

Breaking Up Letter

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Subject / Lesson: U.S. History

Grade Level: 8th and 11th Grade

Overview/Description: Students will be able to understand the origin and purpose of the Declaration of Independence

Duration: 2-3 Days

Standards:

1.3: Analyze the impact of the Declaration of Independence and the American Revolution on establishing the ideals of a democratic republic

8 - 2.3: Explain the roles of S.C. in the adoption of the Declaration of Independence

Objectives: SWBAT create a “spoof” of a contemporary song of the steps, roles, and adoption of the Declaration of Independence

Materials and Resources:

- Pre-knowledge of Information Leading up to the DOI (use attached or own)
- Reading: Break Up Letter (Declaration of Independence) Individual/Groups/Kagan Structure
- “Feet”/ Steps toward revolution (guided practice)
- T-chart (guided practice)
- Index cards (independent practice) Using CBL (modeling)

Four main points

“Never the Right Time” (Chris Brown) Lyrics (Example)

- Computer/phone 1:1 Device

Instruction/Demonstration/Procedures:

- “Feet”/ Steps toward revolution (guided practice)
- TSW complete the Reading:Break Up Letter (Declaration of Independence) Individual/Groups/Kagan Structure
- Instruction: Students will analyze the Break Up Letter (DOI)

- 1) What is the current state of the relationship between the American Colonies and King George?
- 2) What complaints does the American Colonies have against King George?
- 3) What is going to happen between these two in the future?

-T-chart (independent practice) TSW compare and contrast the break up letter to the actual DOI.

INDEPENDENT Practice

- Index cards (independent practice) Using CBL (modeling)

Four main points

“Never the Right Time” (Chris Brown) Lyrics (Example)

FINAL PROJECT: Create your spoof using your chosen song and using your 1:1 device record the new song using primary source pictures and assigned rubric.

Assessments/Evaluation:

Student Name: _____

Task Description: Students will work together in assigned teams to create a video project that details a specific aspect of the course. The presentation should include appropriate photographs, video, music, graphs, and other visual aids. The final project should be burned to a DVD in a Full Quality QuickTime movie format.

ACTIVITY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Concept	<p>15-20 points</p> <p>Has a clear picture of what they are trying to achieve. Adequate description of what they are trying to do and generally how his/her work will contribute to the final project.</p>	<p>10-14 points</p> <p>Has a fairly clear picture of what they are trying to achieve. Can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final project.</p>	<p>5-9 points</p> <p>Has brainstormed their concept, but no clear focus has emerged. Goals/final product not clearly defined.</p>	<p>0-4 points</p> <p>Little effort has been spent on brainstorming and refining a concept. Unclear on the goals and how the project objectives will be met.</p>	
Script/ Storyboard	<p>12-15 points</p> <p>The storyboard illustrates the video presentation structure with thumbnail sketches of each scene. Notes of proposed transition, special effects, sound and title tracks include text, color, placement, graphics, etc. Notes about proposed dialogue/ narration text are included.</p>	<p>8-11 points</p> <p>The storyboard includes thumbnail sketches of each video scene and includes text for each segment of the presentation, descriptions of background audio for each scene, and notes about proposed shots and dialogue.</p>	<p>4-7 points</p> <p>The thumbnail sketches on the storyboard are not in logical sequence and do not provide complete descriptions of the video scenes, audio background, or notes about the dialogue.</p>	<p>0-3 points</p> <p>There is no evidence of a storyboard or script.</p>	
Content/ Organization	<p>15-20 points</p> <p>The content includes a clear statement of purpose or theme and is creative, compelling and clearly written. A rich variety of supporting information in the video contributes to the understanding of the project's main idea. Events and messages are presented in a logical order. Includes properly cited sources.</p>	<p>10-14 points</p> <p>Information is presented as a connected theme with accurate, current supporting information that contributes to understanding the project's main idea. Details are logical and persuasive information is effectively used. The content includes a clear point of view with a progression of ideas and supporting information. Includes properly cited sources.</p>	<p>5-9 points</p> <p>The content does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea. Includes few citations and few facts.</p>	<p>0-4 points</p> <p>Content lacks a central theme, clear point of view and logical sequence of information. Much of the supporting information is irrelevant to the overall message. The viewer is unsure what the message is because there is little persuasive information and only one or two facts about the topic are articulated. Information is incorrect, out of date, or incomplete. No citations included.</p>	

ACTIVITY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Quality	<p>12-15 points</p> <p>Movie was completed and had all required elements. The video was well edited and moves smoothly from scene to scene with proper use of transitions. Audio and other enhancements were well used.</p>	<p>8-11 points</p> <p>Movie was completed and contained all required items. Editing was not done as well as it should have been. Some poor shots remain. Movie is still somewhat choppy. Audio and other enhancements were utilized, but not for maximum effect.</p>	<p>4-7 points</p> <p>Movie was made, but had very little if any editing. Many poor shots remain. Video was very fragmented and choppy with little to no audio reinforcement.</p>	<p>0-3 points</p> <p>There was no movie, or tape was totally unedited with no transitions or audio support of any kind.</p>	
Teamwork	<p>12-15 points</p> <p>Student met and had discussions regularly. All students on the team contributed to the discussion and were part of the final project. Team members showed respect with each other.</p>	<p>8-11 points</p> <p>Students met and had discussions regularly. Most of the students on the team contributed to the discussion and were part of the final project. Team members mostly showed respect with each other.</p>	<p>4-7 points</p> <p>Only a couple of team meetings were held. Most of the students on the team contributed at some level, but a majority of the work was done by one or two.</p>	<p>0-3 points</p> <p>Meetings were not held and/or some of the team members did not contribute at all to the project. Low levels of respect were evident within the team.</p>	
Timeliness	<p>12-15 points</p> <p>All project deadlines were met.</p>	<p>8-11 points</p> <p>Most project deadlines were met. Those that were late did not have significant impact on the finished project.</p>	<p>4-7 points</p> <p>Many project deadlines were not met, resulting in some impact on the finished project.</p>	<p>0-3 points</p> <p>Deadlines were regularly missed, having a significant impact on the final project.</p>	
Final Score					

Standard: SS8H3b

Essential Questions: 1. What role did Georgia play in the American Revolution?
2. How was Georgia's role in the Revolutionary War affected by attitudes of the colonists?

