The Save Our History Educator’s Manual

Curriculum Links to State History and Social Studies Standards in Colorado

The Save Our History lesson plans and activities focusing on “The American Revolution and Independence” are inclusive of NCSS Performance Standards and fulfill many of the objectives of National Standards for History guidelines as recommended by the National Council for History Education. In addition, the activities connect with many state history and social studies standards. The information below provides a guide for using these activities to achieve the recommendations of these performance and skill standards. For further standards matching, we recommend that you consult the curriculum goals outlined by your state or school district.

Elementary Lesson Plan
The focus of these activities is on the American Revolution, its causes, leaders, major Battles, and the Declaration of Independence.

Elementary Activity #1  
A Story of Freedom – Celebrating Our Nation’s Birthday
This activity has a primary level focus with a birthday celebration for Independence Day. Local celebration opportunities are also explored.

Colorado Model Content Standards
HISTORY
STANDARD 1:  
Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

1.1 Students know the general chronological order of events and people in history.

GRADES K-4
In grades K-4, what students know and are able to do includes chronologically organizing significant events, groups, and people in the history of Colorado.

1.2 Students use chronology to organize historical events and people.

GRADES K-4
In grades K-4, what students know and are able to do includes creating timelines that show people and events in sequence using days, weeks, months, years, decades, and centuries; and creating a brief historical narrative that chronologically organizes people and events in the history of their family heritage, school, neighborhood, local community, or Colorado.
Colorado Model Content Standards
CIVICS
STANDARD 1: Students understand the purposes of government, and the basic constitutional principles of the United States republican form of government.

1.1 Students know and understand what government is and what purpose it serves.

Grades K-4
In grades K-4, what students know and are able to do includes: describing the purposes of government; describing what life would be like without laws and order; and identifying a constitution as a framework for a government.

1.3 Students understand the principles of the United States constitutional government.

Grades K-4
In grades K-4, what students know and are able to do includes: identifying the function of the United States Constitution.

Elementary Activity #2 Getting the Picture
This activity is appropriate for all elementary levels. The activity includes a focus on a summary of the story of the Declaration of Independence in addition to events and a timeline of this story. It also highlights important figures of the time, including Washington as leader and Jefferson as major author of the Declaration. Other significant features of this lesson include, Independence Hall, Thomas Paine and Common Sense, the Articles of Confederation, and the United States Constitution.

Colorado Model Content Standards
HISTORY
STANDARD 1:
Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

1.1 Students know the general chronological order of events and people in history.

GRADES K-4
In grades K-4, what students know and are able to do includes chronologically organizing significant events, groups, and people in the history of Colorado.

1.2 Students use chronology to organize historical events and people.

GRADES K-4
In grades K-4, what students know and are able to do includes creating timelines that show people and events in sequence using days, weeks, months, years, decades, and
centuries; and creating a brief historical narrative that chronologically organizes people and events in the history of their family heritage, school, neighborhood, local community, or Colorado.

1.3 Students use chronology to examine and explain historical relationships.

GRADES K-4
In grades K-4, what students know and are able to do includes identifying cause-and-effect relationships in a sequence of events.

**STANDARD 5:**
*Students understand political institutions and theories that have developed and changed over time.*

5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.

GRADES K-4
In grades K-4, what students know and are able to do includes identifying historical figures from diverse backgrounds in the United States who have advanced the rights of individuals and promoted the common good; explaining the importance of national celebrations, symbols, and ideas in their historical context; and describing the historical background of the Colorado constitution.

**Colorado Model Content Standards**

**CIVICS**

**STANDARD 1:** *Students understand the purposes of government, and the basic constitutional principles of the United States republican form of government.*

1.1 Students know and understand what government is and what purpose it serves.

Grades K-4
In grades K-4, what students know and are able to do includes: describing the purposes of government; describing what life would be like without laws and order; and identifying a constitution as a framework for a government.

1.3 Students understand the principles of the United States constitutional government.

Grades K-4
In grades K-4, what students know and are able to do includes: identifying the function of the United States Constitution.

Elementary Activity #3 *What’s a Symbol of Early America?*
This primary level activity has as its focus our National Symbols of the Liberty Bell, the American Flag, and the Bald Eagle. This activity incorporates diversity studies through
immigration and family histories. In addition, local historians and state symbols bring the focus to a local level.

