

Lesson Plan Template: Colloquium III

“Creating a Nation”

UNIT IN WHICH THE LESSON WILL/COULD BE INCLUDED:

MISSISSIPPI CURRICULUM FRAMEWORK COMPETENCY:

ESSENTIAL QUESTIONS

**(Please feel free to come up with your own questions!
Have at least one essential question for each lesson plan that you write.)**

Some examples that you may wish to consider:

How does historical evidence explain:

- **why and how the American colonies diverged politically and socially from Great Britain?**
- **the nature of the American debate over independence from Great Britain?**
- **how and why the Thirteen Colonies were able to win their freedom from the world’s most powerful empire?**
- **how revolutionary the American Revolution was in terms of the various social groups in the former British colonies?**
- **the nature of the debate over the new Constitution?**
- **how ideas of good government shaped policy during the administrations of George Washington and John Adams?**

YOUR Essential Question/s for this lesson:

HISTORICAL CONTENT OF LESSON

People:

Events:

Places:

Key terms, dates, etc.:

HISTORICAL CONCEPTS AND THEMES:

Include at least one theme or concept for each lesson. These could include:

- values, beliefs, political ideas, and institutions;
- conflict and cooperation;
- civilization, cultural diffusion, and interaction;
- human interaction with the environment
- comparative history of major developments in the past;
- patterns of social and political interaction.

(You may find “Vital Unifying Themes and Narratives of Human Experience” in **Building**

a History Curriculum to be helpful or you may wish to come up with themes and concepts of your own!)

Historical concepts/themes for this lesson:

HISTORICAL SKILLS/PROCESS:

(Focus on one or more historical skills in each lesson.)

Examples could include:

- finding and analyzing primary sources;
- detecting bias;
- interpreting historical maps;
- developing empathy for people in the past;
- relating past to present;
- understanding chronology;
- explaining cause and effect;

- appreciating the importance of the irrational and accidental in history and human affairs;
 - understanding the relationship between geography and history;
 - framing useful questions about the past;
 - analyzing visual sources such as photographs and artwork;
 - evaluating primary sources from Internet sources.
- (See *History's Habits of Mind* for more ideas.)

Historical skills/processes for this lesson:

TEACHER RESOURCES

Web sites:

Some suggestions include:

The American Colonist's Library: A Treasury of Primary Documents

A massive collection of the literature and documents!

Liberty! The American Revolution

Archiving Early America

The Library of Congress Learning Page

Colonial Williamsburg

National History Day

(click on "Educators" and then "Links" for museums, archives, universities, and countless other sources for primary sources)

The Avalon Project at Yale Law School

Edsitement (Click on History/Social Studies for tons of lesson plans and Web sites. Be sure to go to the calendar for lesson plans on Native Americans and conquistadors.

U.S. National Archives and Records Administration (Go to the Digital Classroom!)

Eyewitness Home Page

Web sites used for this lesson:

Books/Periodicals:

A few possibilities:

- Bernard Bailyn, *Faces of Revolution: Personalities and Themes in the Struggle for American Independence*
- Joseph Ellis, *Founding Brothers: The Revolutionary Generation*
- American Sphinx: *The Character of Thomas Jefferson*
- Mary Beth Norton, *Liberty's Daughters*
- Gordon S. Wood, *The Creation of the American Republic*
- Michael Kammen. *A Machine That Would Go of Itself: The Constitution in American Culture*
- Paul Gagnon, *Democracy's Half-told Story: What American History Textbooks Should Add*
- H.W. Brands, *The First American: The Life and Times of Benjamin Franklin*
- James Thomas Flexner, *Washington: The Indispensable Man*
- Linda Monk, *The Words We Live By: Your Annotated Guide to the Constitution*
- *Our Documents: A National Initiative on American History, Civics, and Service (Teacher Sourcebook)*

Books/periodicals used for this lesson (Textbook may also be listed here):

Media/Technology:

Oral History Resources:

Historic Places:

Other:

STUDENT RESOURCES:

Web sites:

Some suggestions:

The Library of Congress Learning Page

Colonial Williamsburg

Africans in America

National History Day

(click on “Educators” and then “Links” for museums, archives, universities, and countless other sources for primary sources)

Liberty! The American Revolution

Our Documents

Books/Periodicals:

James Lincoln, *My Brother Sam is Dead*

Esther Forbes, *Johnny Tremain*

Stuart Murray, *Eyewitness: American Revolution*

Kay Moore, *If You Lived at the Time of the American Revolution*

Kay Rinaldi, *Cast Two Shadows: The American Revolution in the South*

The Fifth of March: A Story of the Boston Massacre

Jim Murphy, *A Young Patriot: The American Revolution as Experienced by One Boy*

Kenneth Davis, *Don't Know Much About George Washington*

Cathy Travis, *The Constitution Translated for Kids*

Joy Hakim, *A History of US: From Colonies to Country*

Media/Technology:

Other:

INSTRUCTIONAL ACTIVITIES

Describe how you will teach this lesson.