesture for each word and have students practice it with you.
- ✓ Remind students of the key points from part one of the read-aloud, focusing on the immense danger and challenge the colonists faced in taking on the British Empire.
- ✓ Explain that the second part of the read-aloud will show how the colonists’ **resolve** was tested but never truly defeated throughout the Revolutionary War.

Steps:

- ✓ Begin by reviewing a key quote from the first part of the story: “We were in a forlorn condition,” a soldier wrote. Then, highlight that despite this, **hope** continued to spread through Thomas Paine’s words. Emphasize that colonists believed this was not just America’s fight, but a fight for freedom everywhere.
- ✓ Ask students to discuss how this demonstrates **resolve**.
- ✓ Explain that many colonists felt the entire world was watching the outcome of this battle. They believed that freedom could triumph over tyranny only if they remained united.
- ✓ Reiterate the definition of **resolve**: To decide firmly and sincerely to do something.
- ✓ After the discussion, transition to Part Two of “The Home of the Brave,” which begins shortly after the war began.

VOCABULARY

Providence (n): God’s help or care.

Proclaim (v): To announce something loudly.

Redcoat (n): A British soldier in the American Revolution.

Taxing (v): Making people pay money to the government.

Minutemen (n): American fighters ready in a minute.

Loyalist (n): A person loyal to Britain’s king.

Illustrative Example of a Teacher Read Aloud

- The Declaration of Independence used fundamental rights and the attack on those rights by authoritarian rule as the basis for independence.
- It rallied 13 different colonies through a common civic principle that rights were inherent and not granted by authority or government.
- Through historical read-alouds, RLA (Reading Language Arts) methodology demonstrates civic virtues in action. These stories illustrate how diverse groups (each with distinct origins and agendas) unified to challenge monarchical rule, grounded in the historical and Judeo-Christian precedent that individual rights are inherent and equal to those of any sovereign.

ILLUSTRATIVE EXAMPLE • DECLARATION OF INDEPENDENCE HISTORY READ-ALoud RESOURCE

There was one glaring issue that the Founding Fathers intended to address in the Declaration of Independence: the end of slavery. In the Declaration's first draft, Thomas Jefferson wrote a strong condemnation of Great Britain, and especially it's king, "He has waged cruel war against human nature itself, violating it's most sacred rights of life & liberty in the persons of a distant people who never offended him, captivating & carrying them into slavery in another hemisphere..."¹⁵

Unfortunately, when it came time to approve the draft, two colonies, Georgia and South Carolina, refused to sign with Jefferson's strong words. Unlike the northern colonies, which were founded by religious freedom-seeking groups, the Southern colonies were more directly tied to Great Britain and utilized its slave labor to increase profits for the king. The founders faced a heartbreaking choice: lose independence or hope the principles in the Declaration of Independence would soon apply to all.

On July 4, 1776, they signed it, risking arrest and execution. Founding Father Benjamin Franklin knew that despite England's protection of the colonies, freedom was worth the risk. He said, "They that can give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety."¹⁶

Once the war began, it did not go well. In New York, General George Washington's roughly 10,000 men faced around 30,000 British troops. Washington and the army would have been destroyed if not for a miraculous fog that covered their escape. The British then chased General Washington and his army through New Jersey. America's dream of freedom hung by a thread and was on the run! General Washington himself admitted, "The situation of our Affairs is truly critical... We must trust in the Mercies of **Providence** to give Success to our Measures."¹⁷

On Christmas Day in 1776, at McConkey's Ferry in Pennsylvania, General Washington's troops, freezing and ragged, crossed the icy Delaware River in a blizzard. They surprised German Hessian troops hired by the British at Trenton, New Jersey. 900 Hessians were captured. "The success of yesterday... has greatly inspir'd our Troops and given new life to our Cause," General Washington wrote to revolutionary leader John Hancock the next day.¹⁸ Hope flickered again, but soon faded as more losses came.

Still, inspired by history's lessons, the colonists stood firm and demanded freedom with the newly-finished *Declaration of Independence* in July 1776.¹⁹ Founding Father Thomas Jefferson wrote in the *Declaration of Independence*, "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."²⁰

Check For Understanding Faith is another word for Providence

Consider the word "Providence" in the context of the American Revolution. What helped with General Washington's resolve when the war looked lost? (General Washington had faith in God and America's cause of freedom. He felt this would win the day because it was the right thing to do for the right reasons.)

Check For Understanding Statement is another word for Declaration

The word declaration means a formal statement or announcement. What did John Adams, Thomas Jefferson, Benjamin Franklin, Roger Sherman and the others face by signing the Declaration of Independence? (It could cost them their fortunes, their positions, and even their lives.)

ILLUSTRATIVE EXAMPLE • DECLARATION OF INDEPENDENCE HISTORY READ-ALoud RESOURCE

Turning the Tide

At Valley Forge in 1777, the American army was nearly gone, starving and freezing, with nearly 2,000 men dying of cold and disease. "We suffered terribly... our feet bleeding through broken shoes, and scarce a rag to cover us in the snow," wrote soldier Joseph Plumb Martin.²¹ Yet heroes rose. Baron von Steuben, a German, came to the nation to drill America's troops into a disciplined force, saying, "...the Object of my greatest Ambition is to render your Country all the Services in my Power, and to deserve the title of a Citizen of America."²² The Marquis de Lafayette, a 20-year-old Frenchman, fought bravely, writing, "The happiness of America is intimately connected with the happiness of all mankind."²³ Both men were inspired by the *Declaration of Independence* and its promise of self-government.

In 1777, Betsy Ross, a Philadelphia seamstress, stitched America's national flag—13 stars and stripes for our colonies and unity.²⁴ The "Stars and Stripes" flew over battles, symbolizing unity and a common cause of freedom. With unity and resolve, America turned the tide. At Saratoga in 1777, nearly 15,000 Americans defeated 6,000 British soldiers, proving we could win. At Yorktown in 1781, roughly 17,000 American and French troops trapped around 8,000 British soldiers under their best general, Lord Cornwallis. He surrendered, waving a white flag.²⁵

A Bold New World

The war cost nearly 25,000 American lives, including General Washington's stepson, Jack Custis, who died of camp fever in 1781. In 1783, the Treaty of Paris recognized a new nation, the United States of America.²⁶ The courage, resolve, and cooperation of thirteen simple Colonies had changed the world. As Thomas Paine said, freedom gave America the "power to begin the world over again."²⁷

In 1814, Britain attacked again over trade and land disputes. At Fort McHenry in Baltimore, Maryland, America's new flag flew through a 25-hour bombardment. Francis Scott Key, watching, wrote a poem called "The Star-Spangled Banner." Like Thomas Paine's *Common Sense*, it spread like wildfire and later became America's National Anthem, proclaiming that the flag flew "O'er the land of the free and the home of the brave."²⁸ That flag, stitched in courage, resolve, and unity, still waves.

Check For Understanding Train is another word for Drill

What is another word for "drill"? A good synonym is "train." Why did von Steuben and Lafayette show such resolve against great odds? (They were inspired by America's cause for freedom and self-government. It had become a source of hope for many people around the world.)

Check For Understanding Together is another word for Unity

"Unity" is another word for "togetherness." Why did many people and other nations, such as France, join to help America in its fight for independence and freedom? (Freedom-seeking people everywhere saw that if America could succeed, it would inspire others to seek their own freedom.)

Illustrative Example of a Student Reader

- Here, primary source quotes come alive, showing the blending of personalities and histories, the difficult debates, ties, assaults on liberties and the knowledge and wisdom of the Enlightenment and ancient history that the founders brought to bare on the question of what makes for fair government and when that government should be abolished or rebelled against.

ILLUSTRATIVE EXAMPLE • DECLARATION OF INDEPENDENCE HISTORICAL • THEMATIC READ-ALOUD “The Home of the Brave”¹

The Home of the Brave

Resolved to Be Free

In 1776, the Thirteen American colonies faced off against a giant. The mighty British Empire was the world's most powerful nation, with around 50,000 professional soldiers, hundreds of warships, and vast wealth from global trade. Its global reach and **redcoat** armies punished anyone who defied them, and its navy ruled the seas. Still, the American Colonies—mostly made up of farmers, shopkeepers, women, the enslaved, and freedmen—dared to dream of. With an army less than half the size and no real navy, their courage, resolve, and cooperation faced down impossible odds!

Regimental Nicknames and Traditions of the British Army (5th ed.). London: Gale & Polden. 1916. p. 53.



The Lexington Minuteman Statue, Henry H. Kitson, 1900



Pulling Down the Statue of George III at Bowling Green, July 9, 1776, William Walcutt, 1857

Many colonies, like Pennsylvania's Quakers and Massachusetts' Pilgrims, were founded on religious freedom and self-government.

² The Quakers built peaceful communities according to what they saw as God's plan. ³

The Pilgrims signed the *Mayflower Compact* in 1620, promising to govern themselves fairly. ⁴ This independence and free spirit faced an empire ruled by a king who demanded total obedience from colonies and outposts across the globe.

As the colonies grew prosperous from tobacco and trade, they needed more protection. With Britain also fighting elsewhere, King George III began **taxing** goods like tea and paper to help pay for Britain's expenses. He said his armies and navy protected the colonists from France and Spain. The king's ministers cited how the British navy protected colonial shores. However, the militias, volunteer citizens like the Virginia **minutemen**, also stood ready to defend colonial lands and property. Articles in the Boston newspapers said the colonies didn't need the king's protection, and colonists didn't want to be taxed for Britain's other battles, especially as they had no say in them.

Illustrative Example of a Student Reader (continued)

ILLUSTRATIVE EXAMPLE • DECLARATION OF INDEPENDENCE HISTORICAL • THEMATIC READ-ALoud

"The Home of the Brave" □

An Attack on Rights and Freedom

When the king taxed the people's tea, the colonists dumped it in Boston's harbor. When the king demanded obedience, the colonists called for independence. Thomas Jefferson said the colonists had the right to make their own rules. "The God who gave us life gave us liberty at the same time..." he wrote. ⁵ The colonists wanted a say! They felt that had that right!

The king answered with more tyranny. He taxed colonial newspapers, forcing some to close. Leaders like Boston's Samuel Adams and John Hancock were hunted for arrest for openly defying the king. This, while the British attacked at Lexington and Concord in 1775, where Patriots fired what's been called "the shot heard round the world." ⁶ It was the start of the American Revolution!

This July 6, 1776 issue of the "Pennsylvania Evening Post" presented the first newspaper printing of the newly adopted Declaration of Independence.



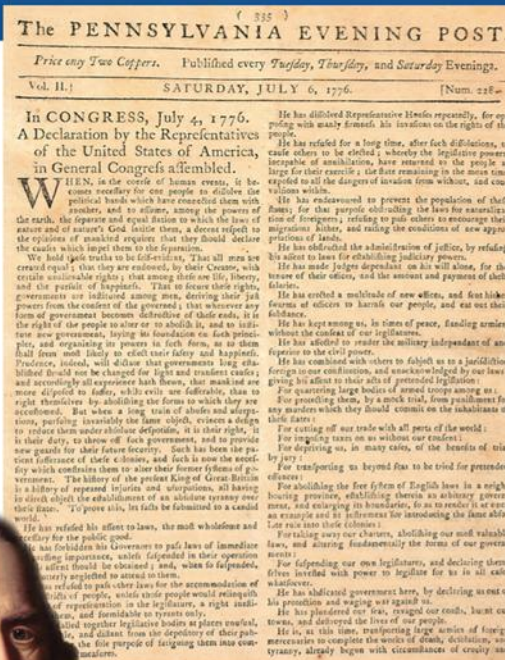
Musket 1775 Courtesy of Fredericksburg Area Museum

Battle of Lexington



Samuel Adams

The Battle of Lexington, 19 April 1775, William Barnes Wollen, 1910

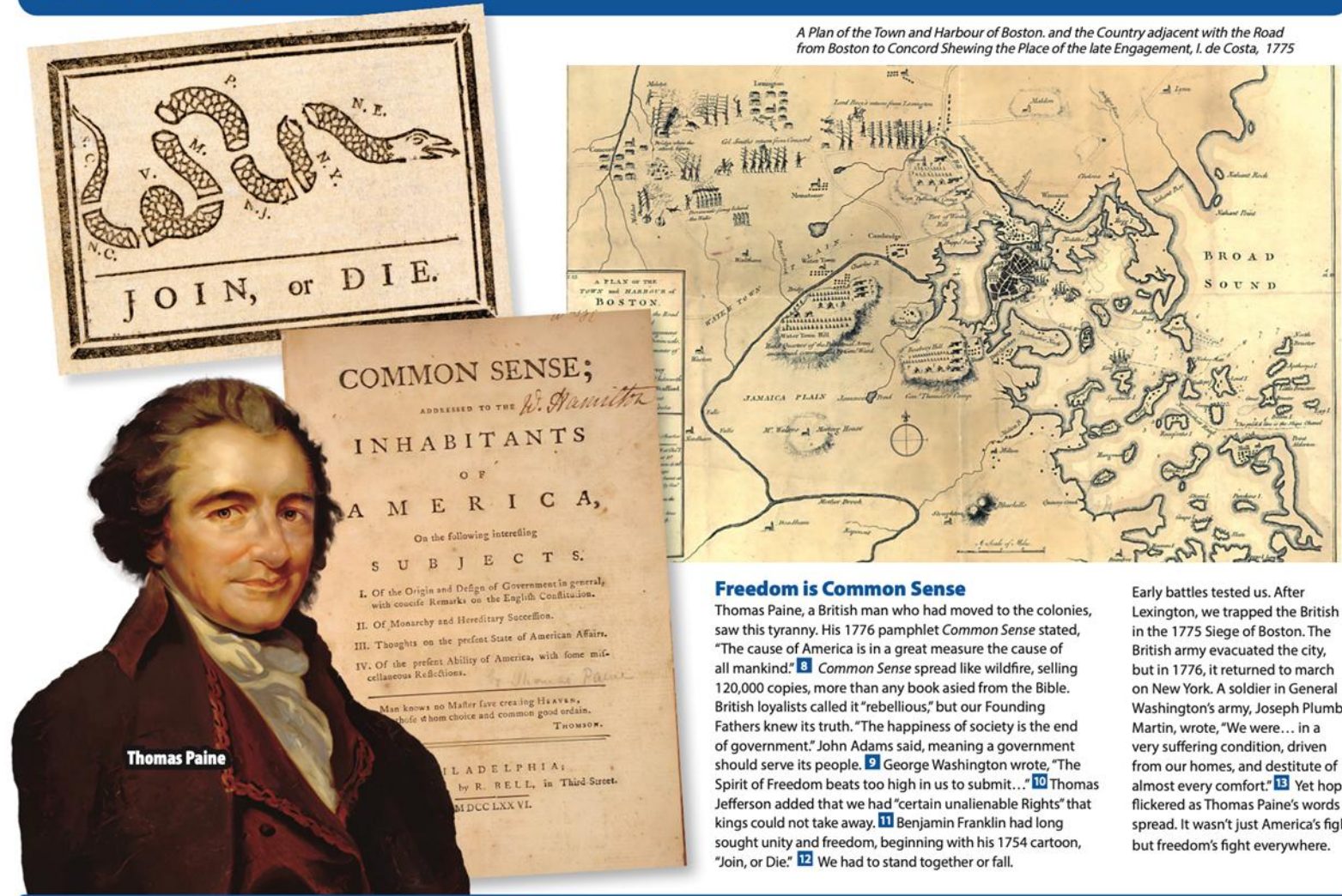


The odds were grim. Britain's army dwarfed America's poorly armed militiamen and the Patriots had only a tiny navy to match the British fleets. **Loyalists**—colonists loyal to the king—called their neighbors traitors, reporting them to British officers for arrest. All the Patriots wanted was the freedom to rule themselves. But the king said, "The colonies are in open and avowed rebellion," and sent his armies—not to protect the Colonies, but to force them to obey. ⁷

Illustrative Example of a Student Reader (continued)

- For students at the ages where they are wrestling with new rules, responsibilities, boundaries, and roles, the Declaration of Independence matches their own internal quest for independence alongside deeper cooperation with others.

ILLUSTRATIVE EXAMPLE • DECLARATION OF INDEPENDENCE HISTORICAL • THEMATIC READ-ALoud "The Home of the Brave"



Thomas Paine

COMMON SENSE;
ADDRESS'D TO THE *W. Hamilton*
INHABITANTS
OF
AMERICA,
On the following interesting
SUBJECTS:
I. Of the Origin and Design of Government in general,
with concise Remarks on the English Constitution.
II. Of Monarchy and Hereditary Succession.
III. Thoughts on the present State of American Affairs.
IV. Of the present Ability of America, with some mis-
cellaneous Reflections.
Man knows no Matter save creating HEAVEN,
and who it hom choice and common good ordain.
THOMSON.
PHILADELPHIA:
by R. RELL, in Third Street.
MDCCLXXVI.

Freedom is Common Sense
Thomas Paine, a British man who had moved to the colonies, saw this tyranny. His 1776 pamphlet *Common Sense* stated, "The cause of America is in a great measure the cause of all mankind." ⁸ *Common Sense* spread like wildfire, selling 120,000 copies, more than any book aside from the Bible. British loyalists called it "rebellious," but our Founding Fathers knew its truth. "The happiness of society is the end of government," John Adams said, meaning a government should serve its people. ⁹ George Washington wrote, "The Spirit of Freedom beats too high in us to submit..." ¹⁰ Thomas Jefferson added that we had "certain unalienable Rights" that kings could not take away. ¹¹ Benjamin Franklin had long sought unity and freedom, beginning with his 1754 cartoon, "Join, or Die." ¹² We had to stand together or fall.

A Plan of the Town and Harbour of Boston, and the Country adjacent with the Road from Boston to Concord Shewing the Place of the late Engagement, I. de Costa, 1775

Early battles tested us. After Lexington, we trapped the British in the 1775 Siege of Boston. The British army evacuated the city, but in 1776, it returned to march on New York. A soldier in General Washington's army, Joseph Plumb Martin, wrote, "We were... in a very suffering condition, driven from our homes, and destitute of almost every comfort." ¹³ Yet hope flickered as Thomas Paine's words spread. It wasn't just America's fight but freedom's fight everywhere.

Illustrative Example of a Student Reader (continued)

ILLUSTRATIVE EXAMPLE • DECLARATION OF INDEPENDENCE HISTORICAL • THEMATIC READ-ALoud

"The Home of the Brave" 

Declaring Independence

In Philadelphia, John Adams, Thomas Jefferson, Benjamin Franklin, Roger Sherman, and Robert Livingston met in Philadelphia to tell the world of America's cause. As they wrote the *Declaration of Independence*, they **proclaimed** "all men are created equal," and listed the acts of a tyrannical king, including taxation without consent, unfair trials, and tyranny. ¹⁴

There was one glaring issue that the Founding Fathers intended to address in the Declaration of Independence: the end of slavery. In the Declaration's first draft, Thomas Jefferson wrote a strong condemnation of Great Britain, and especially its king, "He has waged cruel war against human nature itself, violating its most sacred rights of life & liberty in the persons of a distant people who never offended him, capturing & carrying them into slavery in another hemisphere..." ¹⁵

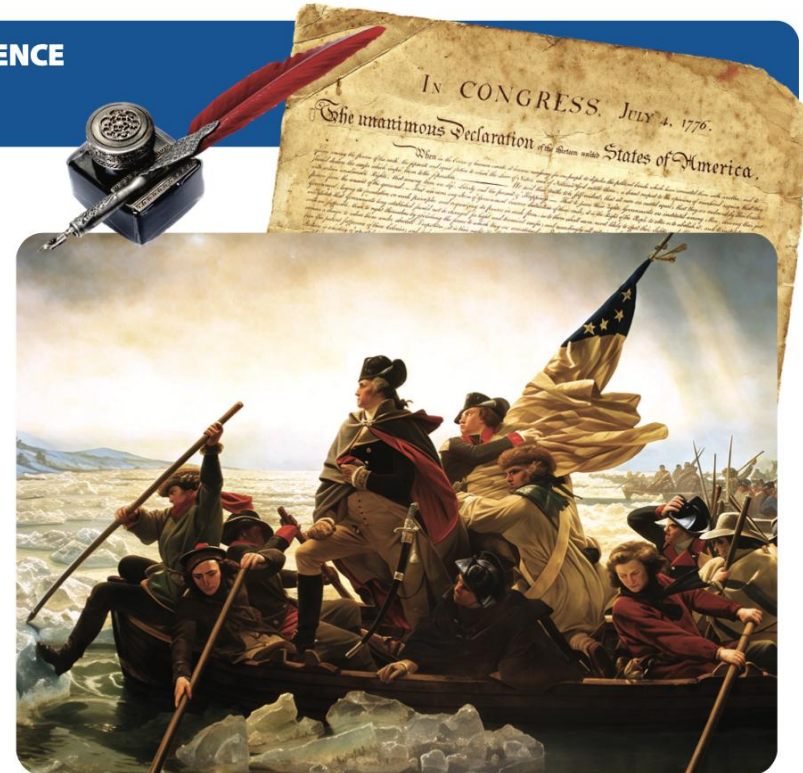
Unfortunately, when it came time to approve the draft, two colonies, Georgia and South Carolina, refused to sign with Jefferson's strong words. Unlike the northern colonies, which were founded by religious freedom-seeking groups, the Southern colonies were more directly tied to Great Britain and utilized

its slave labor to increase profits for the king. The founders faced a heartbreaking choice: lose independence or hope the principles in the Declaration of Independence would soon apply to all.

On July 4, 1776, they signed it, risking arrest and execution. Founding Father Benjamin Franklin knew that despite England's protection of the colonies, freedom was worth the risk. He said, "They that can give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety". ¹⁶



Writing the Declaration of Independence, 1776, by Jean Leon Gerome Ferris, 1921



Once the war began, it did not go well. In New York, General George Washington's roughly 10,000 men faced around 30,000 British troops. Washington and the army would have been destroyed if not for a miraculous fog. The British then chased General Washington and his army through New Jersey. America's dream of freedom hung by a thread and was on the run! General Washington himself admitted, "The situation of our Affairs is truly critical... We must trust in the Mercies of **Providence** to give Success to our Measures." ¹⁷

On Christmas Day in 1776, at McConkey's Ferry in Pennsylvania, General Washington's troops, freezing and ragged, crossed the icy Delaware River in a blizzard. They surprised German Hessian troops hired by the British at Trenton, New Jersey. 900 Hessians were captured. "The success of yesterday... has greatly inspir'd our Troops and given new life to our Cause," General Washington wrote to revolutionary leader John Hancock the next day. ¹⁸ Hope flickered again, but soon faded as more losses came.