**Colorado Model Content Standards**

**HISTORY**

**STANDARD 5:**

Students understand political institutions and theories that have developed and changed over time.

5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.

**GRADES K-4**

In grades K-4, what students know and are able to do includes identifying historical figures from diverse backgrounds in the United States who have advanced the rights of individuals and promoted the common good; explaining the importance of national celebrations, symbols, and ideas in their historical context; and describing the historical background of the Colorado constitution.

**STANDARD 6:**

Students know that religious and philosophical ideas have been powerful forces throughout history.

6.2 Students know how societies have been affected by religions and philosophies.

**GRADES K-4**

In grades K-4, what students know and are able to do includes giving examples of how the beliefs of people are reflected in the celebrations and practices of their community.

**Colorado Model Content Standards**

**CIVICS**

**STANDARD 2:** Students know the structure and function of local, state, and national government and how citizen involvement shapes public policy.

2.1 Students know the organization and functions of local, state, and national governments.

Grades K-4

In grades K-4, what students know and are able to do includes: identifying what governments do in their school, community, state, and nation; what services they provide; and how we pay for them.

Elementary Activity #4 *The Declaration of Independence – Living Ideals*

This intermediate and upper elementary activity asks students to search for
examples of the Declaration of Independence in the local news within the use vocabulary, cartoons, articles, or editorials. It also addresses the government’s responsibility of helping us achieve these ideals. In addition, this activity clarifies reasons for a belief in these principles and its modern-day importance.

Colorado Model Content Standards
HISTORY
STANDARD 2:
Students know how to use the processes and resources of historical inquiry.

2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.

GRADES K-4
In grades K-4, what students know and are able to do includes posing and answering questions about the past; and gathering historical data from multiple sources.

2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.

GRADES K-4
In grades K-4, what students know and are able to do includes describing sources of historical information; identifying the main idea in a source of historical information; and identifying ways different cultures record their history.

2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.

GRADES K-4
In grades K-4, what students know and are able to do includes comparing past and present-day situations and events.

STANDARD 5:
Students understand political institutions and theories that have developed and changed over time.

5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.

GRADES K-4
In grades K-4, what students know and are able to do includes identifying historical figures from diverse backgrounds in the United States who have advanced the rights of individuals and promoted the common good; explaining the importance of national
celebrations, symbols, and ideas in their historical context; and describing the historical background of the Colorado constitution.

Colorado Model Content Standards
CIVICS
STANDARD 1: Students understand the purposes of government, and the basic constitutional principles of the United States republican form of government.

1.1 Students know and understand what government is and what purpose it serves.

Grades K-4
In grades K-4, what students know and are able to do includes: describing the purposes of government; describing what life would be like without laws and order; and identifying a constitution as a framework for a government.

1.3 Students understand the principles of the United States constitutional government.

Grades K-4
In grades K-4, what students know and are able to do includes: identifying the function of the United States Constitution.

STANDARD 4: Students understand how citizens exercise the roles, rights and responsibilities of participation in civic life at all levels - local, state, and national.

4.1 Students know what citizenship is.

Grades K-4
In grades K-4, what students know and are able to do includes: identifying the criteria for citizenship in the United States; and explaining how students are citizens in the classroom, school, community, and state.

4.2 Students know how citizens can fulfill their responsibilities for preserving the constitutional republic.

Grades K-4
In grades K-4, what students know and are able to do includes: giving examples of civic responsibilities that are important to themselves, their families, community, and state; and identifying important characteristics of an effective citizen that help preserve and strengthen the United States constitutional republic.
4.4 Students know how citizens can participate in civic life.

Grades K-4
In grades K-4, what students know and are able to do includes: identifying ways in which they could take an active part in improving their school and community; and identifying criteria useful in selecting leaders within school.

Elementary activity #5 *What Was Happening Here?*
This activity is appropriate for all elementary grade levels and focuses on local history with a visit from a local historian. While comparing and contrasting the local community with the same community 200 years ago in addition to building a timeline, this activity helps you take a look at your community and state, now and then. State history is researched through a who, what, when, where, why, and how graphic organizer.

**Colorado Model Content Standards**
**HISTORY**

**STANDARD 1:**
Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

1.1 Students know the general chronological order of events and people in history.

**GRADERS K-4**
In grades K-4, what students know and are able to do includes chronologically organizing significant events, groups, and people in the history of Colorado.