NAME:

Date:

Per:

T.o.C. #

The Most Famous Break-Up Letter of All Time: Declaration of Independence

WARM-UP: Read the break-up letter below between these two people and then answer the questions that follow.

Dear *K.G.*

I'm not sure how to start this letter but I feel we need to talk. I've been thinking about us a lot lately. Things used to be so great - it was like we were M.F.E.O. I mean everyone said it was perfect. I thought we would be together forever but then things changed.

A relationship should be give-and-take, but recently you've just seemed to take. I mean, you do whatever you want and you don't ask me about my own feelings. I don't think you ever took into consideration my feelings when you make decisions for us.

Some of the things that I would like to point out specifically that have upset me in the past few months include: you always choosing which restaurants we go eat at, you always making me feel like I have to hang out with your family, and you making me feel like I'm always inferior to you.

I have tried to make this work, giving you too many opportunities to change your ways. And yes, it is true that you have fixed some of our problems, but overall, you just seem to focus on changing the little stuff. You haven't made any attempts to work on some big personality issues.

I've been thinking about this for a while and while I don't want to hurt you, I think it's time that we ended this. I mean it's just not going to work. I need some time by myself to see what it is like on my own. You were always making me do things YOU wanted to do and never let me have my own voice. I'm sorry things didn't work out but I gave you time to change and you didn't. YOU are the one to blame for this.

Sorry but "US" is over.

*Signed,
A.C.*

1. What is the current state of the relationship between "AC" and "KG"?
2. What complaints does "AC" have against "KG"?
3. What is going to happen between these two people in the future?

A Brief History of the Declaration of Independence...

In June of 1776, a group of wealthy colonists met in Philadelphia, Pennsylvania to discuss the problems being caused by the tyrannical British government. This meeting of the Second Continental Congress was considered illegal under British law. Amongst its members were some of the most famous Americans in history including Ben Franklin, John Adams, John Hancock, and Thomas Jefferson.

The group debated whether or not to launch a full scale war against the British. While they could not agree on that issue, they did agree on drafting a "declaration of independence". Jefferson was chosen as the man who would write the declaration. He spent two weeks working on the letter which would be addressed to British King George III. Jefferson was heavily inspired by the ideas of the Enlightenment. The Enlightenment was a philosophical movement that originated in Europe in the 1600s. The Enlightenment suggested that men were born with rights, regardless of where they lived or what their government believed. Enlightenment thinkers believed that government should be controlled by the people.

Jefferson presented the final draft of his declaration to the Second Continental Congress on July 2, 1776. The body debated changing various aspects of the letter. On July 4th, 1776 the colonists voted to adopt the letter and the Declaration of Independence became one of the most important documents in American history.

A Closer Look at Declaration...

The Declaration of Independence is broken down into 5 sections, and then signatures.

1. Preamble
2. Statement of Beliefs
3. List of Complaints
4. Prior attempts at redress
5. Declaration of Independence
6. Signatures

Go back to the Break-Up Letter from the Warm-Up. It was written in the same format as the Declaration of Independence. Try to label each section of the letter with a corresponding label from the Declaration.

PREAMBLE:

When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

STATEMENT OF BELIEFS:

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.

LIST OF COMPLAINTS:

The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

- 1. He has refused his Assent to Laws, the most wholesome and necessary for the public good.*
- 2. He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them*
- 3. For Quartering large bodies of armed troops among us:*
- 4. For cutting off our Trade with all parts of the world:*
- 5. For imposing Taxes on us without our Consent:*

ATTEMPTS AT REDRESS

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

DECLARATION OF INDEPENDENCE:

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

Why does Georgia sign the Declaration of Independence?

This letter was written by the Council of Safety to Button Gwinnett, Lyman Hall and George Walton, explaining their desires to the representatives of Georgia to the Continental Congress.

Archibald Bulloch

President, Council of Safety

Savannah, Ga

April 5, 1776

Gentlemen,

Our remote situation from both the seat of power and arms, keeps us so very ignorant of the counsels and ultimate designs of the Congress, and of the transactions in the field, that we shall decline giving any particular instructions, other than strongly to recommend it to you that you never lose sight of the peculiar situation of the province you are appointed to represent: The Indians, both south and northwesterly, upon our backs; the fortified town of St. Augustine made a continual rendezvous for soldiers in our very neighborhood; together with our blacks and Tories with us; let these weighty truths be the powerful arguments for support. At the time we also recommend it to you, always to keep in view the general utility, remembering that the great and righteous cause in which we are engaged is not provincial, but continental. We, therefore, gentlemen, shall rely upon your patriotism, abilities, firmness, and integrity, to propose, join and concur, in all such measures as you shall think calculated for the common good, and to oppose such as shall appear destructive.

By order of the Congress

Archibald Bulloch, President

1. What are the main reasons that Bulloch gives for Georgia's support for the Continental Congress?
2. What evidence is there to show that Patriots in Georgia believe in supporting the other colonies?
3. What reasons does Bulloch give for the selection of these men to represent the colony of Georgia to the Continental Congress?