Still, inspired by history's lessons, the colonists stood firm and demanded freedom with the newly-finished *Declaration of Independence* in July 1776. ¹⁹ Founding Father Thomas Jefferson wrote in the *Declaration of Independence*, "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". ²⁰

Illustrative Example of a Student Reader (continued)

ILLUSTRATIVE EXAMPLE • DECLARATION OF INDEPENDENCE HISTORICAL • THEMATIC READ-ALOUD "The Home of the Brave"

Turning the Tide

At Valley Forge in 1777, the American army was nearly gone, starving and freezing, with nearly 2,000 men dying of cold and disease. "We suffered terribly... our feet bleeding through broken shoes, and scarce a rag to cover us in the snow," wrote soldier Joseph Plumb Martin. ²¹ Yet heroes rose. Baron von Steuben, a German, came to the nation to drill America's troops into a disciplined force, saying, "...the Object of my greatest Ambition is to render your Country all the Services in my Power, and to deserve the title of a Citizen of America..." ²² The Marquis de Lafayette, a 20-year-old Frenchman, fought bravely, writing, "The happiness of America is intimately connected with the happiness of all mankind." ²³ Both were inspired by the *Declaration of Independence* and its promise of self-government.



Betsy Ross 1777, Jean Lean Jerome Ferris



Washington and Lafayette at Valley Forge, John Ward Dunsmore, 1907



Surrender of General Burgoyne, John Trumbull, 1821

In 1777, Betsy Ross, a Philadelphia seamstress, stitched the nation's flag—13 stars and stripes for our colonies and unity. ²⁴ The "Stars and Stripes" flew over battles, symbolizing unity and a common cause of freedom. With unity and resolve, America turned the tide. At Saratoga in 1777, nearly 15,000 Americans defeated 6,000 British soldiers, proving we could win. At Yorktown in 1781, roughly 17,000 American and French troops trapped around 8,000 British soldiers under their best general, Lord Cornwallis. He surrendered, waving a white flag. ²⁵

ILLUSTRATIVE EXAMPLE • DECLARATION OF INDEPENDENCE HISTORICAL • THEMATIC READ-ALOUD

"The Home of the Brave"¹



A Bold New World

The war cost nearly 25,000 American lives, including General Washington's stepson, Jack Custis, who died of camp fever in 1781. In 1783, the Treaty of Paris recognized a new nation, the United States of America.²⁹ The courage, resolve, and cooperation of thirteen simple Colonies had changed the world. As Thomas Paine said, freedom gave America the "power to begin the world over again."²⁷

In 1814, Britain attacked again over trade and land disputes. At Fort M'Henry in Baltimore, Maryland, America's new flag flew through a 25-hour bombardment. Francis Scott Key, watching, wrote a poem called "The Star-Spangled Banner." Like Thomas Paine's *Common Sense*, it spread like wildfire and later became America's National Anthem, proclaiming that the flag flew "O'er the land of the free and the home of the brave."²⁸ That flag, stitched in courage, resolve, and unity, still waves.

Primary Source Citations:

- ¹ Francis Scott Key, "Star-Spangled Banner," 1814, Library of Congress, "O'er the land of the free and the home of the brave." Primary Source, Historical Document.
- ² Pilgrims, Founders Online. Primary Source, Historical Person, Place, Event.
- ³ Quakers, Founders Online. Primary Source, Historical Person, Place, Event.
- ⁴ Mayflower Compact, 1620, Pilgrim Hall Museum, self-government. Primary Source, Foundational Document.
- ⁵ Thomas Jefferson, A Summary View of the Rights of British America, 1774, "The God who gave us life..." Founders Online. Primary Source, Historical Document.
- ⁶ Ralph Waldo Emerson, "Concord Hymn," 1837, Library of Congress, "shot heard round the world." Primary Source, Historical Person, Place, Event.
- ⁷ George III, Proclamation of Rebellion, 1775, Library of Congress, "The colonies are in open and avowed rebellion." Primary Source, Historical Document.
- ⁸ Thomas Paine, *Common Sense*, 1776, Library of Congress. Primary Source, Foundational Document.
- ⁹ John Adams, Thoughts on Government, 1776, "happiness of society." Founders Online. Primary Source, Historical Document.
- ¹⁰ George Washington, Letter to John Augustine Washington, 1776, "Spirit of Freedom." Founders Online. Primary Source, Historical Document.
- ¹¹ Thomas Jefferson, Declaration of Independence, 1776, National Archives, "certain unalienable Rights." Primary Source, Foundational Document.
- ¹² Benjamin Franklin, "Join, or Die," Pennsylvania Gazette, 1754, Library of Congress. Primary Source, Historical Document.
- ¹³ Joseph Plumb Martin, Narrative of a Revolutionary Soldier, 1830, "suffering condition." Library of Congress. Primary Source, Historical Document.
- ¹⁴ Declaration of Independence, 1776, National Archives, equality and tyranny grievances. Primary Source, Foundational Document.
- ¹⁵ Thomas Jefferson, III. Jefferson's "Original Rough Draught" of the Declaration of Independence, 11 June–4 July 1776, Founders Online, Primary Source, Historical Document.
- ¹⁶ Benjamin Franklin, Pennsylvania Assembly: Reply to the Governor, 11 November 1755. Founders Online. "deserve neither liberty nor safety." Primary Source, Historical Document.
- ¹⁷ George Washington, Letter to John Hancock, September 8, 1776, "truly critical." Founders Online. Primary Source, Historical Document.
- ¹⁸ George Washington, Letter to John Hancock, December 27, 1776, "greatly inspir'd." Founders Online. Primary Source, Historical Document.
- ¹⁹ Declaration of Independence, 1776, National Archives. Primary Source, Foundational Document.
- ²⁰ Declaration of Independence, 1776, National Archives, unalienable rights, grievances. Primary Source, Foundational Document.
- ²¹ Joseph Plumb Martin, Narrative of a Revolutionary Soldier, 1830, "feet bleeding." Library of Congress. Primary Source, Historical Document.
- ²² Baron von Steuben, Letter to George Washington, December 6, 1777. "deserve the title of citizen..." Founders Online. Primary Source, Historical Document.
- ²³ Marquis de Lafayette, Letter to Madame de Lafayette, May 30, 1777. gutenberg.org, "Happiness of America..." Primary Source, Historical Document.
- ²⁴ Betsy Ross, Ross Affidavit, 1836, American Battlefield Trust. Primary Source, Historical Person, Place, Event.
- ²⁵ Yorktown Surrender Terms, 1781, Library of Congress, Cornwallis surrender. Primary Source, Historical Person, Place, Event.
- ²⁶ Treaty of Paris, 1783, National Archives, U.S. recognition. Primary Source, Foundational Document.
- ²⁷ Thomas Paine, *Common Sense*, 1776, Library of Congress, "power to begin the world over again." Primary Source, Foundational Document.
- ²⁸ Francis Scott Key, "Star-Spangled Banner," 1814, Library of Congress, "O'er the land of the free and the home of the brave." Primary Source, Historical Document.

Illustrative Example of Declaration of Independence Story

- Students can then be immersed directly into the history through a slice-of-life graphic read-aloud that tracks teens from 1776 Philadelphia discovering first-hand what the Declaration of Independence is all about and how to apply it to their lives.

ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALoud "The Right of Representation" 1

In July 1776, Philadelphia's hot cobblestone streets buzzed with chatter.



ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALoud "The Right of Representation" 1

Nathaniel, age 14, an apprentice for a local merchant named Mr. Cobb, met his friends Betsy and Jonah on Market Street. Nathaniel grinned as he ran over, clutching ink and paper. "What are you grinning about?" joked Betsy. "You look like the cat that just caught a mouse!" "I'm delivering these right down the street," Nathaniel boasted. "Where Thomas Jefferson, John Adams, and others are writing something big!"



ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALoud "The Right of Representation" 1

Betsy's eyes widened. "What is it?" Nathaniel whispered. "A paper for freedom, called the Declaration of Independence!" Jonah nodded but sighed. "Wish our work was that grand."



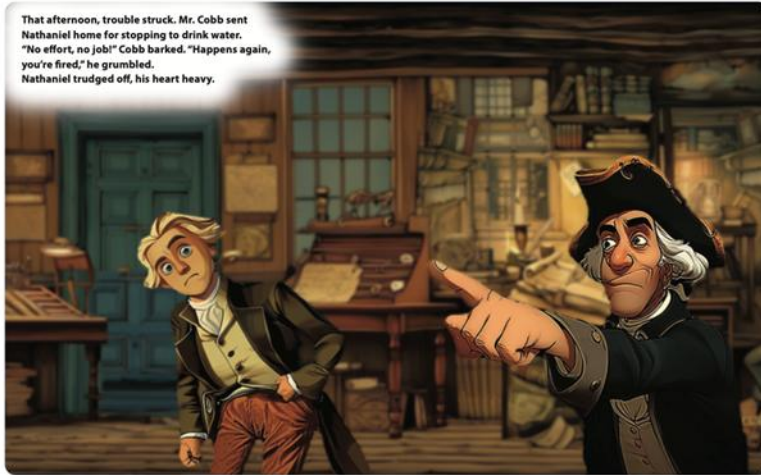
ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALoud "The Right of Representation" 1

"What do you mean?" a concerned Nathaniel asked. Mr. Cobb docked my pay when rain flooded Arch Street," Jonah reported. "I had to take the long way so I was late!" Betsy frowned. "He scolded me for missing meat in a delivery. It didn't matter to him that the butcher forgot it!" Nathaniel added, "I took a breather yesterday, and Cobb saw me. He looked madder than a poked snake!"



Illustrative Example of Declaration of Independence Story (continued)

ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALoud "The Right of Representation" 1



ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALoud "The Right of Representation" 1



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ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALoud "The Right of Representation" 1



Illustrative Example of Declaration of Independence Story (continued)

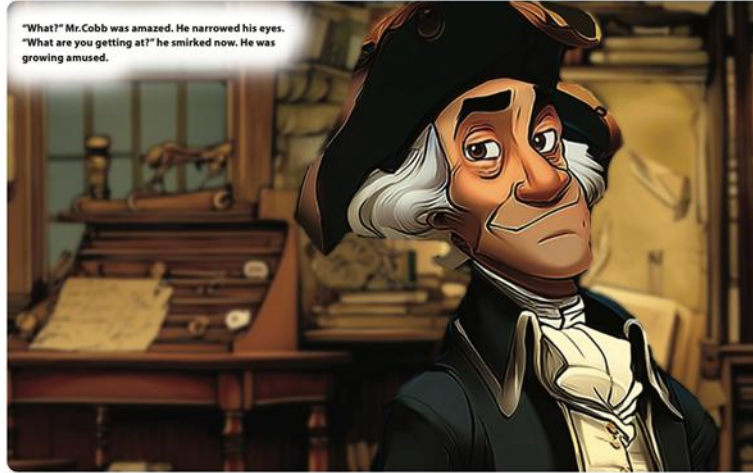
ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALOUD "The Right of Representation"

Mr. Cobb was amused. "Really now? What do you know of it?"
"Thomas Jefferson, Benjamin Franklin, and John Adams say laws need consent," Nathaniel said.
"Here now," Mr. Cobb was fascinated. "How do you know what they said?"
"That's who I deliver to on Market Street!" Nathaniel grinned.



ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALOUD "The Right of Representation"

"What?" Mr. Cobb was amazed. He narrowed his eyes.
"What are you getting at?" he smirked now. He was growing amused.



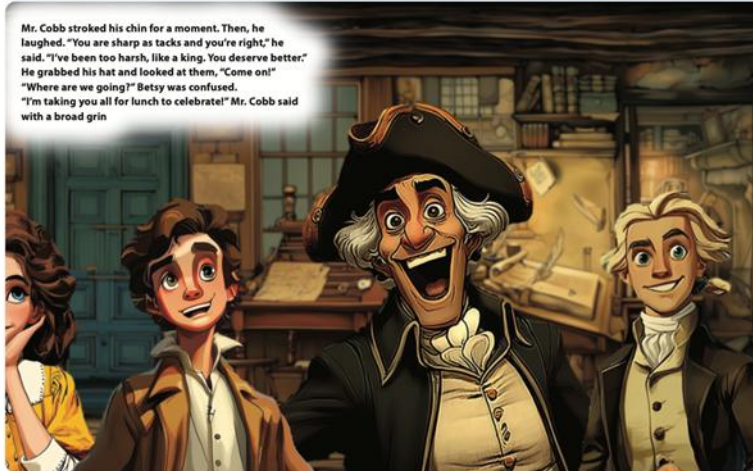
ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALOUD "The Right of Representation"

"You punish us for things we can't control, like rain or butcher mistakes," Jonah said.
That's not fair, is it?" Betsy added, "Respecting our efforts helps us all, like the freedom those men are talking about."
Jonah nodded. "If you're fair, we'll work harder, and your shop will grow!"



ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALOUD "The Right of Representation"

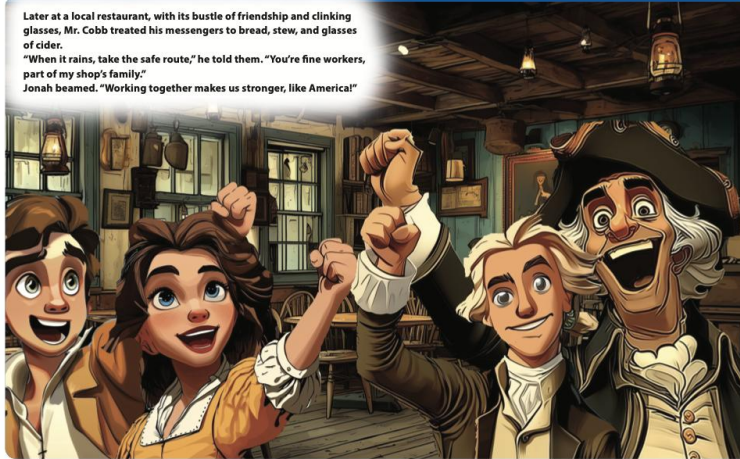
Mr. Cobb stroked his chin for a moment. Then, he laughed. "You are sharp as tacks and you're right," he said. "I've been too harsh, like a king. You deserve better." He grabbed his hat and looked at them, "Come on!"
"Where are we going?" Betsy was confused.
"I'm taking you all for lunch to celebrate!" Mr. Cobb said with a broad grin.



Illustrative Example of Declaration of Independence Story (continued)

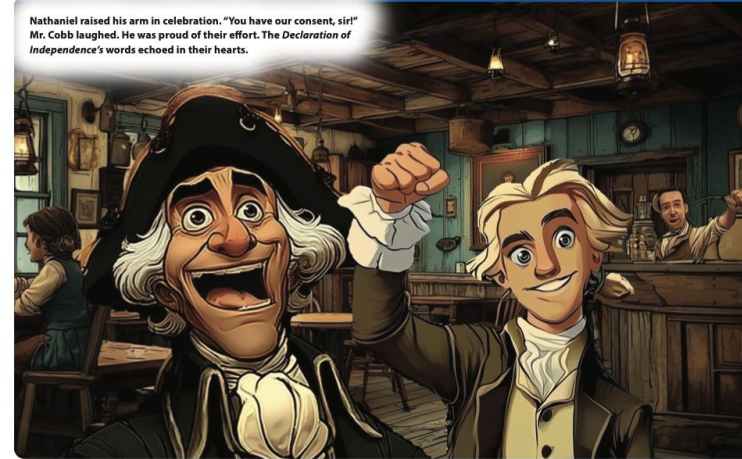
ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALOUD "The Right of Representation"¹

Later at a local restaurant, with its bustle of friendship and clinking glasses, Mr. Cobb treated his messengers to bread, stew, and glasses of cider. "When it rains, take the safe route," he told them. "You're fine workers, part of my shop's family." Jonah beamed. "Working together makes us stronger, like America!"



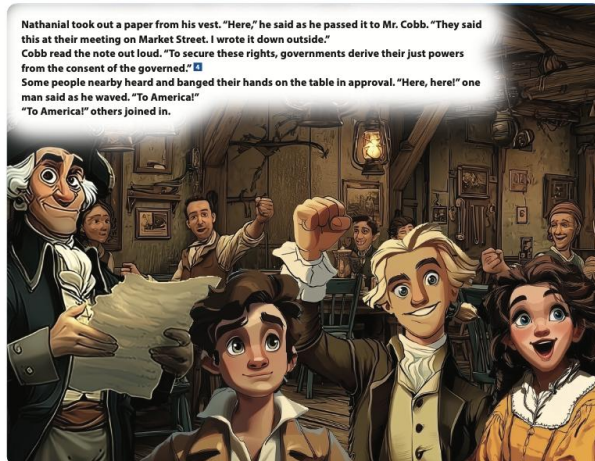
ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALOUD "The Right of Representation"¹

Nathaniel raised his arm in celebration. "You have our consent, sir!" Mr. Cobb laughed. He was proud of their effort. The *Declaration of Independence's* words echoed in their hearts.



ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALOUD "The Right of Representation"¹

Nathaniel took out a paper from his vest. "Here," he said as he passed it to Mr. Cobb. "They said this at their meeting on Market Street. I wrote it down outside." Cobb read the note out loud. "To secure these rights, governments derive their just powers from the consent of the governed." Some people nearby heard and banged their hands on the table in approval. "Here, here!" one man said as he waved. "To America!" "To America!" others joined in.



Primary Source Citations:

- ¹ Declaration of Independence, 1776. National Archives. Primary Source, Foundational Document.
- ² Declaration of Independence, 1776. National Archives. Primary Source, Foundational Document.
- ³ Declaration of Independence, 1776. National Archives. Primary Source, Foundational Document.
- ⁴ Declaration of Independence, 1776. National Archives. Primary Source, Foundational Document.

Illustrative Example of Comprehension Activities and Basic Simulations

- To fully explore and appreciate the events and principles behind the Declaration of Independence, added activities and simulations such the creation of detailed timelines and writing class Compacts and Declarations can help engage students into a simulated experience of history.

ILLUSTRATIVE EXAMPLE • DECLARATION OF INDEPENDENCE • TIMELINE

Revolutionary War Timeline

(Purpose: To allow students to begin developing the concepts of time and chronology.)

Instructor Setup:

- ✓ The instructor will explain that the Revolutionary War lasted 8 years, longer than most of the students have been alive.
- ✓ Explain that the knowledge and wisdom that the Founding Fathers used to defy a cruel king came from many places and times, starting over 3,000 years ago!
- ✓ Explain that the class will create a timeline of the American Revolution that shows the history of what the Founders used to fight back against a tyrannical king.

Steps:

- ✓ Have a long strip of paper displayed.
- ✓ Draw a line down the center that represents "time". Mark off perpendicular lines and date them from 1000 BC to 2000 AD.
- ✓ Show approximately when each of these events took place.
- ✓ 1300 BC: Moses leads the Exodus; the Ten Commandments are given.
- ✓ 500 BC: Greece and Rome share power with citizens.
- ✓ 1620: Pilgrims arrive in Plymouth and sign the Mayflower Compact.
- ✓ 1770: Boston Massacre.
- ✓ 1774: Boston Tea Party.
- ✓ 1775: Olive Branch Petition; Lexington and Concord battles.
- ✓ 1776: Declaration of Independence.

Discuss the timeline. If a student has a question about when an event they recall happened, show them on the timeline.

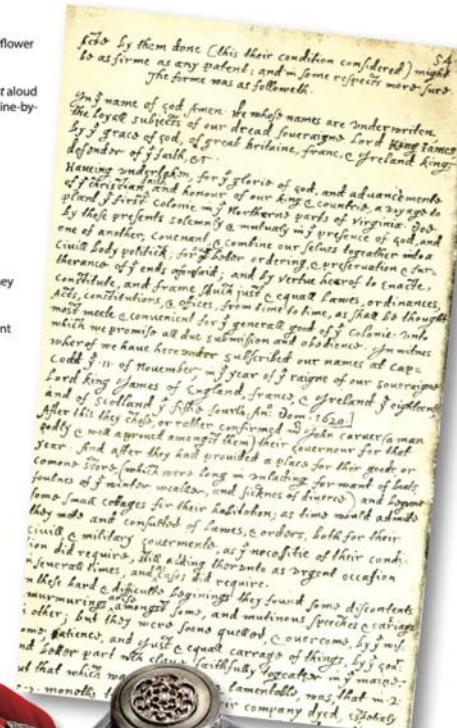
ILLUSTRATIVE EXAMPLE • STUDENT COMPACTS

Instructor Setup:

- ✓ Instructor will remind students of the Mayflower story.
- ✓ Instructor will read the Mayflower Compact aloud and class will repeat the Mayflower Compact line-by-line.
- ✓ Discuss the meaning of the Compact.
- ✓ Divide the class into small groups.

Steps:

- ✓ Each group will come up with promises they can make to help each other.
- ✓ Instructor will copy them down as a student compact and students will sign.