1.2 Students use chronology to organize historical events and people.

**GRADERS K-4**
In grades K-4, what students know and are able to do includes creating timelines that show people and events in sequence using days, weeks, months, years, decades, and centuries; and creating a brief historical narrative that chronologically organizes people and events in the history of their family heritage, school, neighborhood, local community, or Colorado.

**STANDARD 2:**
Students know how to use the processes and resources of historical inquiry.

2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.
GRADES K-4
In grades K-4, what students know and are able to do includes posing and answering questions about the past; and gathering historical data from multiple sources.

STANDARD 3:
Students understand that societies are diverse and have changed over time.

3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples.

GRADES K-4
In grades K-4, what students know and are able to do includes recognizing how the presence, interactions, and contributions of various groups and cultures have affected the school, neighborhood, community, and state; and describing the history, interactions, and contributions of the various peoples and cultures that have lived in or migrated to the area that is now Colorado.

Middle School Lesson Plan
The focus of these activities is on the American Revolution, its causes, leaders, major Battles, important dates in history, and the Declaration of Independence.

Middle School Activity #1 Loyalist, Patriot, or Undecided?
This activity takes the multiple perspectives of the colonists of the time, and asks the students to be the voice of either a Patriot (those favoring war, often called Rebels), Loyalist (those who remained loyal to Britain, often called Tories or King’s Men), or an undecided colonist. The students need to research their home country and think about the consequences of this war and then relate to some of these crucial decisions. This activity speaks to the differences between a Representative government rather than a monarch and many of the colonists’ desire for independence. The lesson calls for the students to imagine you are “caught in the middle” for various reasons, research, take a stand, and then to defend this choice. In addition, this activity looks at timely issues at a local level.

Colorado Model Content Standards
HISTORY
STANDARD 1:
Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

1.1 Students know the general chronological order of events and people in history.

GRADES 5-8
As students In grades 5-8 extend their knowledge, what they know and are able to do includes chronologically organizing major events and people of United States history;
and describing significant events and people which form the foundation of United States history in the chronological context of the history of the Americas and the world.

**STANDARD 2:**
Students know how to use the processes and resources of historical inquiry.

2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.

**GRADES 5-8**
As students in grades 5-8 extend their knowledge, what they know and are able to do includes formulating historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts; gathering information from multiple sources, including electronic databases, to understand events from multiple perspectives; and determining if the information gathered is sufficient to answer historical questions.

2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.

**GRADES 5-8**
As students in grades 5-8 extend their knowledge, what they know and are able to do includes distinguishing between primary and secondary sources; interpreting the data in historical maps, photographs, art works, and other artifacts; and examining data for point of view, historical context, bias, distortion, or propaganda.

2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.

**GRADES 5-8**
As students in grades 5-8 extend their knowledge, what they know and are able to do includes examining current concepts, issues, events, and themes from multiple, historical perspectives.

**STANDARD 5:**
Students understand political institutions and theories that have developed and changed over time.

5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.
GRADES 5-8
As students in grades 5-8 extend their knowledge, what they know and are able to do includes explaining the historical development of democratic governmental principles and institutions; describing the basic ideas set forth in the Declaration of Independence, Articles of Confederation, Constitution, and Bill of Rights; and giving examples of extensions and restrictions of political and civil rights in United States history.

Colorado Model Content Standards
CIVICS
STANDARD 1: Students understand the purposes of government, and the basic constitutional principles of the United States republican form of government.

1.1 Students know and understand what government is and what purpose it serves.

Grades 5-8
As students in grades 5-8 extend their knowledge, what they know and are able to do include: explaining major ideas about why government is necessary; describing how the United States Constitution limits the power of government; and comparing and contrasting various ideas about the purposes of government.

1.3 Students understand the principles of the United States constitutional government.

Grades 5-8
As students in grades 5-8 extend their knowledge, what they know and are able to do includes: explaining the historical foundation of the United States constitutional government; explaining the essential principles of government stated in the United States; identifying individual rights protected by the Bill of Rights; and developing and defending positions on current issues involving constitutional protection of individual rights.