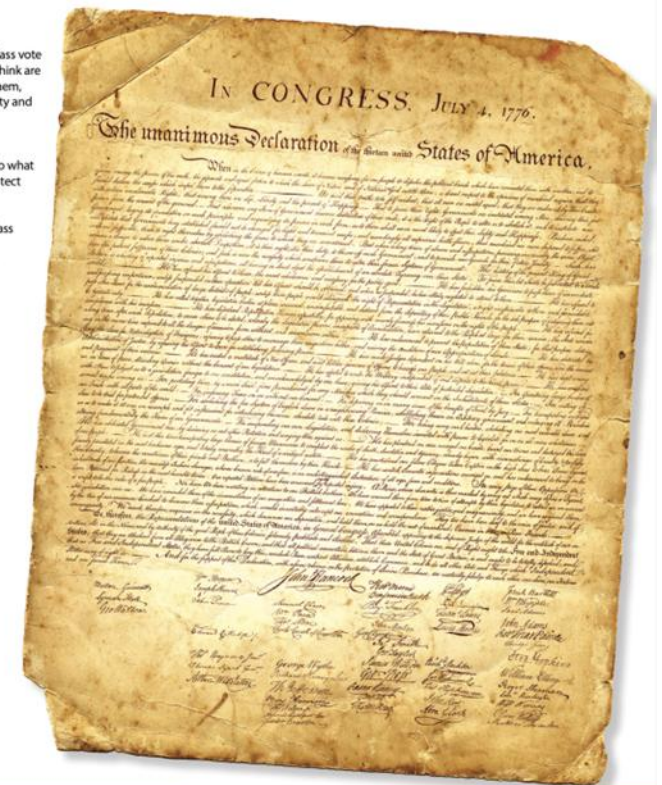
ILLUSTRATIVE EXAMPLE • CLASS DECLARATION

Instructor Setup:

- ✓ Instructor will read-aloud and class will repeat the Declaration of Independence line-by-line.
- ✓ Focus on key content such as Endowed Rights, Created Equal, and the pursuit of life, liberty, and happiness.

Steps:

- ✓ Have the class vote on rights that think are important to them, their community and the world.
- ✓ Include a resolution to do what they can to protect these rights.
- ✓ Create a Class Declaration of Independence.



Illustrative Example of Personal Contributions Student Reader

- As the grades progress, and children become more aware of their own independence and the personal and civic responsibilities involved, the Declaration of Independence story expands with them into the earliest contributions of women such as Abigail Adams, Mercy Otis Warren, and Deborah Sampson, who each strive to help the cause of freedom for themselves and all Americans.

ILLUSTRATIVE EXAMPLE • DECLARATION OF INDEPENDENCE HISTORY READ-ALOUD RESOURCE "Remember the Ladies" ¹

Remember the Ladies

During the American Revolution, women like Abigail Adams, Mercy Otis Warren, and Deborah Sampson acted as "mothers" of liberty. The the Founding Fathers, they fought for equality, and their brave actions and ideas inspired America's men and women alike.

Abigail Adams wrote to her husband and key Founding Father John Adams in 1776 while he, Thomas Jefferson and others were working on the *Declaration of Independence*: "In the new **code** of laws... remember the ladies, and be more generous and favorable to them." ² Voices like hers helped shape America's freedom. For many years, Mrs. Adams advised her husband John as he worked on leading the new nation.



Illustrative Example of Personal Contributions Student Reader (continued)

ILLUSTRATIVE EXAMPLE • DECLARATION OF INDEPENDENCE HISTORY READ-ALoud RESOURCE

"Remember the Ladies"¹

Mercy Otis Warren, David Lewis, 1991



When John Adams was a **diplomat** for the young United States in 1782, Abigail Adams urged justice for women, saying: "**Virtue** is the basis of a republic!"¹ Her letters to her husband always pushed for fairness, like a mom guiding her family. When John Adams became the second U.S. President in 1797, Abigail became the nation's second First Lady. She was so important to President Adams' leadership that people called her Mrs. President! John Adams had no issue with this. He valued Abigail as a partner, saying, "Your Sentiments of the Duties We owe to our Country, are such as become the best of Women, and the best of Men."⁴

Like Abigail Adams and her letters, gifted writer Mercy Otis Warren used her pen to inspire the growing American family. In 1773, her play, *The Adulateur*, pointed out the cruelty of British tyrants.² Its messages of freedom and resolve gave people courage. Mercy Otis Warren wrote to John Adams in 1775, calling Britain, "An overgrown monster of a government."³ Later, her *History of the American Revolution* (1805) reminded new Americans and American women about their common cause, saying: "The women of America have a role in sustaining liberty."⁷ Mrs. Warren's words united men and women like a hopeful mother's encouragement. John Adams wrote to her in 1776: "Your pen has done much for the cause of liberty."⁸

Deborah Sampson showed bravery by fighting in the Revolution. In 1782, disguised as a man, she joined key Revolutionary War battles at Tarriytown and Yorktown. She fought bravely and was wounded in battle. She hid her identity until 1783. Doing her part for the fight was all that mattered to her. While women were not in the armed forces at the time, Sampson's bravery and honor won out, and she was rewarded for her **service**. Like a mom defending her home, Deborah's strength inspired equality.

ILLUSTRATIVE EXAMPLE • DECLARATION OF INDEPENDENCE HISTORY READ-ALoud RESOURCE

"Remember the Ladies"¹



These three brave women saw America's ideal of equality as their shared mission. They did their part to help men like John Adams build a new government of "We the People."⁹ The work of all these amazing women complemented leaders like William Bradford and George Washington, who said in 1796: "Virtue and happiness are the pillars of the republic."¹⁰

Abigail Adams, Mercy Otis Warren, and Deborah Sampson acted as national "mothers," nurturing the cause of America's justice and truth. They showed women's voices were equally powerful and mattered, which strengthened America's family. Their common cause—freedom for all—helped form a nation where citizens share power, proving equality is in America's heart.

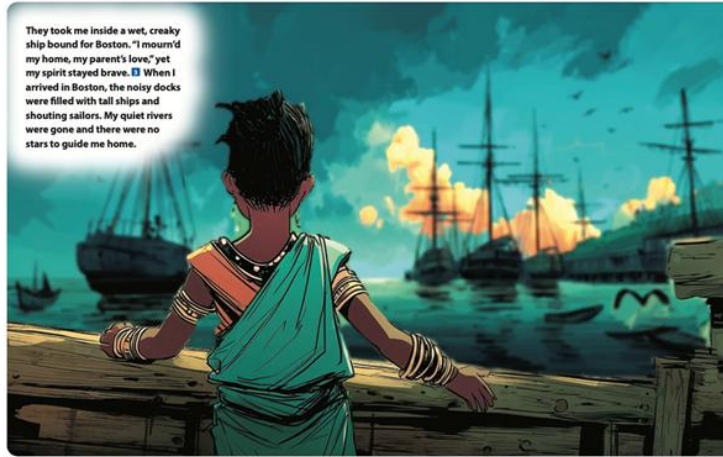
Primary Source Citations:

- ¹ Abigail Adams Letter to John Adams, March 31, 1776. Library of Congress. Primary Source, Historical Document.
- ² Abigail Adams Letter to John Adams, March 31, 1776. "Remember the ladies." Library of Congress. Primary Source, Historical Document.
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- ⁴ John Adams, Letter to Abigail Adams, May 22, 1776. "Your sentiment of the Duties..." Founders Online. Primary Source, Historical Document.
- ⁵ Mercy Otis Warren, *The Adulateur*, 1773. Library of Congress. Primary Source, Historical Document.
- ⁶ Mercy Otis Warren, Letter to John Adams, October 1775. "Overgrown monster of a government." Founders Online. Primary Source, Historical Document.
- ⁷ Mercy Otis Warren, *History of the American Revolution*, 1805. Library of Congress. Primary Source, Historical Document.
- ⁸ John Adams Letter to Mercy Otis Warren, 1776. Unified effort. Massachusetts Historical Society. Primary Source, Historical Document.
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- ¹⁰ George Washington's Farewell Address, 1796. Library of Congress. Primary Source, Historical Document.

Illustrative Example of Personal Contributions Story

- The incredible story of Phyllis Wheatley, America's first published black poet, is an inspirational example of an enslaved person who became captivated by the nation's Judeo-Christian virtues and founding principles and gained wide fame and influence writing about freedom and independence.
- First person read-alouds such as these are examples that directly speak to students about their personal experience of America's founding and independence, all based on primary source quotes and writings.
- By using a "Who am I?" structure, they also encourage students to get to know the stories of great Americans through their curiosity.

ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE
IMMERSIVE READ-ALoud RESOURCE
"Let Every Heart Aspire to Liberty" [1]



ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE
IMMERSIVE READ-ALoud RESOURCE
"Let Every Heart Aspire to Liberty" [1]



ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE
IMMERSIVE READ-ALoud RESOURCE
"Let Every Heart Aspire to Liberty" [1]



ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE
IMMERSIVE READ-ALoud RESOURCE
"Let Every Heart Aspire to Liberty" [1]



Illustrative Example of Personal Contributions Story (continued)

ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALoud RESOURCE "Let Every Heart Aspire to Liberty"



ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALoud RESOURCE "Let Every Heart Aspire to Liberty"



ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALoud RESOURCE "Let Every Heart Aspire to Liberty"



ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALoud RESOURCE "Let Every Heart Aspire to Liberty"



Illustrative Example of Personal Contributions Story (continued)

ILLUSTRATIVE EXAMPLE • DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALoud RESOURCE "Let Every Heart Aspire to Liberty" [1]



ILLUSTRATIVE EXAMPLE • DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALoud RESOURCE "Let Every Heart Aspire to Liberty" [2]



ILLUSTRATIVE EXAMPLE • DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALoud RESOURCE "Let Every Heart Aspire to Liberty" [3]

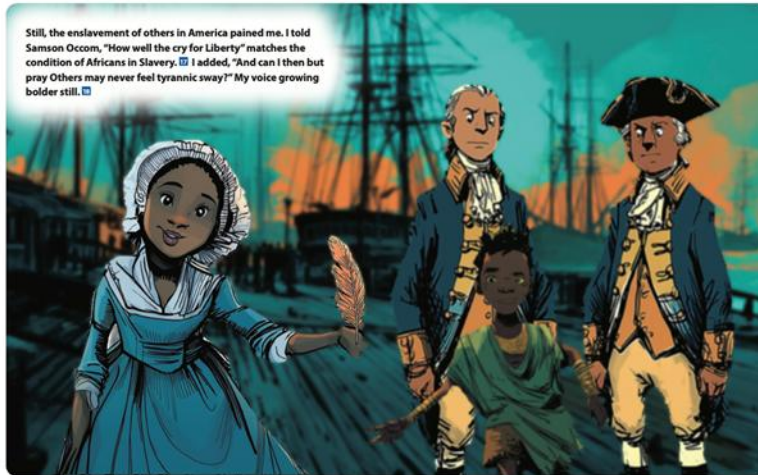


ILLUSTRATIVE EXAMPLE • DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALoud RESOURCE "Let Every Heart Aspire to Liberty" [4]



Illustrative Example of Personal Contributions Story (continued)

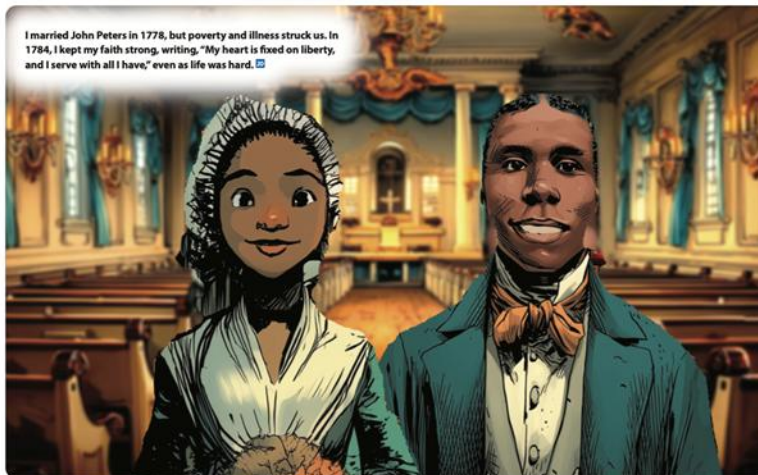
ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALOUD RESOURCE "Let Every Heart Aspire to Liberty"



ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALOUD RESOURCE "Let Every Heart Aspire to Liberty"



ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALOUD RESOURCE "Let Every Heart Aspire to Liberty"



ILLUSTRATIVE EXAMPLE - DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALOUD RESOURCE "Let Every Heart Aspire to Liberty"



Illustrative Example of Personal Contributions Story (continued)

ILLUSTRATIVE EXAMPLE • DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALOUD RESOURCE "Let Every Heart Aspire to Liberty" [1]



ILLUSTRATIVE EXAMPLE: IMMERSIVE READ-ALOUD RESOURCE "Let Every Heart Aspire to Liberty" [1]

Primary Source Citations:

- [1] Phillis Wheatley, Poems on Various Subjects, Religious and Moral, 1773, "aspire to liberty," Library of Congress, Primary Source, Historical Document.
- [2] Phillis Wheatley, To the Right Honourable William, Earl of Dartmouth, 1773, "insatiable from Africa's fancied happy seat," Library of Congress, Primary Source, Historical Document.
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- [4] Phillis Wheatley, Letter to Samson Occom, February 11, 1774, "every soul," Massachusetts Historical Society, Primary Source, Historical Document.
- [5] Phillis Wheatley, Letter to Samson Occom, February 11, 1774, "Love of Freedom," Massachusetts Historical Society, Primary Source, Historical Document.
- [6] Phillis Wheatley, Boston Gazette, December 10, 1770, "to heaven," Library of Congress, Primary Source, Historical Document.
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- [9] Phillis Wheatley, Preface to Poems on Various Subjects, Religious and Moral, 1773, "my own," Library of Congress, Primary Source, Historical Document.
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- [11] Phillis Wheatley, On Being Brought from Africa to America, 1773, "Twas mercy brought me from my Pagan land," Primary Source, Historical Document.
- [12] Phillis Wheatley, Letter to Samson Occom, February 11, 1774, "liberty to all," Massachusetts Historical Society, Primary Source, Historical Document.
- [13] Phillis Wheatley, Letter to Samson Occom, 1774, Library of Congress, "In every human breast, God has implanted a Principle, which we call Love of Freedom," Primary Source, Historical Document.
- [14] Phillis Wheatley, To His Excellency General Washington, 1775, Library of Congress, "Thy power! O Liberty, makes strong the weak," Primary Source, Historical Document.
- [15] George Washington, Letter to Phillis Wheatley, 1776, Papers of George Washington, Library of Congress, "...the style and manner display a striking proof of your great poetical talents," Primary Source, Historical Document.
- [16] Phillis Wheatley, To His Excellency, 1775, Poems, Library of Congress, "Proceed, great mind, with virtue on thy side," Primary Source, Historical Document.
- [17] Phillis Wheatley, Letter to Samson Occom, 1774, Library of Congress, "How well the cry for liberty," Primary Source, Historical Document.

ILLUSTRATIVE EXAMPLE • DECLARATION OF INDEPENDENCE IMMERSIVE READ-ALOUD RESOURCE "Let Every Heart Aspire to Liberty" [1]



Illustrative Example of Classroom Activity

ILLUSTRATIVE EXAMPLE • CIVIC ACHIEVEMENT GROUPS



“Write With Phillis Wheatley” Poem

(Purpose: To give students a creative and collaborative way to experience writing with a poet, and express their views of civic duty to each other and service to a cause.)

Instructor setup:

- ✓ Gather students into groups, but explain that the class will still work together as a unit.
- ✓ Provide a handout for each group that includes a copy of the poem with blank spaces for rhyming words that students will choose from.
- ✓ The Instructor Key (see below) clearly lists those words in three groupings: Group A, Group B, or Group C, which correspond with the sections in the poem.
- ✓ Write the word groups (A, B, C) that students will use on the board or a digital screen. This visual aid will help guide their work.
- ✓ Frame the activity by telling students they’ll be completing a poem started by Phillis Wheatley! This sets a creative and exciting tone.

Steps:

- ✓ As a class, read the first two lines of the poem aloud. The instructor will then guide a discussion, helping students from all groups determine which words from their word lists fit best.
- ✓ Once a word is agreed upon, the instructor should write it in the blank on the board. Each group should then write that word in the corresponding blank on their handout.
- ✓ Repeat this process for each pair of lines until the poem is complete.
- ✓ After the poem is finished, have each student sign their group’s completed handout.
- ✓ Read the finished poem aloud as a class. The instructor will read the first line of each pair, and the students will read the second line.
- ✓ Afterwards, celebrate the completed poem with a round of applause for everyone’s collaborative effort!

ILLUSTRATIVE EXAMPLE • INSTRUCTOR KEY FOR POEM



Let Every Heart Aspire

By Phillis Wheatley and _____ (Add Group Names)

SECTION A

I came from far with a heart so [] free, liberty, crying, flying
To a far off land of []
But my voice was chained, my eye were []
yet still me spirit kept on []

SECTION B

God’s gave me strength to see the [] light, fight, friend, blend
And showed a family our common []
We each have gifts to give a []
On freedom’s path our hearts can []

SECTION C

From pen to paper, my voice took [] flight, fight, rest, best
Inspiring George Washington and America’s []
It became my mission to help the []
It’s all of our duty to be our []

Illustrative Example of the Declaration of Independence Teacher Read Aloud for Kindergarten

- The teacher introduces the Declaration of Independence in a read-aloud about Thomas Jefferson. Here, vocabulary words set up the civic aspects of both the word *declaration* and *independence*, and introduces students to “founders” George Washington, Thomas Jefferson and John Adams as key Americans from history.
- Students are also introduced to Founding Fathers, monuments, patriotic songs, and locations like Washington DC.
- In this early example, founders like George Washington and Thomas Jefferson are utilized thematically, such as Washington's honesty and leadership, and Jefferson's writing abilities and deep-thinking showcasing skills and positive character traits associated with civics.

CORE VOCABULARY

admired, v. respected; looked up to
Example: John admired his older sister because she worked hard and did well in school.
Variation(s): admire, admires, admiring

authors, n. writers
Example: My favorite authors write books about animals.
Variation(s): author

colonists, n. people who live in a colony but are ruled by another country
Example: The early American colonists had to follow English laws.
Variation(s): colonist

declaration, n. a statement or announcement
Example: The boy made a declaration to his teacher that he would never again be late for class.
Variation(s): declarations

independence, n. freedom; the ability to do something on your own without the control or help of another
Example: American colonists fought for their independence from Great Britain so they could rule themselves.
Variation(s): none

turn, n. one's opportunity to do something in order or during a specific period of time
Example: I waited in line for my turn to check out books from the library.
Variation(s): none

Vocabulary Chart for “Thomas Jefferson”

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	colonists	admired authors (<i>autores</i>) declaration (<i>declaración</i>) independence (<i>independencia</i>)	
Multiple Meaning			turn
Sayings and Phrases	I cannot live without books life, liberty, and the pursuit of happiness Fourth of July Independence Day Statue of Liberty		

Lesson 5 Thomas Jefferson

63

68

nation in the world. He thought about every word before he wrote it down. That is why he was walking up and down in his room, speaking aloud the words he was deciding to use. “Life, liberty, and . . . what should come next? The pursuit of happiness,” he told himself. At last, he began to write.



Show Image 5A-8: Jefferson, Adams, and the Declaration of Independence

On the second of July, Jefferson finished his declaration and showed it to John Adams and the others working with him, who suggested a few small changes. *So, with a little help from some others, Jefferson wrote his declaration.* Jefferson's declaration said that every person

should feel safe to live, to be free, and to decide what to do in order to be happy. He wrote that everyone, not only kings or queens, had the right to do these things. Jefferson's declaration said that this was the reason to start a new nation: the United States of America. His friend John Adams smiled and said, “I told you, Thomas; you were the man to write it.” *What details in this section of text help support the idea that being a talented writer made Thomas Jefferson a good leader?*



Show Image 5A-9: Signing of the Declaration of Independence

Two days after Jefferson finished the Declaration of Independence—on the fourth of July—the other leaders voted to officially begin this new country that would be independent from Great Britain. That is why we call the Fourth of July “Independence Day.”

After the new nation was born, Americans read Thomas Jefferson's document again and again whenever they were deciding how the country should work. People in other countries said, “We want to be free, too,” and followed America's example by making changes in their countries. Jefferson's words about liberty changed people's lives all over the world.



Show Image 5A-10: The first three presidents

Thirteen years after Thomas Jefferson wrote the Declaration of Independence and after the colonists won the American Revolution against Great Britain, George Washington became the first president of the United States. Later, when Washington announced, “I have been

Unit 10 America: Our Great Country

Illustrative Example of the Declaration of Independence Read Aloud for First Grade

- Many elements of civic education and linear history can be threaded through student read alouds.
 - Here these elements support information designed to test narrative, thematic, and language comprehension.
- The Pilgrims and their quest for specific freedoms and a focus on themes of gratitude and thankfulness are embodied in the First Thanksgiving story.
 - Other paragraphs teach about the makeup of early America including the slave trade.



Show Image 1A-6: Thanksgiving: Pilgrims and Native Americans

[Point to the illustration and ask students if they recognize the event that is shown. (Thanksgiving)]

The English did not want to just visit the Americas. They were interested in starting **settlements** in order to live there. When people start settlements, they move to a new place to live.

They wanted a place for their people to spread out from their small island country, England, across the Atlantic Ocean. Many were also looking for a place where they could have more religious freedom. This means they wanted the freedom to pray, worship, and practice their religion in any way they chose. You probably remember that English Pilgrims landed at Plymouth Rock in the 1600s, about a hundred years after Columbus. The Pilgrims had great difficulty adjusting to their life in the Americas because it was very different from the city life they knew in Europe. The Native Americans that the Pilgrims met helped them survive, especially during that first year, and they had a feast together to give thanks for their blessings. We have a celebration called Thanksgiving every November to give thanks just as the Pilgrims did.



Show Image 1A-7: Map of the United States of America with Massachusetts, Virginia, and North Carolina highlighted

The Pilgrims were not the only English people to start settlements in North America. In fact, before the Pilgrims ever arrived at Plymouth [Point to Massachusetts.] This is where the Pilgrims landed and lived., other English men

and women had settled in two other places. The first English colony was on Roanoke Island [Point to the area off the coast of North Carolina.], followed by a **colony** at Jamestown. [Point to Virginia.] A colony is a place that is ruled by a faraway country. So, the English men and women who moved to and settled Roanoke Island and Jamestown did not make their own rules or laws. The English king and **government** ruled the colonies. A **government** is a group of people who make decisions and laws for the people they represent.

Illustrative Example of the Declaration of Independence

Read Aloud for First Grade (continued)

- First graders can engage in concepts such as taxation and the disputes on representation stories about the Boston Tea Party and “The Shot Heard Round the World”.

They must give the extra money, or taxes, to the government. These days, we vote and elect **representatives**, or people to represent us in government. These people make decisions about how to best spend taxes to provide public services that benefit all who live here. [You may wish to briefly name one representative of your locality and say, “Citizens voted for this person to represent us in government. This person speaks for the people who live here.”] The government uses the taxes to help pay for things that everybody needs, like schools, public transportation, roads, water and garbage service, police and fire protection, and other public services.



Show Image 2A-3: British Parliament

But back in the time when the colonies were first established, the people who lived in the colonies were not permitted to vote and elect representatives or people to represent them in the British Parliament on the other side of the ocean. [Tell students that the room in this image is one of the rooms in Great Britain in which the British Parliament meets.] So, many people who lived in the American colonies in the 1700s felt that it was unfair for the British king to ask them to pay taxes without being represented. The colonists were asked to pay extra for stamps, sugar, and other things. Because the colonists could not voice their opinions to the British government through representatives, why, they wondered, should they have to pay taxes? Taxation without representation just didn't seem fair to them.



Show Image 2A-4: Eighteenth-century teacup

All over the colonies, people grew more and more angry, but it was in the colony of Massachusetts that tempers flared the most. King George of Great Britain sent troops to try to keep the peace in Boston, but it did not help very much. *The people in the colony of Massachusetts were really mad about paying taxes!* Then, in 1773, the British Parliament did something that the colonists could not stand. They passed a law called the Tea Act and tried to force the colonists to buy tea from one British company only, charging a large tax for the tea. The colonists did not think it was fair to force them to pay more for tea, and they refused to pay taxes on tea, one of their favorite drinks.

Support

In this sentence, the word **stamps** refers to small pieces of paper you stick to an item to show you paid the government what you owe, such as a postage stamp you put on a letter to send it through the mail. The word **stamps** can also refer to the action of bringing down your foot heavily and noisily. Show students Poster 1M and/or samples of loose black tea, some postage stamps, and a few rubber stamps for students to see, smell, and feel.

Support

Here, goods are things that can be traded, bought, or sold. The word **good** can also mean enjoyable, obedient, positive, or better than average.

They began sending shiploads of tea back to Britain and ordering tea from the Dutch Republic instead. *The Dutch Republic was the name of the country we know as the Netherlands today.* This made the king even angrier. He told them that they could not send any more tea back to Great Britain without paying the tax. Because of this, the colonists of Massachusetts **revolted**, or rose up, against the British king. They decided that they would not accept the king's decision. *Why do you think the colonists ordered tea from the Dutch Republic?*



Show Image 2A-5: Boston Tea Party

Shiploads of British tea continued to enter the port of Boston, Massachusetts. A port is a place on the coast where ships load and unload goods. On a December night in 1773, a group of men known as the Sons of Liberty planned a most unusual “tea party.” If we were going to have a tea party, what might we do? Listen to see if that is the kind of tea party the Sons of Liberty had. Smearing their faces with soot, grease, and streaks of red paint, they stuck feathers in their hair. Disguised as Mohawk Native Americans, a common symbol of freedom at the time, they made their way down to the harbor, or the water along the coast. Climbing aboard three British ships, they dumped 342 chests of valuable tea into the Boston Harbor. This meant that the British lost tea and money. This event became known as the Boston Tea Party.



Show Image 2A-6: Paul Revere's shop in Boston

Furious, King George of Great Britain closed the port of Boston, one of the American colonies' most important ports. He told them that they would not receive any more **goods** from Britain until they paid for the tea that they had destroyed. With no supplies coming from Great Britain, there was nothing for the colonists to sell in their shops, so people had to close their shops. [Point to the image and explain that it is a shop in Boston that was owned by a man named Paul Revere. Tell students they will hear more about Paul Revere in the next Read-Aloud.] Many people lost their jobs. Food was scarce. Colonists from up and down the East Coast helped out, sending money and supplies to Massachusetts.

What were the colonists to do? What should they say to the British king?

The people of Boston began to talk of war against Great Britain and its king, but other colonists warned them not to act so quickly. These colonists suggested that the people wait a bit because they thought it was not a good idea to fight back without thinking about it first.



Show Image 2A-7: First Continental Congress

All thirteen colonies decided to come up with a plan together. They held a big meeting in Philadelphia, Pennsylvania, about midway between the farthest New England colonies and the farthest Southern colonies. [Point out Philadelphia on a U.S. map. Review the location of the thirteen colonies.] Each colony elected representatives to attend the meeting. It wasn't possible for all colonists to attend the meeting, so each colony sent a few people to speak for them. It was the first time that representatives from all the colonies (except Georgia) met together in one place. They called themselves the Continental Congress.

Leaders in the colonies were divided. Some remained loyal, or faithful, to Great Britain and the king. They were called Loyalists. After all, they argued that they were British, too. Others were beginning to think of themselves not as British citizens, but as Americans. They wanted to rule themselves instead of being ruled by a faraway king. These people were called Patriots.



Show Image 2A-8: George Washington, Benjamin Franklin, and Thomas Jefferson

[Point to each person in the image as you read about him.]

Members of the Continental Congress included George Washington from Virginia, a young army commander who had helped protect the colonies. Benjamin Franklin attended the second meeting of the Continental Congress; he was a Philadelphian known for his ability to get people to work together. Though unable to attend, Thomas Jefferson, known as an excellent writer, was elected as a representative from Virginia. [Point to the men again, and have students repeat the names of these three men after you.]

Illustrative Example of the Declaration of Independence Reader's Theater for Fourth Grade

(French Royal and French Explorer sit down)

Narrator 2: The Age of Exploration also included those seeking a place to worship God. Listen to an English Pilgrim leader talk to fellow religious believers who are looking to the New World as a place of freedom.

Pilgrim Leader: The King of England is standing against us. We are not able to worship as we believe. He will put us in jail unless we change our beliefs. We will sail to create a New England. We will be free to worship the Lord and keep his commandments.

Scene II: Native American Alliances

Characters: Narrators (4), Timeline Tracker, Native Americans (2), English Explorer, French Explorer

Narrator 1: At about the same time that English colonists settled Jamestown and Pilgrims settled Plymouth, French colonists arrived in New France and settled Québec.

Timeline Tracker:

- Point out Québec on the Core Connections Timeline.

Narrator 2: Many of these French and English explorers encountered Native American tribes already living on the land, just as Christopher Columbus had more than 100 years earlier.

Narrator 3: Listen as two Native Americans encounter European explorers for the first time.

Native American 1: Did they say "New World"?

Native American 2: What "New World"?

Native American 1: Who are these people?

Native American 2: And what do they want?

Narrator 3: There were many different Native American tribes, some trading with one another, some fighting one another, and some forming alliances with other tribes, both to trade and to wage war. Now, they had to decide what to do with these new "tribes," the Europeans.

English Explorer (to Native American 1): We will trade knives, glass, copper, and brass in exchange for meat, fish, animal skins, and furs.

Taxes

The British government had borrowed a lot of money to fight this war. A lot of that money had been spent on protecting the colonists from the French and their Native American allies. All of the money had to be paid back, and the British government felt that the colonists should pay their share. In addition, more money was continually needed to protect the colonies as well as the newly acquired land.

To raise the needed funds, the British government imposed new taxes, including several that would have to be paid by the colonists. In 1765, King George III and his government proposed the Stamp Act.

The Stamp Act was a tax on printed materials. Colonists were required to buy stamps when they bought printed items such as newspapers, pamphlets, even playing cards. These were not gummed stamps, but rather impressions imprinted or embossed on paper. Many people were upset about the Stamp Act. They thought it was unfair that the king and his government in London were making decisions about taxes the colonists had to pay, while the colonists had no say in the matter.



Stamps were imprinted or embossed on paper.

The British government had generally allowed the colonies to raise taxes themselves. For example, if the government of Virginia needed money, an assembly of representatives from different parts of Virginia would meet. This assembly was called the House of Burgesses. Members of the House of Burgesses would determine the best way to raise money. They would propose taxes, and they would vote. If many representatives thought the taxes were unfair, they would not vote for them and, therefore, the taxes would not be approved. Because the House of Burgesses included representatives from different parts of Virginia, most everyone felt the process was fair.

5

Support

Turned a blind eye means they knew about them but pretended they did not know about them. Prospering means "making a lot of money."

- Read page 5 aloud.

Inferential. What was the Stamp Act, and how did the colonists feel about it?

- The Stamp Act required colonists to pay a tax when they bought printed materials such as newspapers and books. The colonists were angry and thought the tax was not fair.
- Explain to students that between the late 1600s and the mid-1700s, the 13 colonies enjoyed the British policy of salutary neglect, which meant Britain turned a blind eye to trade violations. Britain did this because the colonies were far away and difficult to police but also because everyone was prospering from the trade. The Stamp Act brought an end to salutary neglect.

Every colony had an assembly similar to the Virginia House of Burgesses. The assemblies weren't all called the House of Burgesses, but they did the same thing: a group of representatives met to discuss new laws and taxes.

Although the colonists continued to raise their own taxes even after 1765, they felt that, rather than imposing a new tax on the colonies, the king and his government should have asked these assemblies to find a way to raise the money that was needed. Instead, without even as much as a dialogue, the king and his government created the Stamp Act. They did not send it to the colonial assemblies, but directly to Parliament, part of the British government responsible for passing laws and raising taxes.



The Stamp Act was very unpopular.

The colonists agreed that there were bills that had to be paid, and they wanted to contribute. But they also wanted some say in how the money was raised. They were concerned that important decisions about taxes were being made thousands of miles away, by a parliament that had no colonial representatives. This process didn't seem fair to them.

Other regions outside of England, such as Scotland, had representatives in Parliament. Their job was to represent—and stand up for—the people of Scotland. But there were no representatives from the 13 colonies in Parliament. Not even one!

When the colonists became upset about the Stamp Act, they expressed their unhappiness in various ways. They held protest meetings. They wrote pamphlets. They sent petitions to London. They tried to explain why they thought the Stamp Act was unfair.



The Stamp Act was seen as an unfair tax.

- Read pages 6–8 aloud, stopping at the end of the second paragraph on page 8.

Module 15: Content in Review

- The Declaration of Independence is a critical component of each student's K-5 experience.
 - It contains many valuable civic lessons which transcend social studies.
- Teaching The Declaration of Independence begins with the basic understanding that children learn civic principles of behavior and structure through multiple channels.
- American symbols and customs, along with civic principles, can be introduced to anchor the journey.
- RLA vocabulary can be used to serve two functions; as a partner to language arts that also makes civic words and skills more memorable and relevant to the student's experience and cognitive abilities.
- Because teaching is best done through multiple channels, including role models and concepts, history read-alouds can be followed by immersive story books that plunge the student into the world alongside peer-relatable characters living the civic concepts of The Declaration of Independence directly.
- These can be followed by a variety of activities to enhance the learning for students.

All questions are encouraged, and we will do our best to answer them!

For more information about the primary sources in this module, click on the links below.

[links to be inserted]

Assessment Questions

Please log into the Learning Management System to answer 20 questions on this module.



Module 16

Teaching the Constitution and the Bill of Rights

45 Minute Module

Introducing the Constitution and Bill of Rights

- The Constitution and Bill of Rights are critical components of each student's K-5 experience.
 - They contain many valuable civic lessons which transcend social studies.
- As students progress through elementary school, they will have many opportunities to engage with The Constitution and Bill of Rights, and their history and impact on the nation's development and our present government, all in alignment with TEKS.
 - The examples on the following pages have been highlighted to demonstrate how the Constitution and Bill of Rights can be taught in different ways as students progress in their depth of understanding.
 - By interacting with civic lessons in different forms, they will gain the ability to see the Constitution and Bill of Rights as subject which connect to both civics and our understand of the world around us today.
- In this module, there are two sets of examples:
 - Teaching the Constitution and Bill of Rights in Third Grade, Fourth Grade, and Fifth Grade as part of social studies instruction.
 - Teaching the Constitution and Bill of Rights as part of RLA instruction.
- These examples take the form of sample lessons that can be used to teach The Constitution and Bill of Rights , both directly and indirectly, in an age appropriate way, from Kindergarten through Fifth Grade.

Key Points of Focus

- By Second Grade, the Constitution, its origin and purpose, including some of the major issues, can be explored in enough detail that seven-year-olds can begin to wrap their heads around the civic need for debate and compromise in proper group rule.
- Therefore, introducing the Constitution on the heels of the *Mayflower Compact* and then the Declaration of Independence track with the developing child's ability to understand and utilize the civic-related skills of listening, defending rights, and making agreements in a bilateral and group settings.
- While read-alouds here can use the same techniques of providing strong role models and decisive civic actions backed up by immersive readers that put students into history, subjects like the U.S. Constitution and Bill of Rights are best explored in detail when cognitive and developmental abilities better match the concepts involved.
- As students move through their elementary school journeys the specifics of these documents can be explored in increasing depth and detail.

Illustrative Examples of Civic Skills

- As with other such units, Civic Skills are featured, using a combination of uniquely American traditions and iconic songs.
- Lesson focus can be captured in a Constitution timeline that helps set up the events and principles of freedom as they intertwine and deepen.

ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION • CIVIC SKILLS



Recite the Pledge of Allegiance

(Purpose: To increase students' awareness of what our national flag represents.)

Steps:

- ✓ The instructor will ask a student volunteer to lead the Pledge of Allegiance.
- ✓ If needed, the instructor will guide students through the Pledge of Allegiance line-by-line.

*"I pledge allegiance to the Flag,
Of the United States of America,
And to the Republic for which it stands,
One nation,
Under God,
Indivisible,
With liberty and justice for all."*



Recite the Pledge of Allegiance to the Texas State Flag

(Purpose – to increase students' awareness of what our state flag represents)

Steps:

- ✓ The instructor will ask for a student volunteer to lead the Pledge of Allegiance to the Texas State Flag.
- ✓ If needed, the instructor will guide students through the Pledge line-by-line.

NOTE: Students with exemptions may ensure teachers are aware of this provision.

*"Honor the Texas flag:
I pledge allegiance to thee,
Texas,
one state under God,
one and indivisible."*



ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION • SONG



The Star-Spangled Banner

(Purpose: To become familiar with the history of America's heritage and spirit expressed in song.)

Instructor Setup:

- ✓ Have the song ready, either on MP3 or as a YouTube video.

Steps:

- ✓ Play the song, sing all verses, and continue to see if other students know the words.
- ✓ After singing, give applause.

VERSE ONE
*O say can you see,
by the dawn's early light,
What so proudly we hail'd
at the twilight's last gleaming,*

VERSE TWO
*Whose broad stripes and bright stars
through the perilous fight
O'er the ramparts we watch'd
were so gallantly streaming.*

VERSE THREE
*And the rocket's red glare,
the bombs bursting in air,
gave proof through the night
that our flag was still there,*

VERSE FOUR
*O say does that
Star-Spangled Banner yet wave
O'er the land of the free
and the home of the brave.*

ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION • TIMELINE



U.S. Constitution Timeline

(Purpose: To allow students to trace the development of the Constitution from the lessons of history and the colonial experience in America.)

Instructor Setup:

- ✓ The instructor will explain that the U.S. Constitution is a government plan and a document based on some of the best ideas from history.
- ✓ Explain that the Founding Fathers were very educated men who studied history and knew the story of their colonies well. They also knew a global history of slavery and tyranny at the hands of kings and pharaohs who saw their rights as greater than those of the people they led.
- ✓ Explain that the class will create a timeline of the U.S. Constitution that shows the history of what the Founders used to fight back against a tyrannical king.

Steps:

- ✓ Have a long strip of paper displayed.
- ✓ Draw a line down the center that represents "time". Mark off perpendicular lines and date them from 1000 BC to 2000 AD.
- ✓ Show approximately when each of these events took place.
- ✓ **1300 BC:** Moses leads the Exodus; the Ten Commandments are given. With God-given rights, the people are stronger than a mighty king.
- ✓ **500 BC:** Greece and Rome share power with citizens, but too much power corrupts leadership.
- ✓ **1620:** Pilgrims arrive in Plymouth and sign the Mayflower Compact, sharing duties and voting to preserve freedom and better opportunity.
- ✓ **~1680-1780:** Europe's Enlightenment sees great philosophers asserting that government must answer to the people who consent to it.
- ✓ **1765:** The King of England begins taxing the colonies to help pay for Empire business that the colonists have no say in.
- ✓ **1770-1775:** The colonists resist taxes and control, and tension escalates towards war.
- ✓ **1775:** England seizes Boston, arrests colonists, and locks down the colonies.
- ✓ **1776:** The Declaration of Independence asserts that all men are created equal and that the King has violated the people's rights, giving them the right to rule themselves.
- ✓ **1787-1791:** The U.S. Constitution and Bill of Rights establishes a people's compact to rule together, hold each other accountable, and protect the very kinds of rights that England and the king violated.

Discuss the timeline. If a student has a question about when an event they recall happened, show them on the timeline.

Illustrative Example of a Third Grade Lesson

- After covering important Civic skills and traditional elements of citizenship, a Third Grade lesson on the *U.S. Constitution* can link the *Mayflower Compact* and Declaration of Independence to government expressed in the Constitution, showing how the small scale promises of a compact, plus the respect for declared rights and individual freedoms mix self-government into group government based on a higher cause.
- Here, linear history is backed up by primary source quotes capturing the civic issues, principles, and moods of those who lived them.
- Primary source quotes come alive, showing the blending of personalities and histories, the difficult debates, ties, assaults on liberties and the knowledge and wisdom of the Enlightenment and ancient history that the Founders brought to bare on the question of what makes for fair government and when that government should be abolished or rebelled against.
- For students at the ages where they are wrestling with new rules, responsibilities, boundaries, and roles, the creation of a “people’s government” in the Constitution matches their own internal quest for independence alongside deeper cooperation with others.

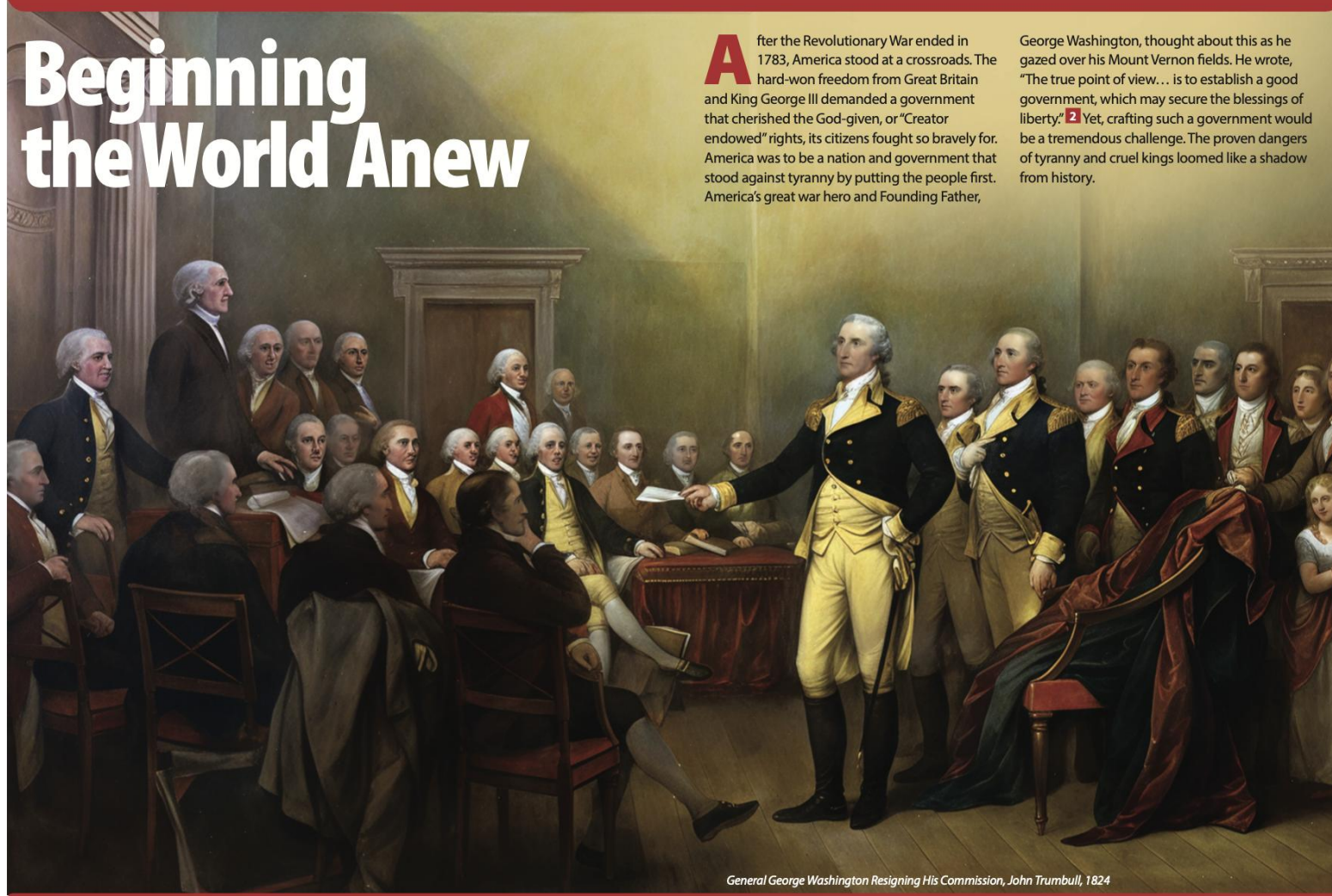
ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION HISTORY READ-ALOUD RESOURCE

"Secure the Blessing of Liberty"¹

Beginning the World Anew

After the Revolutionary War ended in 1783, America stood at a crossroads. The hard-won freedom from Great Britain and King George III demanded a government that cherished the God-given, or "Creator endowed" rights, its citizens fought so bravely for. America was to be a nation and government that stood against tyranny by putting the people first. America's great war hero and Founding Father,

George Washington, thought about this as he gazed over his Mount Vernon fields. He wrote, "The true point of view... is to establish a good government, which may secure the blessings of liberty."² Yet, crafting such a government would be a tremendous challenge. The proven dangers of tyranny and cruel kings loomed like a shadow from history.