1.5 Students know the fundamental democratic principles inherent in the United States concept of a constitutional democratic republic

Grades 5-8
As students in grades 5-8 extend their knowledge, what they know and are able to do includes: explaining the meaning and importance of each of the following traditional principles of representative government individual rights, the common good, self-government, justice, and equality; identifying and applying to contemporary situations the fundamental principles of representative government of the United States.
4.3 Students know how citizens can exercise their rights.

Grades 5-8
As students in grades 5-8 extend their knowledge, what they know and are able to do includes: distinguishing between personal and political rights; identifying and analyzing responses to situations involving historic and contemporary threats to the meaning of political rights as distinguished from personal rights; identifying and evaluating situations involving conflict between rights and proposing solutions to the conflict within the scope and limits of those rights; and using historical and legal sources of personal and political rights to defend the exercise of rights of citizens in a given situation.

Middle School Activity #2 *The Declaration of Independence – Living Ideals*
This activity asks students to search for examples of the Declaration of Independence in the local news within the use vocabulary, cartoons, articles, or editorials. The students take a point/counter-point position to learn all sides of these issues. The lesson also addresses the government’s responsibility of helping us achieve these ideals and our responsibility through the “consent of the governed”. In addition, this activity clarifies reasons for a belief in these founding principles and their modern-day importance. Finally, this lesson allows the students to further explore, compare, and contrast constitutions and founding documents of other nations with ours.

**Colorado Model Content Standards**

**HISTORY**

**STANDARD 1:**
Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

1.1 Students know the general chronological order of events and people in history.

**GRADES 5-8**
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**STANDARD 2:**
Students know how to use the processes and resources of historical inquiry.

2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.
GRADES 5-8
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2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.

GRADES 5-8
As students in grades 5-8 extend their knowledge, what they know and are able to do includes distinguishing between primary and secondary sources; interpreting the data in historical maps, photographs, art works, and other artifacts; and examining data for point of view, historical context, bias, distortion, or propaganda.

2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.

GRADES 5-8
As students in grades 5-8 extend their knowledge, what they know and are able to do includes examining current concepts, issues, events, and themes from multiple, historical perspectives.

STANDARD 5:
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5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.

GRADES 5-8
As students in grades 5-8 extend their knowledge, what they know and are able to do includes explaining the historical development of democratic governmental principles and institutions; describing the basic ideas set forth in the Declaration of Independence, Articles of Confederation, Constitution, and Bill of Rights; and giving examples of extensions and restrictions of political and civil rights in United States history.

5.2 Students know how various systems of government have developed and functioned throughout history.
GRADES 5-8
As students in grades 5-8 extend their knowledge, what they know and are able to do includes identifying the ancient and medieval roots of governmental principles and institutions.

6.2 Students know how societies have been affected by religions and philosophies.

GRADES 5-8
As students in grades 5-8 extend their knowledge, what they know and are able to do includes giving examples of how religious and philosophical beliefs have defined standards of right and wrong, good and evil, and justice and injustice; and giving and describing examples of individuals who, throughout history, acted from their religious or philosophical beliefs.

Colorado Model Content Standards
CIVICS
STANDARD 1: Students understand the purposes of government, and the basic constitutional principles of the United States republican form of government.

1.1 Students know and understand what government is and what purpose it serves.

Grades 5-8
As students in grades 5-8 extend their knowledge, what they know and are able to do include: explaining major ideas about why government is necessary

1.3 Students understand the principles of the United States constitutional government.

Grades 5-8
As students in grades 5-8 extend their knowledge, what they know and are able to do includes: explaining the historical foundation of the United States constitutional government

1.5 Students know the fundamental democratic principles inherent in the United States concept of a constitutional democratic republic

Grades 5-8
As students in grades 5-8 extend their knowledge, what they know and are able to do includes: explaining the meaning and importance of each of the following traditional principles of representative government individual rights.
STANDARD 4: Students understand how citizens exercise the roles, rights and responsibilities of participation in civic life at all levels - local, state, and national.

4.3 Students know how citizens can exercise their rights.

Grades 5-8
As students in grades 5-8 extend their knowledge, what they know and are able to do includes: distinguishing between personal and political rights; identifying and analyzing responses to situations involving historic and contemporary threats to the meaning of political rights as distinguished from personal rights; identifying and evaluating situations involving conflict between rights and proposing solutions to the conflict within the scope and limits of those rights; and using historical and legal sources of personal and political rights to defend the exercise of rights of citizens in a given situation.

4.4 Students know how citizens can participate in civic life.

Grades 5-8
As students in grades 5-8 extend their knowledge, what they know and are able to do includes: explaining the meaning of civic life, politics, and government; identifying and applying criteria useful in selecting political leaders at local, state, and national levels; explaining how participation in civic and political life can help to solve problems; and describing how to influence public policy in the politics and governments of their own classrooms and schools.

Middle School Activity #3 What Would Jefferson Say?
This activity’s focus is an interview with Thomas Jefferson. Students need prior knowledge through research to be able to ask meaningful questions and then to follow up by summarizing, recoding, and transcribing these questions with responses.

Colorado Model Content Standards
HISTORY
STANDARD 2:
Students know how to use the processes and resources of historical inquiry.

2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.

GRADES 5-8
As students in grades 5-8 extend their knowledge, what they know and are able to do includes formulating historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts; gathering information from multiple sources, including electronic databases, to
understand events from multiple perspectives; and determining if the information
gathered is sufficient to answer historical questions.

2.2 Students know how to interpret and evaluate primary and secondary sources of
historical information.

GRADES 5-8
As students In grades 5-8 extend their knowledge, what they know and are able to do
includes distinguishing between primary and secondary sources; interpreting the data in
historical maps, photographs, art works, and other artifacts; and examining data for
point of view, historical context, bias, distortion, or propaganda.

2.3 Students apply knowledge of the past to analyze present-day issues and events
from multiple, historically objective perspectives.

GRADES 5-8
As students In grades 5-8 extend their knowledge, what they know and are able to do
includes examining current concepts, issues, events, and themes from multiple,
historical perspectives.

Colorado Model Content Standards
CIVICS
STANDARD 1: Students understand the purposes of government, and the basic
constitutional principles of the United States republican form of government.

1.1 Students know and understand what government is and what purpose it serves.

Grades 5-8
As students In grades 5-8 extend their knowledge, what they know and are able to do
include: explaining major ideas about why government is necessary; describing how the
United States Constitution limits the power of government; and comparing and
contrasting various ideas about the purposes of government.

1.3 Students understand the principles of the United States constitutional government.

Grades 5-8
As students In grades 5-8 extend their knowledge, what they know and are able to do
includes: explaining the historical foundation of the United States constitutional
government; explaining the essential principles of government stated in the United
States Constitution; identifying individual rights protected by the Bill of Rights; and
developing and defending positions on current issues involving constitutional protection
of individual rights.
1.5 Students know the fundamental democratic principles inherent in the United States concept of a constitutional democratic republic

Grades 5-8
As students in grades 5-8 extend their knowledge, what they know and are able to do includes: explaining the meaning and importance of each of the following traditional principles of representative government individual rights, the common good, self-government, justice, and equality; identifying and applying to contemporary situations the fundamental principles of representative government of the United States.

Middle School Activity #4 *What Do You Mean – The Declaration of Independence?*
This activity involves rich research in primary and secondary sources. As an outcome of this research, students will understand the meaning of independence and define many other unfamiliar words. Following this research, they will be able to list ideals and give reasons for a separation from Great Britain. They will also research for grievances and be able to list examples of these wrongs in order of importance. Finally, they will also be able to list ways the colonists tried to avoid seeking independence from Britain. Language Arts skills will be used to discuss the language and imagery Jefferson used in the Declaration of Independence.

**Colorado Model Content Standards**

**HISTORY**

**STANDARD 1:**
Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

1.1 Students know the general chronological order of events and people in history.

**GRADES 5-8**
As students in grades 5-8 extend their knowledge, what they know and are able to do includes chronologically organizing major events and people of United States history; and describing significant events and people which form the foundation of United States history in the chronological context of the history of the Americas and the world.

**STANDARD 2:**
Students know how to use the processes and resources of historical inquiry.

2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.
GRADES 5-8
As students in grades 5-8 extend their knowledge, what they know and are able to do includes formulating historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts; gathering information from multiple sources, including electronic databases, to understand events from multiple perspectives; and determining if the information gathered is sufficient to answer historical questions.

2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.