General George Washington Resigning His Commission, John Trumbull, 1824

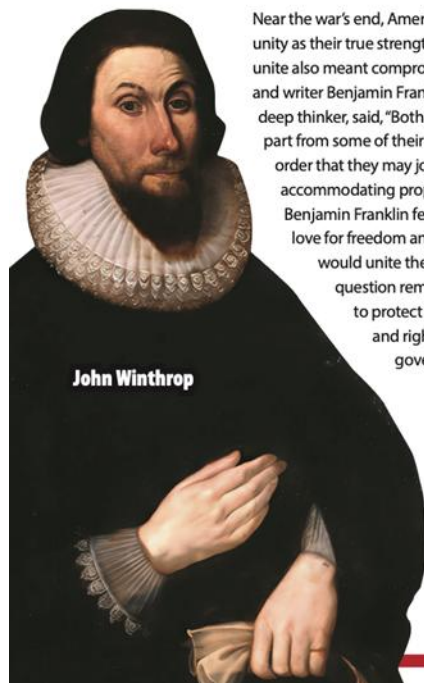
Illustrative Example of a Student Reader

ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION HISTORY READ-ALOUD RESOURCE

"Secure the Blessing of Liberty"¹

Out of Many, One

During the war, the thirteen states had governed themselves separately, each with its own leader, a governor. Some northern colonies, like Massachusetts, drew from the Pilgrims' 1620 *Mayflower Compact*, which vowed "just and equal laws" for all members of the colony.³ John Winthrop, a Puritan leader, had declared, "We must be knit together in this work, as one man."⁴ In their home state of Virginia, Thomas Jefferson and George Washington explored the idea of self-rule in the House of Burgesses. The 1776 *Virginia Declaration of Rights* proclaimed, "All men are by nature equally free and independent."⁵ But some colonies, with deep ties to England's king, hesitated, while others pushed hard for complete independence.



John Winthrop

Near the war's end, America's leaders saw unity as their true strength. However, to unite also meant compromise. Inventor and writer Benjamin Franklin, always the deep thinker, said, "Both sides must part from some of their demands, in order that they may join in some accommodating proposition."⁶

Benjamin Franklin felt a shared love for freedom and rights would unite the nation, yet a question remained: how to protect freedom and rights in government?

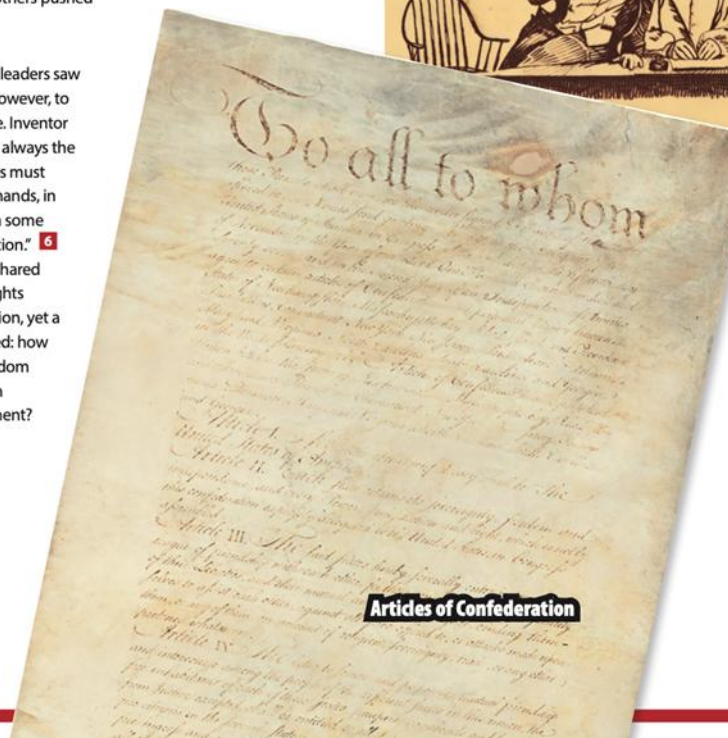


By Bureau of Engraving and Printing; image enlarged, rendered for tone and clarity by Gwillhickers - U.S. Post Office, Smithsonian National Postal Museum

Drafting the Articles of Confederation



13 USA



Articles of Confederation

America's Founding Fathers, including Thomas Jefferson, John Adams, and Benjamin Franklin, had looked to history for guidance when they wrote the *Declaration of Independence*. They knew kings, from Egypt's Pharaohs to Great Britain's George III, had bullied people with unjust rules, taxes, and harsh punishments. His pen racing through his journals and letters, John Adams cautioned, "Simple **Monarchy** will soon mould itself into **Despotism**."⁷ The Pilgrims' escape from England's harsh rules influenced America's Founders, as did the *Bible's Ten Commandments*. The Founders urged freedom of speech, religion, fairness, and respect for life and property.

Illustrative Example of a Student Reader

ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION HISTORY READ-ALoud RESOURCE

"Secure the Blessing of Liberty"¹

The Path to Self-Rule

The 1777 *Articles of Confederation* ⁸ were drawn up to unify the colonies as one to fight and win independence, but flaws kept it from working properly. America's new states **quarreled** over trade and borders, and Congress, powerless to tax, had to beg each Colony for funds. Founding Father James Madison agreed that the weak Articles meant the states "could not make war, nor peace, nor alliances, nor treaties." ⁹ A new plan was vital to unity and to properly protect the young nation.

Thomas Jefferson believed that people had been born with a strong moral foundation. He wrote, "The practice of morality being necessary for the well-being of society, [the Creator] has taken care to impress its precepts so indelibly on our hearts..."

¹⁰ Ancient Greece and Rome added valuable lessons on government, with citizens voting for leaders. However, both failed when power blinded leaders to what was right. Founding Father James Madison noted, "The Roman Senate... when corrupted by ambition, hastened the ruin of their republic." ¹¹ Polybius, an ancient historian, also warned, "When one part of the government... gains excessive power, it tends to the ruin of liberty." ¹² America needed a better plan.

Signing of the Constitution of the United States, Howard Chandler Christy, 1940



A Constitutional Republic

The Founders chose a constitutional republic, a system in which the people, not a king, held power and leaders followed the same laws as citizens. George Washington agreed, saying, "The power under the Constitution will always be in the people... they are the sovereign source of authority." ¹³ American leaders just had to figure out how their new government would work. In 1787, they gathered in Philadelphia to write the *U.S. Constitution*, a document splitting power and ensuring that the government served the people and secured their rights, not ruled over them. John Adams called it "a government of laws, and not of men." ¹⁴ Unlike Europe's kings, America's leaders would answer to the people's will.

To prevent any one person from seizing control, the *U.S. Constitution* divided government into three branches, each with a distinct role. The legislative branch, Congress, makes laws and the rules for all. ¹⁵ The executive branch, led by the President, ensures that those laws are followed fairly and equally. ¹⁶ The judicial branch, with the courts, settles disputes, holding all laws to the rights of citizens as protected by the *U.S. Constitution*. ¹⁷ Each branch checks the others, ensuring balance. James Madison, in an essay called *Federalist No. 51*, explained, "**Ambition** must counteract ambition." ¹⁸ Patrick Henry, a fiery founder, warned, "This Constitution... gives Congress such powers as may destroy the liberties of the states." ¹⁹ James Madison countered in *Federalist No. 47*, "The accumulation of all powers, legislative, executive, and judiciary, in the same hands... may justly be pronounced the very definition of tyranny." ²⁰ They agreed that a system of checks and balances would keep America free.

Illustrative Example of a Student Reader

ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION HISTORY READ-ALOUD RESOURCE

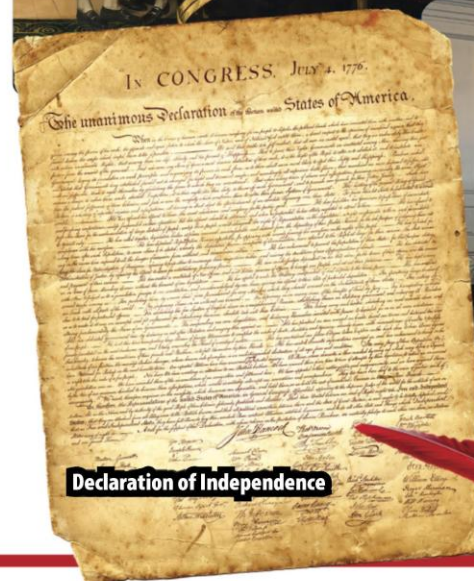
"Secure the Blessing of Liberty"²¹

The People's Part

Yet, a painful issue lingered. Northern states, greatly populated by those with strong religious beliefs, opposed the enslavement of others. John Adams thundered, "All men are born free and equal."²¹ Southern states, like South Carolina, built by English traders and their enslaved labor, relied on it for their economies.

Thomas Jefferson had long wanted to put a stop to it. In his first draft of the *Declaration of Independence*, he condemned England's king over the issue of slavery, stating, "He has waged cruel war against human nature... violating its most sacred right."²² However, the representatives for South Carolina and Georgia refused to sign America's declaration of freedom unless those words were removed. The Founders faced a heart-wrenching choice: risk losing independence or delay justice for the enslaved. They chose unity, praying their Constitution would pave the way to end enslavement forever. Thomas Jefferson, his heart heavy, wrote, "We must hope that...the continuance of slavery will be extinguished by degrees."²³

Declaration of Independence by John Trumbull, 1819



Declaration of Independence

We the People

In Philadelphia's sweltering summer of 1787, 55 leaders, guided by George Washington's steady hand, **debated** fiercely. George Washington cautioned that the government not get caught up in fights, but rely on agreement, saying they should not choose "through passion what reason would reject."²⁴ James Madison's plan for three branches won favor, ensuring no one part of government or its leaders held too much power. They debated, polished, and voted, blending state and national strength, to "secure the blessings of liberty to ourselves and our posterity."²⁵ Benjamin Franklin, his wit sharp at 81, mused, "This system approaching so near to perfection as it does; and I think it will astonish our enemies."²⁶

In the end, the *U.S. Constitution* limits government and reminds America's leaders to serve with honor, not greed. From the *Mayflower Compact's* cooperation to the *Declaration of Independence's* assertion of rights, America's founding government document weaves history's best lessons—Greek, Roman, Biblical, and American—into a tapestry where every voice is heard, every idea tested, and only the finest endure. As the *U.S. Constitution* begins, "We the People" hold the power, a beacon for all time.



Independence Hall

Illustrative Example of a Student Reader

ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION HISTORY READ-ALOUD RESOURCE “Secure the Blessing of Liberty”^[1]

Primary Source Citations:

- ^[1] U.S. Constitution, Preamble, 1787, National Archives, “Secure the Blessings of Liberty.” Primary Source, Foundational Document.
- ^[2] George Washington, Letter to James Warren, October 7, 1785, “secure the blessings.” Founders Online. Primary Source, Historical Document.
- ^[3] Mayflower Compact, 1620, Pilgrim Hall Museum, “just and equal laws.” Primary Source, Foundational Document.
- ^[4] John Winthrop, A Model of Christian Charity, 1630, Massachusetts Historical Society, “We must be knit together in this work, as one man.” Primary Source, Historical Document.
- ^[5] Thomas Jefferson, Virginia Declaration of Rights, June 1776, Library of Virginia, “All men are by nature equally free and independent.” Primary Source, Foundational Document.
- ^[6] Benjamin Franklin, (recorded) James Madison, Journal of the Federal Convention, 1787. Library of Congress. Primary Source, Historical Document.
- ^[7] John Adams, VII. An Essay on Man’s Lust for Power, with the Author’s Comment in 1807, Founders Online, “Simple Monarchy will soon mould itself into Despotism,” Primary Source, Historical Document.
- ^[8] Articles of Confederation, 1777, National Archives, governance flaws. Primary Source, Foundational Document.
- ^[9] James Madison, Notes of Debates at the Constitutional Convention, June 19 1787, Founders Online, “The states could not make war, nor peace, nor alliances, nor treaties.” Primary Source, Historical Document.
- ^[10] Thomas Jefferson, Letter to John Adams, October 12, 1813, Founders Online, “The moral principles of Jesus.” Primary Source, Historical Document.
- ^[11] James Madison, Federalist No. 63, 1788, “hastened the ruin.” Founders Online. Primary Source, Historical Document.
- ^[12] Polybius, Histories, Book VI, circa 150 BC, “ruin of liberty.” Perseus Digital Library. Primary Source, Historical Document.
- ^[13] George Washington, Letter to the Marquis de Lafayette, April 28, 1788, “sovereign source.” Founders Online. Primary Source, Historical Document.
- ^[14] John Adams, Novanglus no. 7 – “To the Inhabitants of the Colony of Massachusetts Bay” – from March 6, 1775, “A republic... is a government of laws, and not of men.” Primary Source, Historical Document.

- ^[15] U.S. Constitution, Article I, 1787, National Archives, Congress role. Primary Source, Foundational Document.
- ^[16] U.S. Constitution, Article II, 1787, National Archives, President role. Primary Source, Foundational Document.
- ^[17] U.S. Constitution, Article III, 1787, National Archives, courts role. Primary Source, Foundational Document.
- ^[18] James Madison, Federalist No. 51, February 1788, Library of Congress, “Ambition must counteract ambition to protect liberty.” Primary Source, Foundational Document.
- ^[19] Patrick Henry, Speech at the Virginia Ratifying Convention, June 5, 1788, “destroy the liberties.” Library of Congress. Primary Source, Historical Document.
- ^[20] James Madison, Federalist No. 47, November 1787, Library of Congress, “The accumulation of all powers... may justly be pronounced the very definition of tyranny.” Primary Source, Foundational Document.
- ^[21] John Adams, Massachusetts Constitution, 1780, Massachusetts Historical Society, “All men are born free and equal.” Primary Source, Foundational Document.
- ^[22] Thomas Jefferson, Draft Declaration of Independence, June 1776, Library of Congress, “He has waged cruel war against human nature... violating its most sacred right.” Primary Source, Foundational Document.
- ^[23] Thomas Jefferson, Letter to Edward Coles, August 1814, Founders Online, “We must hope that... the continuance of slavery will be extinguished by degrees.” Primary Source, Historical Document.
- ^[24] George Washington, 1796 Farewell Address, Founders Online, “through passion what reason would reject.” Primary Source, Historical Document.
- ^[25] U.S. Constitution, Preamble, 1787, National Archives, “We the People” and liberty. Primary Source, Foundational Document.
- ^[26] Benjamin Franklin, Speech at the Constitutional Convention, September 17, 1787, “astonish our enemies.” Founders Online. Primary Source, Historical Document.

Vocabulary

- Quarrel** (n): An argument or fight.
- Monarchy** (n): A system where a king or queen rules.
- Ambition** (n): A strong wish to succeed.
- Debate** (v): To talk about ideas to decide..

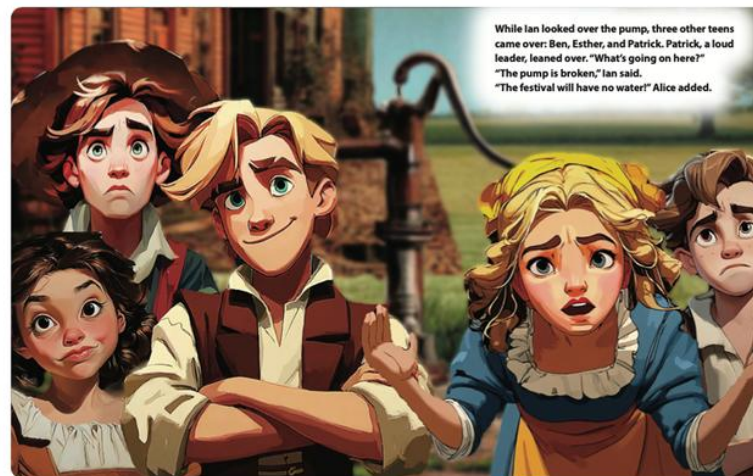
Illustrative Example of a U.S. Constitution Story

■ The U.S. Constitution, and the civic duties and principles it embodies, can be even more enriching using a peer-adventure story that captures the checks and balances and spirit of cooperation through the eyes of kids not much older than the students.

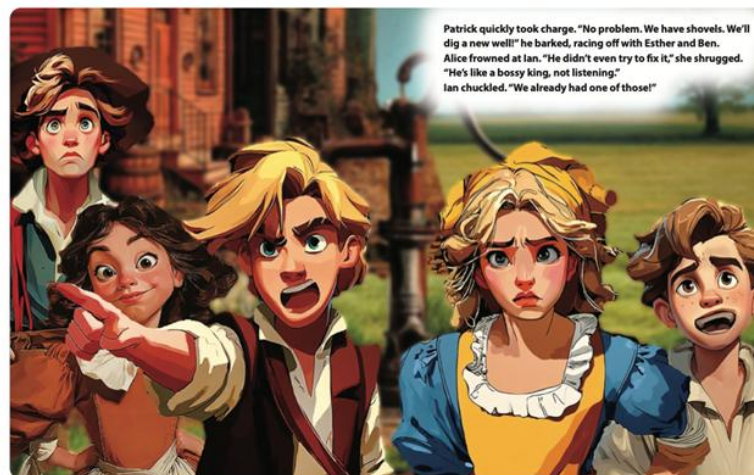
ILLUSTRATIVE EXAMPLE - U.S. CONSTITUTION IMMERSIVE READER "The Proper Checks" [1]



ILLUSTRATIVE EXAMPLE - U.S. CONSTITUTION IMMERSIVE READER "The Proper Checks" [2]



ILLUSTRATIVE EXAMPLE - U.S. CONSTITUTION IMMERSIVE READER "The Proper Checks" [3]



ILLUSTRATIVE EXAMPLE - U.S. CONSTITUTION IMMERSIVE READER "The Proper Checks" [4]



Illustrative Example of a U.S. Constitution Story

ILLUSTRATIVE EXAMPLE - U.S. CONSTITUTION IMMERSIVE READER

"The Proper Checks" [1]



ILLUSTRATIVE EXAMPLE - U.S. CONSTITUTION IMMERSIVE READER

"The Proper Checks" [2]



ILLUSTRATIVE EXAMPLE - U.S. CONSTITUTION IMMERSIVE READER

"The Proper Checks" [3]



ILLUSTRATIVE EXAMPLE - U.S. CONSTITUTION IMMERSIVE READER

"The Proper Checks" [4]



Illustrative Example of a U.S. Constitution Story

ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION IMMERSIVE READER

"The Proper Checks" (1)

Alice, Ian, and Jacob called a meeting back at the pump after Patrick's crew returned, shovels ready. "Digging's the only way!" Patrick insisted. "Everyone wants control or equal say, but nothing's done," Tom sighed. Alice raised her hand. "Why don't we work together, sharing jobs like a family. Each group does one part, no wasted effort!" Patrick scoffed, "Who decides?"



ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION IMMERSIVE READER

"The Proper Checks" (2)

"We each get to suggest a plan," Alice responded. Esther nudged Patrick. "Let's try it," she said. After Patrick nodded, Alice outlined her plan: "Patrick's team digs around the pipes to clear mud and check leaks. Frederick and Tom oil the gears. Ian and I will tighten the handle. We respect each idea and test them." "And if your plan doesn't work," Patrick joked, "I'll save the day!"



ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION IMMERSIVE READER

"The Proper Checks" (3)

The kids sprang to work. Patrick's team shoveled, dirt flying, uncovering a muddy pipe with a crack. "Found a leak!" Ben shouted. "We can fix it with leather and tar!" Patrick was excited.



ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION IMMERSIVE READER

"The Proper Checks" (4)

Frederick smeared grease on the rusty gears, his hands slick. "Gears are moving," he happily reported. Alice and Ian twisted the handle, bolts creaking. The pump groaned, then gurgled. Water spurted, splashing them! "We did it!" Alice cheered.



Illustrative Example of a U.S. Constitution Story

ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION IMMERSIVE READER

"The Proper Checks"¹



ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION IMMERSIVE READER

"The Proper Checks"¹



Primary Source Citations:

- ¹ James Madison, Federalist No. 10, 1787. Library of Congress. Primary Source, Foundational Document.
- ² Constitutional Convention, 1787. Constitutionus.com. Primary Source, Immersive Person, Place, Event.
- ³ James Madison, Federalist No. 10, 1787. Library of Congress. Primary Source, Foundational Document.
- ⁴ Checks and Balances, Separation of Powers, constitutionus.com, Primary Source, Historical Person, Place, Event.

Vocabulary

- Fiddle** (n): A violin.
- Festival** (n): A public celebration with food, music, and drink.
- Convention** (n): A large meeting for business or government.
- Marveled** (v): To be amazed by something.
- Compromise** (n): Finding a middle ground to agree.

Illustrative Example of Comprehension Questions

- At seven years old, students can follow up this rich immersion using creative activities designed to engrain the key rights and principles that shine in the Constitution and Bill of Rights.

ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION • ACTIVITY



The Road to the Constitution Collage

(Purpose: To create a visual collage of civic concepts to better understand how agreements and input shape government.)

Instructor Setup:

- ✓ Arrange students into three groups.
- ✓ Across the top, label a large sheet of poster paper, *Mayflower Compact*, *Declaration of Independence*, and *U.S. Constitution*. You can connect them with a linear arrow to show how one leads to the next.
- ✓ Provide each group with markers, tape, and 5" x 5" sheets of paper on which they will draw pictures that they feel represent the ideas in the three foundational documents.

Steps:

- ✓ Explain the *Mayflower Compact* as a group promise to work for each other and vote on big issues.
- ✓ Explain the *Declaration of Independence* as a declaration of rights and self-rule against a cruel king and his empire.
- ✓ Explain the *U.S. Constitution* as a plan for government that includes a group promise, equal votes, and leaders chosen by the rest to help lead for a time until somebody else gets a turn.
- ✓ Have each group draw pictures of what they think each document represents.
- ✓ When the pictures are completed, have each group show their work to the others and discuss.
- ✓ In the spirit of the documents, other groups can suggest items to be added, as simple as more colors, or more artwork.
- ✓ If students feel a picture works under another document heading, they can suggest that. They should soon see that the civic concepts are interchangeable.

When all the pictures are done, students will help each other tape their pictures to the collage under the appropriate foundational document and then give each other a hand. They just acted like a small U.S. government.