GRADES 5-8
As students in grades 5-8 extend their knowledge, what they know and are able to do includes distinguishing between primary and secondary sources; interpreting the data in historical maps, photographs, art works, and other artifacts; and examining data for point of view, historical context, bias, distortion, or propaganda.

2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.

GRADES 5-8
As students in grades 5-8 extend their knowledge, what they know and are able to do includes examining current concepts, issues, events, and themes from multiple, historical perspectives.

6.2 Students know how societies have been affected by religions and philosophies.

GRADES 5-8
As students in grades 5-8 extend their knowledge, what they know and are able to do includes giving examples of how religious and philosophical beliefs have defined standards of right and wrong, good and evil, and justice and injustice; and giving and describing examples of individuals who, throughout history, acted from their religious or philosophical beliefs.

Colorado Model Content Standards
CIVICS
STANDARD 1: Students understand the purposes of government, and the basic constitutional principles of the United States republican form of government.

1.1 Students know and understand what government is and what purpose it serves.

Grades 5-8
As students in grades 5-8 extend their knowledge, what they know and are able to do include: explaining major ideas about why government is necessary (for example,
promote the common good, protect individual rights, safety, order); describing how the United States Constitution limits the power of government; and comparing and contrasting various ideas about the purposes of government.

Middle School Activity #5 *What Was Happening Here?*
This activity asks, “What was happening in various parts of the United States?” Which states were in the middle of the revolution and which were controlled by other nations? Was the effect on your state “revolutionary”? While comparing and contrasting their own state with the research of how it may have been 200 years ago, this activity takes a look at your state, now and then. In addition to building a timeline, state history is researched through a who, what, when, where, why, and how graphic organizer. This research is compiled by students to create and compose a variety of top ten songs that encompass contemporary and traditional patriotic ideals and symbols.

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**HISTORY**

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1.1 Students know the general chronological order of events and people in history.

**GRADES 5-8**
As students in grades 5-8 extend their knowledge, what they know and are able to do includes chronologically organizing major events and people of United States history; and describing significant events and people which form the foundation of United States history in the chronological context of the history of the Americas and the world.

**High School Lesson Plan**
The focus of these activities is on the American Revolution, its causes, leaders, major Battles, important dates in history, and the Declaration of Independence, and the causes and effects of the conflict waged by the thirteen colonies against Great Britain.

**High School Activity #1 The Declaration of Independence – Living Ideals**
This activity asks students to search for examples of the Declaration of Independence in the local news within the use vocabulary, cartoons, articles, or editorials. The students take a point/counter-point position to learn all sides of these issues. The lesson also addresses the government’s responsibility of helping us achieve these ideals and our responsibility through the “consent of the governed”. In addition, this activity clarifies reasons for a belief in these founding principles and their modern-day importance. Finally, this lesson allows the students to further explore, compare, and contrast constitutions and founding documents of other nations with ours.
Colorado Model Content Standards
HISTORY
STANDARD 1:
Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

1.1 Students know the general chronological order of events and people in history.

GRADES 9-12
As students in grades 9-12 extend their knowledge, what they know and are able to do includes identifying events and people that characterize each of the major eras in United States and world history.

1.2 Students use chronology to organize historical events and people.

GRADES 9-12
As students in grades 9-12 extend their knowledge, what they know and are able to do includes reconstructing the time structure and identifying connections found in historical narratives; using timelines to organize large quantities of historical information, compare different time periods and places, and answer historical questions; and describing how history can be organized, using various criteria to group people and events.

STANDARD 2:
Students know how to use the processes and resources of historical inquiry.

2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.

GRADES 9-12
As students in grades 9-12 extend their knowledge, what they know and are able to do includes formulating historical hypotheses from multiple, historically objective perspectives, using multiple sources; and gathering, analyzing, and reconciling historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.

2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.

GRADES 9-12
As students in grades 9-12 extend their knowledge, what they know and are able to do includes explaining how historical descriptions, arguments, and judgments can reflect the bias of the author and/or the prevailing ideas of the culture and time period;
interpreting oral traditions and legends as "histories"; evaluating data within the social, political, and economic context in which it was created, testing its credibility, and evaluating its bias; and comparing and contrasting the reliability of information received from multiple sources.

2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.