Illustrative Example of a Fourth Grade Lesson

- As the grades progress, students can dive deeper into the creation of the Constitution from the standpoint of nine and ten year olds.
- This is an excellent viewpoint of group government and its workings, where peer groups are deepening and social consequences are felt much more personally.
- Here lesson focus and reader setup expand into deeper concept and civic ties.
- This is where the clash between individuality and fitting into factions and groups mirrors the checks and balances of representative government.

ILLUSTRATIVE EXAMPLE: U.S. CONSTITUTION • LESSON FOCUS

Instructor Setup:

- ✓ Have students turn their attention to the *Mayflower Compact*, *Declaration of Independence*, and *U.S. Constitution* displayed on the classroom wall.

Steps:

- ✓ Remind students that there are several key civic principles and virtues involved in the documents.
- ✓ Discuss how **civic virtues** are qualities of citizenship that protect the nation from the small promises we make to each other as good friends and neighbors, to our respect for each other's rights and property, and to our willingness to listen to other views and work together to find the best solutions.
- ✓ Discuss the qualities of the *Mayflower Compact* and how the passengers and crew of the Mayflower wanted different things. The Pilgrims sought religious freedom from a harsh king, while half of the crew was paid to sail the ship and protect the colony. Many hoped to find new adventures and success in America.
- ✓ Explain that when the Mayflower was blown off course and arrived in the wrong place, some wanted to go their own way. There was nearly a mutiny!
- ✓ Ask how did the *Mayflower Compact* bring all the Mayflower passengers and crew together in a common cause? (Freedom and working together as equals to better succeed.)
- ✓ Direct students to consider the 13 different colonies. What made them unite under the *Declaration of Independence*? What was different from the time of the Mayflower? What was the same? (The king of England had taken freedom and rights from the colonists. They would rather fight and die than lose those rights and not be free.)
- ✓ Direct students to the U.S. Constitution. What did the Founding Fathers build into their new government that reminds of the *Mayflower Compact* and the *Declaration of Independence*? (The Founders built a whole government as a big promise to people to work together, protect rights, listen to each other and find the best ideas. They would also vote for leaders, but only for a fixed amount of time.)

Check For Understanding Common Cause

Introduce the concept: Ask students: "When two very different groups of Mayflower passengers found themselves seeking different things in a strange and dangerous new land, what brought them together-- the idea that they were stronger together because they basically wanted the same things, an equal chance to survive and thrive.

Personal connection: Ask students to think about how the idea of a common cause applies to them. "What are some common causes in your life? They can be as simple as a team trying to win together.

ILLUSTRATIVE EXAMPLE: U.S. CONSTITUTION • HISTORY READ-ALONG

Introduce the Read-Along "We the People"

Instructor Setup:

- ✓ Start by introducing ten key vocabulary words from the text to ensure students understand them. (This is an excellent strategy for supporting emergent bilingual students.)
- ✓ Say each word aloud and have students repeat it.
- ✓ Write each word on the board, a flip chart, or a tablet.
- ✓ Clearly state the definition for each word.

Steps:

- ✓ Before beginning the story, explain the foundational concept of rights as the Founding Fathers understood them. They believed these rights were God-given, meaning every person, regardless of their social standing, was equal in value. This was a departure from the traditional power structures of the time, where kings were often considered divinely appointed and superior to the people.
- ✓ The belief in **God-given** rights was partly influenced by the **Ten Commandments**, which many Founders, such as John Adams, saw as reinforcing this concept of equality.
- ✓ Explain how rights were important to the Pilgrims. They felt it was their **right** to worship as they wished and they were willing to sail across a vast ocean for the **freedom** to do so.
- ✓ Use a Revolutionary War timeline to explore how King George III of England began restricting the rights of colonists by demanding they be obedient subjects.
- ✓ Discuss how the denial of rights such as **speech** and **representation** formed the basis for the **grievances** listed in the *Declaration of Independence*.
- ✓ Discuss how a government could be structured to protect these very rights in such as way as to make sure no person or group becomes as powerful as a king.
- ✓ Introduce the reader by saying that the story of the U.S. Constitution is all of these things and more!

VOCABULARY

Magistrate (n): An officer given power over others by a king or authority.

Subject (n): In the context of a king, the citizens the king controls the lives of.

Escalate (n): to increase or speed up something, in this case, conflict.

Parliament (n): England's government structure.

Act (n): A written decree from a government body.

Apportion (v): To divide or share.

Elder Statesman (n): A well-respected and experienced person.

Supermajority (n): A number of voters that far exceeds a simple majority.

Federalist (n): Someone who believes in a powerful certain government.

Anti-Federalist (n): Someone who believes in a smaller federal government and more power for the states.

Illustrative Example of a Fourth Grade Teacher Materials

ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION HISTORY READ-ALONG RESOURCE



“We The People” 1

The U.S. Constitution, a world-changing document, was an agreement between the citizens of the United States to rule together. It was shaped by several vital elements, beginning with a shared history that dated back to the Pilgrims and the 1620 *Mayflower Compact*. 2 America's early colonists were well aware of the oppression and control exerted by kings and their powerful governments. America offered the opportunity for greater freedom and a greater say in one's own life and affairs.

Still, many early colonists saw themselves as British citizens under the rule of a king. Many were representatives and members of British companies, such as the colonies in the South, where massive plantations spread out, using British-provided slave labor. In the Northern colonies, religious freedom-seekers **congregated** in places such as Massachusetts, Rhode Island, and Pennsylvania. They guided their lives and decisions according to the *Bible*, which taught that all people were made in God's image and were therefore equal. →

From the *Bible's Exodus* account 3, where the Jewish leader, Moses, led his people out of hundreds of years of enslavement at the hands of a cruel Egyptian pharaoh, to Europe's famous Enlightenment (late 1600s to late 1700s), where great minds pondered the nature of kings and absolute rulers, a central question was debated. Why did we need kings and Pharaohs at all? Did God favor them as many claimed, or were they only allowed to rule because the people feared and followed them? →

Famed Enlightenment philosopher John Locke wrote, “Men being... by nature all free, equal, and independent, no one can be put out of this estate and subjected to the political power of another without his own consent...” 4 Fellow philosopher Montesquieu agreed, “When the legislative and executive powers are united in the same person, or in the same body of **magistrates**, there can be no liberty...” 5

Check For Understanding ✓

What made the northern and southern colonies so different? (Some of the colonies in the North were founded by people seeking religious freedom. Many were opposed to the slaves being used on Southern plantations.)

Check For Understanding ✓

What did the texts of the Bible and the great thinkers of the Enlightenment agree on when it came to government? (That people have the same rights as kings and pharaohs and should be free. Kings and pharaohs only have power because the people consent to it.)

ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION HISTORY READ-ALONG RESOURCE



We Hold These Truths

Meanwhile, more people traveled to the New World, many fleeing persecution, while others sought opportunities to build a new life in freedom. Among them were the families of America's Founding Fathers, who, an ocean away from their king, saw freedom working every day right in front of their eyes.

While Britain's Navy and military protected the colonies' frontier from hostile French and Native American attacks, colonists went about building their own businesses and defenses. Tension **escalated** after the vast British Empire ran low on money due to many wars and trade conflicts around the globe. When King George III of England and his **Parliament** decided to pass some of this cost onto the colonies in the form of taxes, the colonists bristled. Why should they pay for wars and moves they were not part of, and had no vote on? →

In the eyes of many colonists, the ancient line between the people and a king or pharaoh had returned. To kings like George III, the people were **subjects**, meaning they had fewer rights than the king. Many colonists clearly saw a British government system, with a king at the top, and a powerful House of unelected lords and landowners (appointed by the king), and a separate House of elected Commons with limited power, as oppressive by design. Massachusetts lawyer James Otis put it plainly, “No taxation without representation is tyranny.” 6

As the colonists pushed back, England began demanding more taxes and imposing rules in a series of **Acts**, or new laws. Acts like the Stamp Act 1765 led to protests and violence; the Boston Massacre 1770. The Tea Act, which placed a tax on the colonists' favorite drink, led to the Boston Tea Party in 1773. The Tea Party led to what the colonists called the Intolerable Acts of 1774, where Britain closed Boston, occupied the city, and restricted the movement and rights of colonists.

When representatives of the 13 Colonies came together to declare independence in the summer of 1776, they did so with the world's largest empire bearing down on them. When the *Declaration of Independence* author, Thomas Jefferson, wrote that all men “are endowed by their Creator with certain unalienable rights,” 7 the words echoed thousands of years of human history demanding the fundamental human right to be free. This is why 55 colonial leaders pledged their “lives...fortunes...and sacred honor.” 8 Some did not survive the war that followed; many lost everything, yet not one of them changed their mind or backed down. The cost was a bloody war; the result was hard-won freedom! →

Check For Understanding ✓

Why did England begin taxing the colonies and why did the colonists defy these taxes? (England needed to pay for wars and trade disputes in the empire. Colonists were not consulted about the taxes. They were given no choice.)

Check For Understanding ✓

Consider the phrase “Endowed by their Creator.” What did this mean when opposing the absolute and powerful rule of a king? (The Founding Fathers, based on a mix of the Bible and Enlightenment thinking, saw all people born with the same rights. Rights therefore preexisted kings; they came from God and no king or ruler could take them away or grant them.)

Illustrative Example of a Fourth Grade Teacher Materials

ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION HISTORY READ-ALONG RESOURCE

From Declaration to Constitution

This age-old struggle gave birth to a nation that suddenly had to create a form of government for a country that had rebelled against the very concept of overbearing government. During the Revolutionary War, the 13 newly United States had made a hasty pact called the *Articles of Confederation*. It aligned them as essentially 13 separate small countries, joining their economies and military capabilities against the massive British Empire.

But once the war was over, the confederacy dissolved into competition asking who would pay for the bills of war? Some states had done more work than others, and there was only a limited amount of money to go around. George Washington, America's hero and wartime leader, saw it clearly: "The Confederation... is defective... it has no power to regulate commerce, to raise money, or to enforce treaties." It was time for Americans to remind each other of what they fought for, and how what they fought for was so important that it must guide every decision going forward as a nation and a government. It was time for a national constitution.

In the sweltering summer of 1787, America's founders met in Philadelphia to do something utterly incredible and unheard of at the time: create a government ruled by the people, with power shared by giving temporary consent to representatives among them. They would take turns helping to rule, and watch each other closely so that none among them could ever obtain and hold enough power to become a king.

The convention was led by America's brightest minds and leaders: Founding Father Benjamin Franklin, future presidents John Adams and James Madison, future Secretary of the Treasury, Alexander Hamilton, and presiding over it all, the man still known today as "The Father of Our Nation", George Washington.

The debate was loud, fierce, and heated, but no one stopped listening. The whole point of the people's rule was not to have one voice rise louder than the rest—unless that voice spoke truth so clear and aligned with rights and freedom that everyone felt it in their bones.

Still, factions formed fast. Big states like Virginia wanted representation by population—more people, more power. James Madison's May 29th Virginia Plan favored bigger states over smaller ones and it nearly tore the convention apart. New Jersey representative William Paterson quickly warned the others that his state would never approve a plan that would make them an unequal part of the new nation.

On June 15, Paterson fired back with the New Jersey Plan—one state, one vote, just like the old Articles of Confederation. It created a deadlock, with some delegates threatening to walk out! Benjamin Franklin, the nation's elder statesman at 81, rose and called for prayer, saying, "I therefore beg leave to move—that henceforth prayers imploring the assistance of Heaven, and its blessings on our deliberations, be held in this Assembly every morning before we proceed to business."

Check For Understanding

What was wrong with the *Articles of Confederation*? (The states were set up as a temporary alliance for war, like 13 small countries, competing over who was paying for what, and who did the most to fight the British.)

Check For Understanding

What was the first big dispute at the Constitutional Convention of 1787? (Big states with more people like Virginia, thought they should have more influence in the new government. Smaller states like New Jersey said unequal representation was what they had fought against.)

ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION HISTORY READ-ALONG RESOURCE

A Great Compromise A Bitter Agreement

The "Great Compromise" saved everything. Roger Sherman and Oliver Ellsworth of Connecticut proposed a two-house Congress: a House of Representatives **apportioned** by population, and a Senate with equal representation. Constitution writer James Madison, a supporter of a big central government, saw the light, "I have been gradually led to think that the Connecticut Plan is the best that can be devised... It will secure the small States against the large, and the large against the small." The room collectively exhaled, but a larger issue loomed. Slavery.

Southern states demanded protection for their "property." Northern delegates recoiled, but fearing the loss of the South into a separate nation, kept the debate going. The three-fifths clause counted enslaved people as three-fifths of a person for representation. Then, a fugitive slave clause was added so that slaves could not be taken away to shift the balance of power between slave and free states. Thomas Jefferson's deleted anti-slavery paragraph from the 1776 *Declaration of Independence* echoed in silence. No one was proud, but the Union held. For how long?

The spirit of compromise and protection of rights truly shone in the Constitution's three branches of government, each watching the others so that no one could become a new king. James Madison called it "ambition counteracting ambition." Congress (Article I) makes laws, the President (Article II) enforces them, and the Courts (Article III) judge them according to the Constitution itself. Montesquieu had warned that combining these powers would destroy liberty; the Founders separated them intentionally. Article V's amendment process was the final covenant promise: the people, not rulers, could fix flaws through careful debate and **super-majority** consent. It turned the Constitution into a living document, always improvable by "We the People."

On September 17, the document was finished. Benjamin Franklin admitted flaws but urged signing: "I confess that there are several parts of this constitution which I do not at present approve... I doubt too whether any other Convention we can obtain, may be able to make a better Constitution... It therefore astonishes me, Sir, to find this system approaching so near to perfection as it does; and I think it will astonish our enemies..." Thirty-nine signed. Three refused.

The Constitution was then sent to the states for ratification (approval)—nine of the thirteen were needed and fierce debates raged in taverns and newspapers to influence the outcome. **Federalists** (James Madison, Alexander Hamilton, and John Jay) wrote famous essays called the *Federalist Papers* defending it. **Anti-Federalists** shot back, demanding a *Bill of Rights* to protect the very heart of the *Declaration of Independence*, protection against the very attacks on rights that Britain had unleashed upon the colonies. By June 21, 1788, New Hampshire became the ninth state to ratify.

With a document that began with the simple phrase, "We the People," America established a land of millions of self-rulers who agreed to share power. Behind it all, America's civic virtues and principles—blended from history's lessons, the Bible's ancient cautions, and the Enlightenment's wisdom emerged.

Check For Understanding

What solved the dispute between big and small states? (The "Great Compromise" which set up two representative groups, a House based on population and a Senate of equal votes by state.)

Check For Understanding

The Articles of the Constitution set up three distinct branches of government to balance power; the executive, legislative, and judicial, but what Article may have been the most important of all in terms of giving power to the people? (The Amendment process that would let citizen representatives change the Constitution if most of the people agreed.)

Illustrative Example of a Fourth Grade Student Reader

ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION HISTORICAL • READ-ALONG "We the People" 1



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John Locke

Portrait of John Locke by Godfrey Kneller, 1697

Illustrative Example of a Fourth Grade Student Reader

ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION HISTORICAL • READ-ALONG “We the People”¹



The Boston Massacre by Paul Revere, 1770



The Destruction of Tea at Boston Harbor by Nathaniel Currier, 1846



King George III

We Hold These Truths

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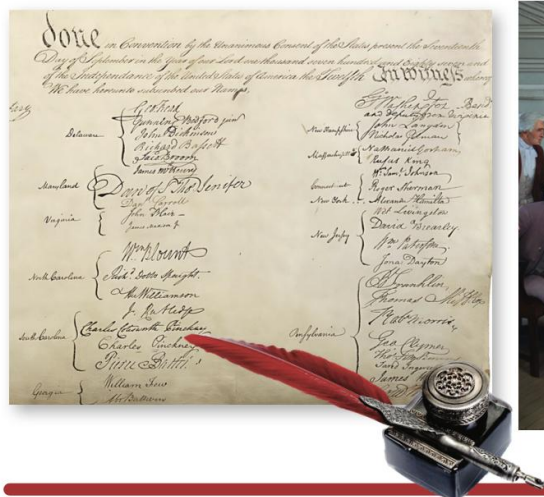
Illustrative Example of a Fourth Grade Student Reader

ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION IMMERSIVE • READ-ALONG “We the People”¹

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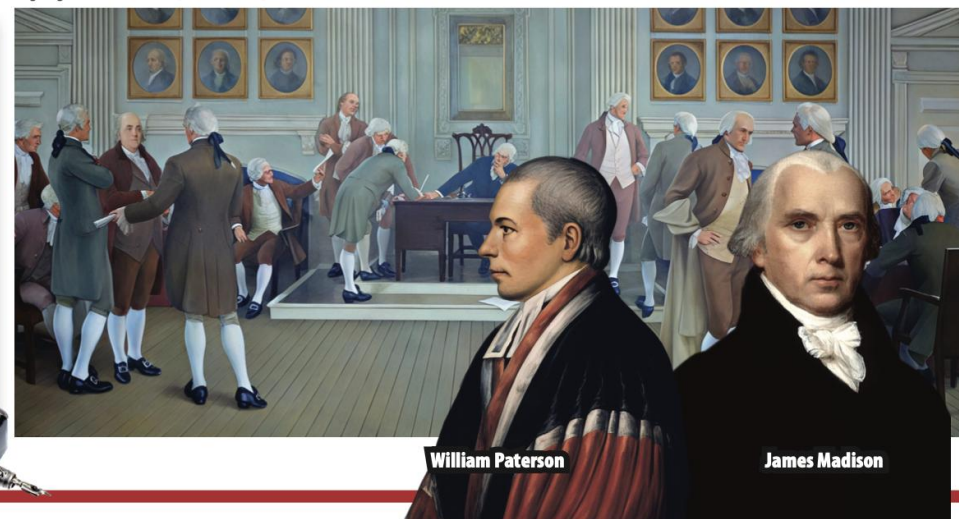


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Signing of the Constitution, Albert Herter, 1916



William Paterson

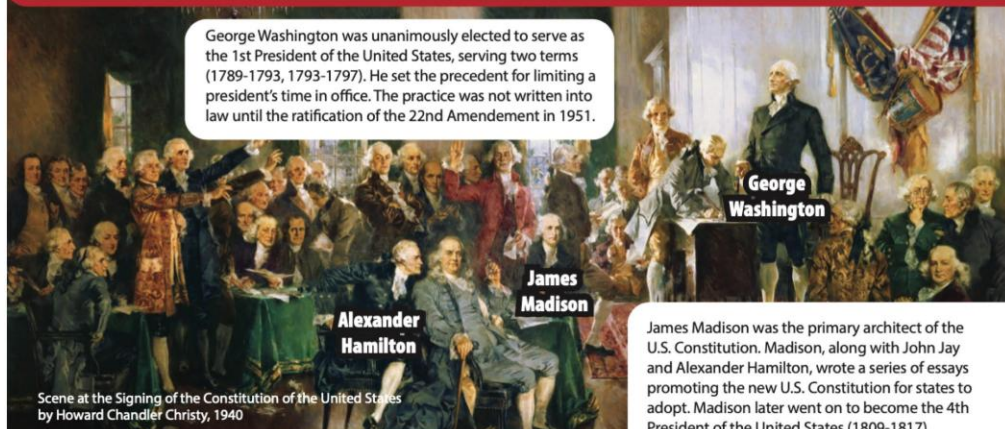
James Madison

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Illustrative Example of a Fourth Grade Student Reader

ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION IMMERSIVE • READ-ALONG "We the People"^[1]



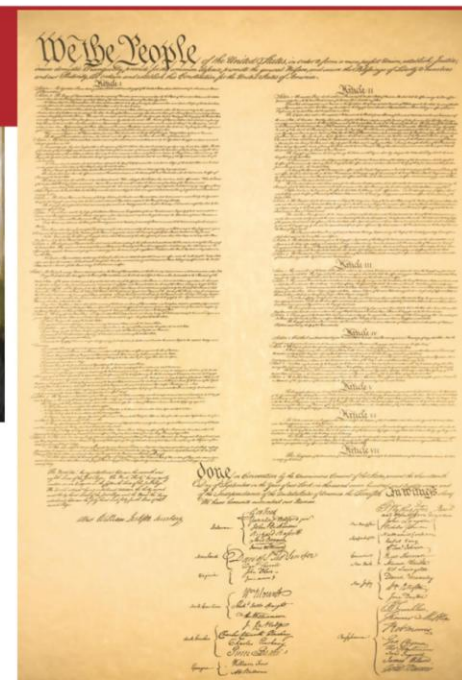
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Illustrative Example of a Fourth Grade Student Reader

ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION HISTORICAL • READ-ALONG “We the People” ¹

Primary Source Citations

- ¹ Preamble to the U.S. Constitution, September 17, 1787, U.S. National Archives, Primary Source, Foundational Document.
- ² Mayflower Compact, November 11, 1787, William Bradford's Of Plymouth Plantation, Project Gutenberg, Primary Source, Foundational Document.
- ³ Exodus 20:3, Holy Bible (King James Version), Primary Source, Moral Foundation.
- ⁴ John Locke, Second Treatise of Government, Chapter VIII, §95, 1689, Project Gutenberg, Primary Source, Historical Treatise.
- ⁵ Montesquieu, The Spirit of the Laws, Book XI, Chapter 6, 1748, Project Gutenberg, Primary Source, Historical Treatise.
- ⁶ James Otis, Argument against the Writs of Assistance, February 1761, Court records (John Adams's notes), Primary Source, Historical Speech.
- ⁷ Thomas Jefferson, Declaration of Independence, July 4, 1776, U.S. National Archives, Primary Source, Foundational Document.
- ⁸ Closing pledge, Declaration of Independence, July 4, 1776, U.S. National Archives, Primary Source, Foundational Document.
- ⁹ Articles of Confederation, March 1, 1781, U.S. National Archives, Primary Source, Foundational Document.
- ¹⁰ George Washington, Letter to James Madison, March 31, 1787, Founders Online (National Archives), Primary Source, Personal Correspondence.
- ¹¹ Virginia Plan, presented by Edmund Randolph, May 29, 1787, James Madison's Notes of Debates in the Federal Convention, Avalon Project (Yale Law School), Primary Source, Convention Record.
- ¹² New Jersey Plan, presented by William Paterson, June 15, 1787, James Madison's Notes of Debates in the Federal Convention, Avalon Project (Yale Law School), Primary Source, Convention Record.
- ¹³ Benjamin Franklin, Motion for Prayers, June 28, 1787, James Madison's Notes of Debates in the Federal Convention, Avalon Project (Yale Law School), Primary Source, Convention Speech.
- ¹⁴ Great Compromise (Connecticut Compromise), proposed by Roger Sherman and Oliver Ellsworth, July 16, 1787, James Madison's Notes of Debates in the Federal Convention, Avalon Project (Yale Law School), Primary Source, Convention Proposal.
- ¹⁵ James Madison, Letter to Thomas Jefferson, October 24, 1787, Founders Online (National Archives), Primary Source, Personal Correspondence.

- ¹⁶ Three-Fifths Clause, Article I, Section 2, U.S. Constitution, September 17, 1787, U.S. National Archives, Primary Source, Foundational Document.
- ¹⁷ Fugitive Slave Clause, Article IV, Section 2, U.S. Constitution, September 17, 1787, U.S. National Archives, Primary Source, Foundational Document.
- ¹⁸ James Madison, Federalist No. 51, February 6, 1788, Avalon Project (Yale Law School), Primary Source, Published Essay.
- ¹⁹ Benjamin Franklin, Speech at the Constitutional Convention, September 17, 1787, James Madison's Notes of Debates in the Federal Convention, Avalon Project (Yale Law School), Primary Source, Convention Speech.

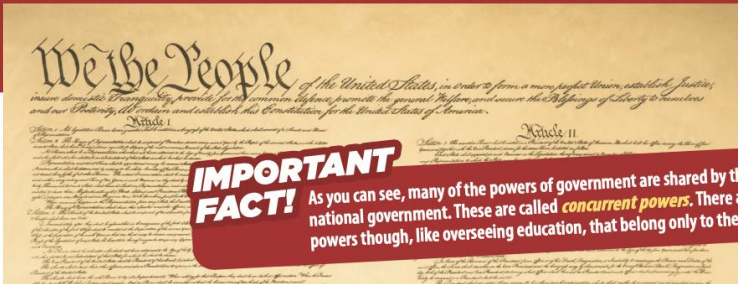
Vocabulary

- Magistrate** (n): An officer given power over others by a king or authority.
- Subject** (n): In the context of a king, the citizens the king controls the lives of.
- Escalate** (n): to increase or speed up something, in this case, conflict.
- Parliament** (n): Englands government structure.
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- Elder Statesman** (n): A well-respected and experienced person.
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**ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION
IMMERSIVE • READ-ALONG**
“We the People” 1

Here is the government and powers that the Constitution laid out:

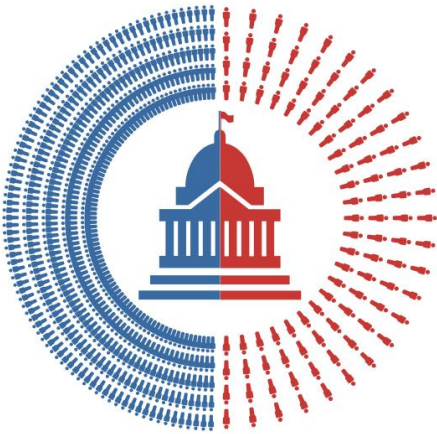
The main body of the U.S. Constitution begins with the seven articles that lay out the structure of the new American government and the procedures for the people's rule. Here is a partial summary containing important articles of note.



IMPORTANT FACT! As you can see, many of the powers of government are shared by the states and national government. These are called **concurrent powers**. There are several powers though, like overseeing education, that belong only to the states.

Article I Legislative Branch (Congress): Makes the laws. Bicameral (House by population, Senate equal states) to balance big/small states.	Article II Executive Branch (President): Enforces the laws. Elected indirectly via the Electoral College, the commander-in-chief, but checked by Congress.	Article III Judicial Branch (Supreme Court and federal courts): Interprets the laws. Judges serve for life to insulate themselves from politics, but are appointed by the President and confirmed by the Senate.	Article IV Relations among states: Full faith and credit (states honor each other's laws), new states admitted by Congress, republican government guaranteed.	Article V Amendment process: Allows change by 2/3 Congress + 3/4 states (or convention), so the people can perfect the Union.	Article VI Supremacy clause: Constitution is the supreme law; no religious test for office.	Article VII Ratification: Nine states needed to establish the Constitution.
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TWO LEGISLATIVE HOUSES
Roger Sherman, from Connecticut, proposed a system of two legislative houses: the Senate and the House of Representatives. Each state would receive two representatives in the Senate and a variable number of representatives in the House proportionate to that state's population. The image on the right illustrates the current number of House (left) and Senate (right) members.



CHECKS & BALANCES
Having separate judicial, executive, and legislative branches created a unique system of checks and balances designed to prevent any part of the government from gaining power over the other two branches.



JUDICIAL

The Supreme Court

EXECUTIVE

The White House

LEGISLATIVE

The Capitol Building

Illustrative Example of a Fourth Grade Activity

- What separates the later grades from the earlier ones is the ability to dive into government simulation and understanding.
- Where earlier grades explored simple promises and various group activities in a manner more direct to the cognitive abilities of students and various ages, later primary grades lend themselves to actual government simulation, such as creating a constitution, class government, and exploring and researching federal elected officials and the leaders of various branches.

ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION • ACTIVITY



Documents of Freedom Poster

(**Purpose:** To have students experience the historical and civic principle connections from the Mayflower Compact to the Constitution.)

Instructor Setup:

- ✓ Prepare four large poster sheets or butcher paper sections labeled: *Mayflower Compact* (1620), *Declaration of Independence* (1776), *U.S. Constitution* (1787), and the *Bill of Rights* (1791)
- ✓ Write one key phrase on each poster in big letters (teacher does this ahead or live), such as: Mayflower Compact: "just and equal laws... for the general good" - Declaration of Independence: "all men are created equal... endowed by their Creator with certain unalienable Rights" - U.S. Constitution: "We the People... establish this Constitution" - Bill of Rights: "Congress shall make no law..." (First Amendment example)
- ✓ Provide markers and long strips of colored paper (or sentence strips), per poster.
- ✓ Arrange students in a big circle or four groups, one

Steps:

- ✓ Teacher tells the quick story: "In 1620, Pilgrims fleeing a king who jailed people for worshipping differently joined with strangers on the Mayflower. They made the first promise of self-rule. Key parts of that promise were later reflected in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights—turning very different people into one nation of free, self-ruling citizens." Can you track the connections and which important civic concepts went forward?
- ✓ Each group gets the poster for one document. They have 4 minutes to:
- ✓ Read the key phrase aloud together.
- ✓ Write 3–4 short sentences on strips explaining how that phrase protects freedom or self-rule (e.g., Mayflower group: "We make fair laws together instead of a king making them").
- ✓ Groups tape their strips to their poster like links in a chain hanging down
- ✓ One student from each group carries their poster to the front and reads their best sentence.
- ✓ Teacher connects the four posters end-to-end with tape into one long "Freedom Chain of Promises" across the room.
- ✓ Whole class stands behind the chain and reads all four key phrases in order, loud and proud.

Illustrative Example of Fourth Grade Activities

ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION • ACTIVITY



Class Constitution Creation Activity

Instructor Setup:

- ✓ Explain the significance of the U.S. Constitution as a plan for government that includes separation of powers and checks and balances.
- ✓ Prepare a large poster board titled "Our Classroom Constitution – We the Students."
- ✓ Have markers, sticky notes, and three colored cards per group (red = House, blue = Senate, green = President).
- ✓ Write the three branch names on the board: Legislative (makes rules), Executive (enforces rules), Judicial (decides if rules are fair)
- ✓ Arrange desks in a big U-shape for debate.

Steps:

- ✓ Teacher explains: "The Founders created the Constitution to make fair rules together without a king. Today we'll do the same for our classroom!"
- ✓ Whole class brainstorms 8–10 possible classroom rules on sticky notes (e.g., "recess time," "homework amount," "quiet voice levels").
- ✓ Class splits into three branches; House (half the class), Senate (other half), President (one elected student) + Judicial (3 elected "judges")

Class Government Simulation:

- ✓ House and Senate debate and vote on the sticky-note rules—only rules that get majority in both pass to the President.
- ✓ President can sign (becomes law) or veto (sends back). If vetoed, House and Senate vote again—2/3 needed to override.
- ✓ Judicial branch watches and can strike any rule that's "unfair to someone" (they explain why).
- ✓ Passed rules are written in big letters on the poster. When finished, every student signs the poster at the bottom.
- ✓ Final shout together: "WE THE STUDENTS ordain and establish this Classroom Constitution!"

ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION • GOVERNMENT RESEARCH



Our National Government Leaders Today

(Purpose: To allow students to lookup and identify key government departments and key leaders, their functions, and how to contact them.)

Instructor Setup:

- ✓ Provide devices (tablets/computers) or printed handouts with official sites: whitehouse.gov, senate.gov, house.gov, supremecourt.gov.
- ✓ One large poster board titled "Our Federal Government Leaders – 2025."
- ✓ Markers, glue sticks, printed photos (or students find online).
- ✓ Divide class into 4 groups: President/Executive, House of Representatives, Senate, Supreme Court.

Steps:

- ✓ Teacher explains: "The Constitution sets up three branches. Today we'll find who leads them right now, what they do, and how to contact them."
- ✓ Each group researches their branch (10 min):
- ✓ Find current leaders (President, VP, Speaker of House, Senate Majority Leader, Chief Justice + 8 Associates).
- ✓ Write short bio (1–2 sentences: age, home state, one fun fact).
- ✓ Find official photo and contact info (website, address, or how citizens reach them). Groups glue photos, names, bios, and contact info on the poster in three branch sections + chain of command arrow (President -> Congress -> Courts).
- ✓ Each group presents their section (2 min each).
- ✓ Whole class stands and reads the Preamble together from the board: "We the People..."
- ✓ Final shout: "These are OUR leaders—we can contact them!"

The Bill of Rights for Fourth Grade Students

- Once the students have explored the functions of government and the balance of powers that are designed to protect rights, they can, by Fifth Grade for example, dive much deeper as the Founders did, into more fully understanding the necessity of listing out those specific rights as they pertain to history, the American experience, and the convergence of self-government and group government.

ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION IMMERSIVE READER “A More Perfect Union”¹

The Bill of Rights is the Constitution’s Promise Kept

In the end, the people’s demand won, proving the covenant still belonged to them. Ratified in 1791, the first ten amendments completed what began with the *Mayflower Compact* and the *Declaration of Independence*. They declared that certain rights are beyond government’s reach—not granted by it, not removable by it.

Bill of Rights

1 The First Amendment

Congress shall make no law respecting religion, speech, press, assembly, or petition. *Born from memories of forced worship and silenced newspapers.*

2 The Second Amendment

The right to keep and bear arms shall not be infringed. *A safeguard against both foreign invasion and domestic tyranny. The ultimate protection for the First Amendment.*

3 The Third Amendment

No quartering of soldiers in private homes without consent. *A direct answer to British forced housing and feeding of troops.*

4 The Fourth Amendment

Protection against unreasonable searches and seizures. *No more allowing officials to search individuals or ransack homes without some proof of a crime.*

5 The Fifth Amendment

Due process, no double jeopardy, no self-incrimination, fair compensation for taken property. *Colonists remembered trials rigged far from home.*

6 The Sixth Amendment

Speedy, public trial by impartial jury, with counsel. *No more secret courts or denied defense.*

7 The Seventh Amendment

Jury trials in civil cases. *Preserving the people’s role as judges of their peers.*

8 The Eighth Amendment

No excessive bail or cruel punishment. *A rejection of British brutality.*

9 The Ninth Amendment

The people still retain rights not listed. *A warning against assuming silence means surrender.*

10 The Tenth Amendment

Powers not delegated to the federal government are reserved to the states or the people. *The final check on central overreach.*

Illustrative Example of Fifth Grade Activities

- As students near the end of primary school, the pressure of peer groups and larger agreements often encroach on individual rights in the context of factions and peer groups.
- Now that the students have practiced some government, they can look into the Bill of Rights as an activity, allowing groups to explore the respect for the individual rights of one another as they pertain to group decisions.
- The student Bill of Rights can be added to the student constitution as a rich exercise.
- Then, following up on the exploration of the federal government and its people, Texas state government can be made more immediate and personal by similar charting and exploring of local and state officials and roles.

ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION • ACTIVITY



Grievances to Rights Poster

(Purpose: To have students examine how the grievances of the *Declaration of Independence* influenced the *Bill of Rights*.)

Instructor Setup:

- ✓ Arrange class into 4-5 groups.¹⁾
- ✓ Prepare a large timeline poster board or butcher paper labeled "Road to the *Bill of Rights*: British Grievances -> American Protections."
- ✓ Print or write the 7 grievances from a provided timeline on strips (one per event).
- ✓ Print the 10 Bill of Rights amendments on separate colored cards (simple kid-friendly wording, e.g., "1st: Freedom of speech, religion, press, assembly, petition").
- ✓ Provide markers, glue sticks, and string/yarn for connecting lines.

Grievance Timeline:

- ✓ 1765: Stamp Act – Britain imposed a direct tax on printed materials (newspapers, legal documents) without colonial consent, seen as taxation without representation.
- ✓ 1765: Quartering Act – Required colonists to house and feed British soldiers in private homes.
- ✓ 1767: Townshend Acts – Taxes on imported goods like glass, paper, and tea; also allowed writs of assistance (general search warrants).
- ✓ 1770: Boston Massacre – British soldiers fired on a crowd, killing five colonists; symbolized military oppression.
- ✓ 1773: Tea Act – Gave the East India Company a tea monopoly, undercutting colonial merchants and reinforcing taxation without representation.
- ✓ 1773: Boston Tea Party – Colonists dumped tea into harbor in protest.
- ✓ 1774: Intolerable (Coercive) Acts – Punished Massachusetts: closed Boston port, altered Massachusetts charter, allowed trials of British officials in Britain, and strengthened quartering of troops.

Steps:

- ✓ Teacher reads the timeline grievances aloud and hands strips to groups who glue the grievance strips in chronological order on the left side of the poster
- ✓ Teacher hands out the 10 amendment cards. Groups discuss and match each grievance to the Bill of Rights amendment(s) it inspired (e.g., Quartering Act -> 3rd Amendment; unfair trials -> 5th/6th).
- ✓ Draw colored lines connecting each grievance to its matching right(s) on the right side of the poster.
- ✓ Groups present one match to the class ("The British searched homes without reason—this led to the 4th Amendment so government needs a warrant!") Whole class cheers when poster is complete.

ILLUSTRATIVE EXAMPLE • U.S. CONSTITUTION • ACTIVITY



Texas Government and Leadership Poster

(Purpose: Prompts students to research current leaders and create one big visual chart showing how power flows from local to national.)

Instructor Setup:

- ✓ Create one large poster board titled "Our Texas & U.S. Government" and draw three sections: Local (city/county), State (Texas), Federal (U.S.).
- ✓ Provide devices for research (or printed handouts from official sites: whitehouse.gov, senate.gov, house.gov, texas.gov, txdirectory.com).
- ✓ Markers, glue sticks, printed photos (or students find online).
- ✓ Divide class into 5 groups: Local, Texas Executive/Legislative, Texas Judicial, Federal Executive, Federal Legislative/Judicial.

Steps:

- ✓ Teacher explains: "The Constitution sets up federal government, but Texas has its own leaders too. Today we'll find who they are right now and make one big poster showing how they all connect."
- ✓ Each group researches their section (10 min):
- ✓ Find current leaders (e.g., Local: mayor, county judge; Texas: Governor, Lt. Governor, Speaker of House, Chief Justice; Federal: President, VP, Speaker of House, Senate Majority Leader, Chief Justice).
- ✓ Write short bio (1 sentence: role + one fact).
- ✓ Find official photo and contact info (website or address).
- ✓ Groups glue photos, names, bios, and contact info on the poster in their section, with arrows showing chain of command (Local ↔ State ↔ Federal).
- ✓ Each group presents their section (2 min each).
- ✓ Whole class stands around the finished poster and reads the Preamble together: "We the People..."

Illustrative Example of a U.S. Constitution Read Aloud for First Grade

to pray. Even outside of Massachusetts, in the other original thirteen colonies, colonists worshiped in different ways. *[Point to map of thirteen colonies]* Many people from a religious group known as the Quakers left England and went to Pennsylvania, where they had the freedom to worship. Back in England, Quakers were sometimes put into prison for praying the wrong way. Catholic believers established a strong group of churches in Maryland in a way that was not permitted in England. A number of Jewish settlers arrived first in New York, and then in several other colonies, thriving in a land where they had the freedom to worship. These religious groups thrived in the colonies, alongside a large number of colonists who were members of the Anglican Church, which was the official Church of England.



Show Image 3A-3: Carpenters' Hall, Philadelphia

There were a lot of different people in the thirteen colonies, with many colonists angry at Great Britain. But they all wanted to keep the freedoms they held dear. In September 1774, people in the colonies sent representatives to meet in Philadelphia to

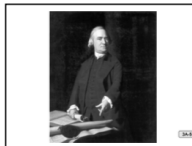
discuss what to do and how to do it. It was the First Continental Congress. The United States had not yet gained its independence. Many of the representatives at this First Continental Congress meeting wanted to stay a part of Great Britain. Even so, today many think of the meeting of the First Continental Congress as the first time we were truly Americans. Before this, there were thirteen separate British colonies. But with this congress, our country started to try to govern itself.



Show Image 3A-4: Founding Fathers

This was a big deal in American history and in the history of the world. At that time, and for thousands of years before, almost all of the nations on the planet were ruled by kings or queens. And in most of the nations where a king ruled, the king required every citizen of that nation to worship in the same way that the king did. These nations had an official religion.

The First Continental Congress would be the first time American representatives came together to discuss how to govern themselves. Many of these representatives were important leaders who helped start our country—they are also known as our Founding Fathers. They included George Washington, John Adams, Samuel Adams, and others. There would be many disagreements and many **debates**. *Debates are discussions between people on both sides of an argument in order to come to an agreement.* But perhaps the first full debate at this first meeting of what would eventually become the American government was about whether to pray.



Show Image 3A-5: Samuel Adams

On September 5, 1774, the First Continental Congress met for the first time. They met with heavy hearts. They had heard rumors that British ships had attacked the town of Boston. Representatives worried about the safety of friends and family in Boston. Many were beginning to realize that the well-being of their colonies was going to rely on coming together despite their differences.

As the representatives settled into their seats, a man named Thomas Cushing suggested they begin each **session**, *or meeting*, with a prayer. Some of Cushing's fellow **delegates** argued against beginning the sessions with a prayer. *Delegates are people who are sent to represent or act for other people in a meeting.* They pointed out that the representatives were not just from different colonies, but they also sometimes had different religious beliefs.

Then Samuel Adams stood up. His home was in Boston, so he was as worried as anyone about the safety of his family and friends. He argued that the representatives could join together in prayer, despite their differences. He said that he could hear a prayer from a good man who loved his country even if he had different religious beliefs. He argued that they may have different ways of worshiping God, but they could still come together for their country. It was a **compromise**—the first of many that would be reached by the founders of our nation. *When people compromise, it means that both sides work together to come to an agreement or make a decision. In this case, the representatives worked together to make a decision that people could pray without being judged based on their religious beliefs.*



Show Image 3A-6: At prayer

Samuel Adams proposed that the congress invite Reverend Jacob Duché to begin the next session with a prayer. This was notable because Reverend Duché was an Anglican, and Adams was part of a religious group that traced back to Puritans who had escaped the Anglican Church in England. Back in England, their religious differences would

sometimes lead to real problems, including possibly being put in jail. But the first debate of the First Continental Congress ended with the group of American representatives with different religious beliefs welcoming prayer. The following Wednesday, Duché opened the congressional session with a special prayer asking for God's help in their effort to gain fair treatment from Britain. The **representatives** received the prayer well. John Adams said that the prayer gave a "warm patriotic feeling."



Show Image 3A-7: First Continental Congress

There were many other issues to debate at the First Continental Congress. Patriots kept stirring things up, talking of going to war and breaking away from Britain altogether. There was no agreement on whether to break away from Great Britain. But there was the beginning of compromise among representatives for the sake of religious

freedom. The First Continental Congress ended its meetings, and the representatives returned to their homes. The conflict between the colonies and Great Britain was not going away.



Check for Understanding

Think-Pair-Share: What is religious freedom? (Answers may vary but should include the ability to freely practice religion without the government telling you how.)

Illustrative Example of a U.S. Constitution Read Aloud for First Grade

- Teachers support students with an explanation of the reasons behind the Constitutional Convention in 1787.
- While setting up RLA exercises, the reader here details the need for a government plan in the form of a constitution.

Support

Display the Thirteen Colonies Map to locate the colonies mentioned in the Read-Aloud.

Lesson 9: A Young Nation Is Born

Read-Aloud

30M

Reading: Students will describe the contributions of George Washington.
TEKS 1.6.G

Language: Students will demonstrate an understanding of the Tier 2 word *president*.
TEKS 1.3.B

PURPOSE FOR LISTENING

- Remind students that George Washington went back to Mount Vernon at the end of the war. Tell them to listen closely to today's Read-Aloud to discover what happened to him next.

"A YOUNG NATION IS BORN" (15 MIN.)



Show Image 9A-1: Arguing states
For the first few years after the Revolutionary War ended, the former British colonies could not seem to agree on anything. They had not yet come up with a name for themselves. Some said they should be called "The Union of States," while others liked the sound of "The American Nation." Others simply wanted to call themselves by the names of the states in which they lived—Virginians, if they lived in Virginia; New Yorkers, if they lived in New York; and so on. There was no plan for how they would be governed, or ruled, so lots of different people were making up lots of different rules. States were taxing one another unfairly, just like the British had done before the war. What a big mess!



Show Image 9A-2: George Washington at Mount Vernon
George Washington was enjoying life at Mount Vernon with his wife, their children, and grandchildren. At fifty-five, he felt he had served his country well as a commander in chief, and he was not looking for any more jobs away from his farm. But four years after returning home from the revolution, Washington was called to Philadelphia, Pennsylvania, for another big meeting.

Challenge

Why do you think the colonies had trouble deciding things? (Answers will vary.)

TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Unit 8 American Independence



Show Image 9A-3: Washington, Franklin, and Jefferson Do you recognize anyone in these pictures?
He joined many of the same men with whom he had worked in the Continental Congress at the beginning of the war. These men are called our Founding Fathers, or simply Founders, because they helped found, or start, our new country. Benjamin Franklin, now eighty-one years old, was the oldest representative there.

George Washington was elected **president** of the convention, or meeting. A *president is the person in charge of a large meeting or country*. It was called the Constitutional Convention because the men were writing a constitution, a plan for how the new nation could live together peacefully. Do you remember how Washington said that they needed to come up with a plan of how to rule the country without a king? Well, these men were meeting to come up with that plan, which they called the Constitution.



Show Image 9A-4: Constitutional Convention
"Stop arguing," George Washington told the men. "We have an important job to do." It was hard work. They met for four long, hot months, from May to September. The men continued to argue. Some walked out. But most of them stayed until they came up with a good plan, or constitution. Their hard work paid off. The rules they wrote that summer, more than two hundred years ago, are the ones we still use today. And when our Founding Fathers left Philadelphia that September, our country had a new name.



Show Image 9A-5: United States
"We, the people of the **United States** . . ." they wrote. *United means combined into one*. So now all the states have come together; they are a *united, or single, nation*. The thirteen former British colonies had become the United States of America.

Illustrative Example of a U.S. Constitution Read Aloud for Second Grade

- The Constitution could be highlighted again in the context of RLA with background on the history of slavery, the roots of abolition, and the different views that needed to blend into one Declaration and one Constitution.

PURPOSE FOR LISTENING

- Tell students to listen carefully to find how the First Great Awakening began to influence what many people thought about slavery.

"THE GREAT AWAKENINGS AND THE FOUNDERS" (15 MIN.)



Show Image 2A-1: 1700s Era Ship

The practice of slavery has been unfortunately far too common throughout history. Because of slavery, hundreds of years ago, many people were brought on ships from Africa to North and South America. These enslaved people lived in Spanish colonies in the Caribbean, in Portuguese colonies in South America, and in

British colonies in North America.



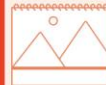
Show Image 2A-2: Pilgrims Leaving England

In the colonies of British North America, most people who came were settlers looking for a better life. Many of those colonists came looking for opportunities to create wealth for themselves and their families. Other colonists came because of the religious freedom offered in those North American colonies. Regardless

of their reasons, the colonists had to **compromise** or find a way to work together.

We've read about some of the people who came to America motivated by religious freedom. The Pilgrims helped establish colonies in the North, like Massachusetts. [Display the U.S. Map, and point to Massachusetts on the map.] They came to America with strong religious beliefs that required them to separate from the Church of England and its practices. Other groups, like the Puritans, also came to the New World to live in ways consistent with their interpretations of the Christian Bible, not as they were required to do in Europe.

Flip Book Images
2A-1–2A-9



Show Image 2A-5: The Great Awakening

Then, in the late 1720s, a religious movement began. It was called the **First Great Awakening**, and it swept across all of the colonies. Colonists who participated in the First Great Awakening wanted people to live their lives in ways that were consistent with their interpretations of teachings of the Christian Bible. Many historians think of this

religious movement as the first truly "national" event in America.



Show Image 2A-6: Great Awakening Preachers

The Great Awakening preachers emphasized their religious beliefs. This included the belief that all people are made in the image of God so that every person deserves dignity and respect. It also included the idea that we are born with equal rights, given by God, to the basic freedom of deciding how to work and live.

And it included the idea that if people were equal in the eyes of God then the laws of the nation should treat them equally. Based on these ideas, many people began to realize that slavery should not continue. The First Great Awakening influenced many of those who ended up leading America's war for independence from Great Britain. *What does it mean to be treated equally? How do you think slaves felt about what these preachers believed?*



Show Image 2A-7: George Washington and the Founding Fathers

Many of the Founding Fathers came to believe that slavery was a moral evil that must end. *The Founding Fathers were a group of men led by George Washington. Together, they helped the colonies separate from Great Britain to establish the government of the United States.*

During his life, George Washington owned slaves. But like many during that time, he grew to see the practice as morally wrong, and made plans in his will to free them after his wife's death. George Washington wrote in a letter

Challenge

Why do you think the Founding Fathers, who believed slavery was wrong, had a hard time finding a solution to end it?

Support

Explain that the Constitution is like a very important rulebook for our country, the United States.

The Founding Fathers wrote it to tell us how our government should work and what rights and freedoms we all have.

that he wished to see a plan to **abolish**, or get rid of, slavery. Washington wrote, "[T]here is not a man living who wishes more sincerely than I do, to see a plan adopted for the abolition *or the ending or stopping* of [slavery]." Another Founding Father, Benjamin Franklin, became president of the Abolition Society in Pennsylvania, proposing laws to abolish slavery. [Point to Pennsylvania on the U.S. Map. Preview that Pennsylvania is a Northern state that fought on the side of the Union because they supported the end of slavery during the Civil War.]

While attitudes about slavery were changing for many, they did not change for everyone. The Founding Fathers struggled with finding solutions because slavery greatly affected life in both the South and North. Southern plantations depended on enslaved labor to produce foods like rice, as well as cotton, tobacco, and other products needed by the North. Without enslaved labor, those businesses could fail. They were also concerned that this issue would divide the colonies. If the colonies could not come together in compromise, there could be no independent, free America. And for those committed to ending slavery, without a free America, slavery would continue in the colonies, as it was still common practice throughout the world.



Show Image 2A-8: The U.S. Constitution

Even though many people thought that slavery was wrong, some people insisted that it must continue. After fighting for independence from Britain, the 13 new American states had to come together to decide how they were going to **govern** themselves. *Govern means to make decisions and rules that help a group of people live together peacefully.* Ten years after declaring

independence, each state sent representatives to a series of meetings in 1787. This was the Constitutional Convention when they would write the Constitution that would govern the United States. The representatives had many different ideas on how to govern the new United States of America. The strongest disagreements centered on slavery.

The Founding Fathers needed to walk a fine line to get all of the 13 states to agree to adopt the Constitution. Ultimately, they made a compromise, which meant they found a middle ground. They agreed to allow the institution of slavery but left open the possibility that slavery would be outlawed *or not allowed* in the future.

During the time of the American Revolution, many people thought that slavery was going to go away on its own. In some cases, **plantations**, or large farms that

Illustrative Example of a U.S. Constitution lesson for Fourth Grade

- Fourth grade students can connect the causes of the American Revolution to learning about the Constitution and text from the Bill of Rights.

The Bill of Rights

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the

Pausing Point

353

accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

(National Archives and Records Administration)

During the reading, use the following questions to facilitate discussion.

1. The Bill of Rights is a primary source document. A primary source document is one that was written or created during the time period being studied. Primary source documents often give us a window into certain perspectives at a specific time in history. Whose perspective does this primary source document show us and during what time?
 - » This shows the perspective of colonists, particularly revolutionaries, living at the time that America became an independent nation.
2. Most parts of the Student Reader for this unit are secondary sources. Unlike primary sources, secondary sources are written or created after the time being studied by someone who did not experience or participate in the events being described. Each type of source presents information about a topic in a different way. What does the Student Reader tell us about the rights colonists expected? How does the Bill of Rights connect to those rights?

354

Module 16: Content in Review

- The Constitution and Bill of Rights are critical components of each student's K-5 education.
 - These valuable lessons can be effectively taught within social studies or as part of RLA.
- Teaching the Constitution and Bill of Rights begins with the understanding that these lessons build upon the foundation of the *Mayflower Compact* and Declaration of Independence, both of which are crucial to its understanding.
- The importance of educating students on the Constitution and Bill of Rights throughout their elementary years cannot be overstated, given that our entire government design is based on these documents, which continue to define our government and fundamental rights even to this day.
- RLA vocabulary can be used to serve two functions; as a partner to language arts that also makes civic words and skills more memorable and relevant to the student's experience and cognitive abilities.
- Because teaching is best done through multiple channels, including role models and concepts, history read-alouds can be followed by immersive story books that plunge the student into the world alongside peer-relatable characters living the civic concepts of The Constitution *and* Bill of Rights directly.
- These can be followed by a variety of activities to enhance the learning for students.

All questions are encouraged, and we will do our best to answer them!

For more information about the primary sources in this module, click on the links below.

[links to be inserted]

Assessment Questions

Please log into the Learning Management System to answer 20 questions on this module.



Module 17 Review, Summary, and Highlights

45 Minute Module

Module 17 Topics: Comprehensive Review of the Civics Training

- Why we learn Civics.
 - The value of an education in Civics.
 - Why a nation needs Civics.
 - Creating and preserving a free society.
- Key points and principles of Civics.
- The government of the United States and Texas.
- Civic responsibilities as a citizen.
- Tools to teach civic responsibility.
- Leadership as a key component of Civics.
- Chronology matters for Civics instruction.
- Integration of civics into other subjects.
- Primary sources in civic education.
- Best practices for discussions current events and building media literacy in students.
- Aligning Civics Instruction to student developmental stages.

What Have You Learned?

- Please take out a piece of paper.
- Number the paper from 1-3.
- Please answer the following questions:
 1. What is the single biggest takeaway you have learned from this program?
 2. Have you heard something that surprised you? What was it?
 3. How has this training changed your view of how to teach Civics?

Why We Learn Civics

- Civics is political education in public norms, knowledge, and character development necessary for civilization.
- An education in civics must necessarily be an education in citizenship.
- Civics helps prevent anarchy by promoting an understanding of the rules, rights, and responsibilities that underpin an organized society with a legitimate government.
- Civics is essential for self-government.
- Civics preserves a society's heritage for future generations.

The Value of an Education in Civics

- Civics is political education in public norms, knowledge, and character development necessary for civilization.
- An education in civics must necessarily be an education in citizenship.
 - Its purpose is to cultivate and inform good citizens.
 - Civics translates into learning the value of virtues, skills, awareness, and knowledge to better the self and serve others.
 - Civics is an expression of sovereignty and is essential for self-government.
 - Civics enables the preservation of knowledge and wisdom for future generations.
- The journey of childhood aligns with the function of civics in society.
 - Civic values guide the path from the individual who grows into an emerging leader, mentor, provider, community member, and leading citizen.

Why a Nation Needs Civics

- Civics helps prevent anarchy by promoting an understanding of the rules, rights, and responsibilities that underpin an organized society with a legitimate government.
 - By encouraging a general consensus on the necessity and legitimacy of established authority and the rule of law, Civics prevents power vacuums and disorder.
- Additionally, Civics creates and preserves a common body of knowledge shared by the entire nation.
- In a constitutional federal republic such as the United States, the importance of national unity is paramount, and that requires a common, shared set of core virtues and principles as well as a common understanding of the country's history.

Creating and Preserving a Free Society

- The difference between a free and unfree society demonstrates the power of what the United States has built.
- The unfree society is powered by the ancient, primitive impulses of fear and control.
 - From ancient dynasties to modern despots, the "authoritarian impulse" treats the human being as a "resource" or a "subject" to be leveraged for the glory of the leader or privileged few.
 - It is a system that inevitably results in the crushing of the individual and the stagnation of the human spirit.
- The free society is powered by consent and service, where the government is the servant and the citizen is the sovereign.
 - It is designed to blunt the flawed nature of man through checks and balances, ensuring that no single "authoritarian impulse" can ever again seize the wheel of the state.
- Ultimately, a free society acts as a moral and functional firewall against the darkness of the past.
 - It replaced the violence and fear of the dictator with the duty and responsibility of the citizen.
 - It recognized that freedom is not just the absence of a king—it is the presence of character.
 - By identifying role models who embody these virtues, we ensure that the next generation does not just inherit a government, but the legacy of our founders
- We teach Civics because the ancient impulse to rule others is always lurking; our only defense is a citizenry that understands its own worth, respects its neighbor, and refuses to ever again become an asset of the state.

Key Points in American Civics

- Understanding the intellectual struggle between liberty and tyranny focusing on the original intent of the Founders.
 - Starting with the Pilgrims, the vast majority of colonists in America came to build a better life and world, free from the tyranny of kings.
- Defining the core philosophical tenets underlying the U.S. government.
 - Founding Documents are primary sources that show core motivations and goals.
- The importance of using primary source materials to experience history as it happened and in the words and emotions of those who were there.
- Focusing on chronological and thematic coherence in history teaching.
- Instructional priority on identifying role models and core concepts of self-government, ordered liberty, and the role of faith in shaping civic morality.
- Developing an understanding of the importance of patriotism and civic virtues as familial and unifying aspects of a democratic society.
- Ensuring teachers can articulate the functional and moral difference between free and unfree societies.
- Addressing the requirement for entrepreneurial foundations in education to help students understand and productively function within a free enterprise society.

Key Principles of American Civics

- All people are endowed with individual rights which are unalienable.
- Governmental authority flows from the people's consent, expressed through elections and participation, not from divine right or force.
- The Constitution is the supreme law of the nation.
- Separation of powers means that the Legislative, executive, and judicial branches are designed to check and balance one another so no single branch can dominate.
- The Federal system means that power is divided between the national government, with clearly enumerated powers, and states, that retain all powers not delegated or prohibited.
- Everyone is subject to the same laws.
- The Freedoms enshrined in the Bill of Rights are paramount to the protection of individual rights..
- Civic responsibility and active participation are required for the system to work.

America's Federal Government

- The Federal government has three co-equal branches of government.
 - The Legislative Branch (Congress) makes laws.
 - The Executive Branch (President) carries out laws.
 - The Judicial Branch (Supreme Court) interprets laws and can strike them down.
- Bills become law by passing both the House of Representatives and Senate in identical form, then go to the President. If the President vetoes a bill, Congress can override the veto with a 2/3 vote in both chambers.
- The federal government is responsible for national defense, interstate commerce, immigration, and currency, among other things.
 - Regulations governing these things are written by federal agencies such as the FBI, and IRS.
- Based on the 10th Amendment, Power is divided between the Federal government and the states that retain all powers not delegated or prohibited. This is a core protection of liberty.
 - States manage education, police, marriage laws, elections, and other local issues.
 - Many areas, such as healthcare and criminal law, overlap.
 - Elections are run by the states, not the federal government, meaning that voting rules, polling places, voter ID requirements, and mail-in ballots are different from state to state.

The Government of Texas

- Texas operates under the Constitution of the State of Texas, which was written in 1876.
 - It has been amended hundreds of times.
- The Governor of Texas is elected to a 4-year term.
- Texas operates under a system of separation of powers, dividing governmental authority among three branches: Legislative, Executive, and Judicial.
- Other elected offices in Texas include:
 - Lieutenant Governor
 - The Lt. Governor presides over the Texas Senate.
 - Attorney General
 - Comptroller
 - Land Commissioner
 - Agriculture Commissioner
 - Railroad Commission
- The Texas Legislature is comprised of:
 - 150 Representatives who serve 2-year terms.
 - 31 Senators who serve 4-year terms.
- Most Texas judges are elected for 6-year terms.

Your Responsibilities as a Citizen

- It is critical that every citizen understands their responsibilities and takes certain actions to maintain our republic.
- Voting is the primary way citizens exercise sovereignty and hold leaders accountable; low turnout undermines the legitimacy of the entire system.
- Serve on a jury when called as jury duty is the ultimate check on government power in criminal and civil cases.
 - In addition, refusing to serve shifts that burden onto others.
- Obey the law (even laws you dislike); the rule of law only works if citizens voluntarily follow it.
- Pay your taxes.
 - Self-government costs money and if you do not pay taxes it shifts the burden onto others and undermines every public service from maintaining roads to national defense.

Your Responsibilities as a Citizen (continued)

- Defend the country if called, as our national defense is a shared obligation.
- Support our military and veterans.
 - All of our rights and freedoms have been won by their sacrifice; maintaining those rights and freedoms means that some have undertaken an enormous burden for the rest of us.
- Defend the rights of people you disagree with.
 - Protecting free speech, religion, assembly, and due process for your political opponents is the only way those same rights remain safe for you.
- Take care of yourself and serve your neighbors.
- Pass on knowledge of the Constitution, history, and civic responsibility to your children, students, or new citizens.

Tools to Teach Civic Responsibility

- There are a number of methods to unleash civic awareness and capability to students at various ages.
- Class government, year-long projects, anthologies, and group projects for self-rule, assessment, peer help, debate, and discussion are the very fabric of a democratic republic.
 - Class elections simulate democratic processes and allows students to practice citizenship skills like researching candidates and voting.
- Assigning students different roles within a class allows them to explore issues from various perspectives and understand the importance of listening to others.
- Community service projects enable students to identify a problem in their community, such as a park that needs cleaning, and develop a plan to address it.
- Creating a class constitution gives students the opportunity to come up with ideas, debate, and vote on a set of rules and responsibilities, giving them a personal stake in their own governance.
- Field trips to government buildings can make the democratic process feel tangible and accessible.

Leadership is a Key Component of Civics

- Leadership emerged as moral stewardship from ancient civilizations, as a spark of accountability to a higher calling of service to society.
 - Leadership is a form of ultimate service to others.
- Ancient Greece saw civic duty as active participation in the assembly, jury, and defense, where the free male citizen shaped the polis through reason and open debate.
 - Plato: “The punishment which the wise suffer who refuse to take part in the government is to live under the government of worse men.”
- The Roman Republic, saw civic duty as service to the res publica—through debate, legion loyalty, and patronage.
 - Cicero: “The good of the people is the highest law.”
- The Enlightenment saw civic duty as the protection of inalienable rights through a social contract, where the citizen was a rational individual with voice and an implied contract with each other.
 - John Locke: “The great end of mens’ entering into Society, being the enjoyment of their Properties in Peace and Safety, and the great instrument and means of that being the Laws established in that Society.”
- This tradition was embodied in the birth of America and epitomized by George Washington’s decision to step away from the Presidency.
 - Washington was America’s first president and is considered the “Father of Our Country”.

Teaching Civics as it Happened, Chronologically

- A chronological narrative allows students to see the cause and effect sequences of one event on another.
 - Such as connecting key ideas to the American Revolution in response to totalitarian rulers of the age.
- By securing events in their proper time, students can anchor events in time and place, making the information more memorable and easier to integrate into a broader understanding.
- Using this method, students can analyze patterns of continuity and change over time and identify key turning points that have reshaped society.
 - This helps them develop critical thinking skills to evaluate the causes and effects of decisions made by people in the past and apply that same analysis to current events.
- By teaching Civics linearly, students grasp their role within a historical continuum, recognizing that their present is a link in a chain of events, rather than the ultimate end point of time.
 - This can help foster a sense of national or shared American identity and civic responsibility.
- Teaching Civics through history grounds students in the historical roots of the United States so they can see that modern issues have been shaped by the actions and intentions of people across time.

Integrating Civics into other Subjects

- SB-3 requires instruction integrating civic instruction in subjects other than social studies.
- Civics is the starting point for anything that impacts our society.
- How would science work if you cannot disagree?
- How would medicine work if you could not get a second opinion for a diagnosis?
- How much of literature is based on striving for rights and freedoms?
- This is all Civics!

Focus on Primary Sources

- Instruction in Civics relies upon the use of primary sources, which are superior to secondary sources because they offer direct, unfiltered evidence from a first-hand account, allowing for a deeper, more original understanding of an event or topic.
- Primary sources provide direct evidence without another person's interpretation.
- Since primary sources are firsthand accounts or artifacts from the event, they provide an unfiltered view which secondary sources cannot replicate.
- Additionally, primary sources fulfill several key requirements for fulfilling the SB-3 requirements of learning Civics, including:
 - Analyzing and determining the reliability of information sources.
 - Focusing on the required founding documents and historical texts.
 - Demonstrating the use of primary sources for teaching required historical events.
 - Developing teacher skills in sourcing and authenticating historical evidence.
 - Equipping teachers to instruct students in critical textual analysis.
 - Ensuring all historical claims can be substantiated by primary source evidence, aligning with the mandate for Primary Source-driven teaching and learning.
 - Establishing the universal and historical moral indictment of the institution of slavery using foundational texts from different eras.

Best Practices for Discussing Controversial Events

- Emphasize the importance of civil discussion as crucial to our democracy.
- Establish rules for classroom discussion based on First Amendment principles (e.g., freedom of thought, responsibility for speech).
 - Create a classroom community based on respect where students feel comfortable sharing their thoughts and emotions.
 - Anticipate potentially difficult topics and have a strategy for addressing them in a way that is sensitive to students' backgrounds and experiences.
 - Remain calm and composed, and present facts without injecting personal biases so students can form their own opinions.
 - Base discussion on primary sources.
 - Emphasize methods for fact-checking and tracing news back to primary sources to ensure objective understanding.
 - Use a lesson plan with a clear structure, such as introducing the topic, comparing sources, discussing, and reflecting.
 - Pose questions that encourage students to think critically about the information and their own perspectives.

Aligning Civics Instruction to Student Developmental Stages

- It is critical to teach students where they are, ultimately helping them understand and empower them as the civic minded individuals that they are.
- Cultivate your students' innate, civic capabilities and virtues, makes mapping these complex constitutional concepts easier because they can be taught to age-appropriate learning and developmental stages.
- Use simulations, games and role-playing for real world applications and understanding of abstract concepts.
- Adapt instruction that evolves and develops with the student, rather than at the student, for elementary, middle, and high school cognitive abilities, using varying and adaptive narrative methods and engagement tools to reach students where they are at different levels of understanding.
- Employ strategies for partnering with students and parents to increase understanding of basic rules and authority in early grades.
- Linking personal and family responsibilities to larger and larger groups, structures, and political functions.

All questions are encouraged, and we will do our best to answer them!

Assessment Questions

Please log into the Learning Management System to answer 20 questions on this module.

Thank You!

Congratulations on successfully completing the Texas Civics Training Program!

We hope you enjoyed this training and found it valuable. Please share your feedback with us at the link below.





These materials have been specially created for Texas teachers and will continue to be revised based on feedback.

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