GRADES 9-12
As students in grades 9-12 extend their knowledge, what they know and are able to do includes identifying historical contexts of contemporary issues; identifying how print and electronic media can affect perspectives regarding historical events; and using historical information to interpret and evaluate decisions or policies regarding contemporary issues.

**STANDARD 5:**
Students understand political institutions and theories that have developed and changed over time.

5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.

GRADES 9-12
As students in grades 9-12 extend their knowledge, what they know and are able to do includes identifying and explaining the role of the ideas expressed in the documents that influenced the development of constitutional democracy; analyzing how the ideas set forth in the Declaration of Independence, Constitution and Bill of Rights, Federalist Papers, and landmark Supreme Court cases affect and operate in the contemporary United States; identifying and analyzing how historical events have affected the organization of the political system of the United States; and analyzing how the United States' political system has dealt with various constitutional crises.

5.2 Students know how various systems of government have developed and functioned throughout history.

GRADES 9-12
As students in grades 9-12 extend their knowledge, what they know and are able to do includes comparing and contrasting the characteristics and effects of the various political systems that developed throughout history; comparing and contrasting the political traditions of Western Hemisphere nations; describing the characteristics and ideas of various modern political systems, and giving examples of nations that have used them; and explaining why nation-states developed throughout the world and became the dominant form of contemporary political organization.

**Colorado Model Content Standards**
CIVICS
STANDARD 1: Students understand the purposes of government, and the basic constitutional principles of the United States republican form of government.

1.1 Students know and understand what government is and what purpose it serves.

Grades 9-12
As students in grades 9-12 extend their knowledge, what they know and are able to do includes: explaining how purposes of government impact the individual and society; analyzing how different forms of government execute the purposes of government; and analyzing and knowing how different forms of government impact the individual.

1.3 Students understand the principles of the United States constitutional government.

Grades 9-12
As students in grades 9-12 extend their knowledge, what they know and are able to do includes: analyzing the political thought that influenced the development of the United States Constitution; evaluating the Federalist and Anti-Federalist positions in the context of contemporary United States society; explaining how the United States Constitution is a vehicle for continuity and preserving liberty, yet allows for change; and explaining the conditions which are necessary for the United States constitutional government to operate effectively.

1.5 Students know the fundamental democratic principles inherent in the United States concept of a constitutional democratic republic

Grades 9-12
As students in grades 9-12 extend their knowledge, what they know and are able to do includes: developing and defending positions on issues in which traditional principles of representative government are in conflict, using historical and contemporary examples; developing, evaluating, and defending positions about historical and contemporary efforts to act according to constitutional principles; and developing, evaluating, and defending positions on contemporary issues on the balance between individual rights and the common good.

High School Activity #2 What Was Happening Here?
Using multiple perspectives based on geography, personal identity, and political party, this activity asks, “What was happening in various parts of the United States?” Which states were in the middle of the revolution and which were controlled by other nations? Was the effect on your state “revolutionary”? While comparing and contrasting the students’ own state through local area primary documents and the research of how it may have been 200 years ago, this activity takes a look at this state, now and then. In addition to building a timeline with the use of power point technology, state history research is compiled by students in various compositional forms such as map creation, describing a fictional character and explaining his/her point of view, storybook creation.
and sharing, and write or perform a play based on this community during this period in history. Students can then reach out to a local community center, senior care center, or veteran’s home to share this knowledge.

**Colorado Model Content Standards**

**HISTORY**

**STANDARD 1:**

*Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.*

1.1 Students know the general chronological order of events and people in history.

**GRADES 9-12**

As students in grades 9-12 extend their knowledge, what they know and are able to do includes identifying events and people that characterize each of the major eras in United States and world history.

1.2 Students use chronology to organize historical events and people.

**GRADES 9-12**

As students in grades 9-12 extend their knowledge, what they know and are able to do includes reconstructing the time structure and identifying connections found in historical narratives; using timelines to organize large quantities of historical information, compare different time periods and places, and answer historical questions; and describing how history can be organized, using various criteria to group people and events.

**Colorado Model Content Standards**

**CIVICS**

**STANDARD 2:**

*Students know the structure and function of local, state, and national government and how citizen involvement shapes public policy.*

2.1 Students know the organization and functions of local, state, and national governments.

**Grades 9-12**

As students in grades 9-12 extend their knowledge, what they know and are able to do includes: analyzing how the organization of the local, state, and national governments influences the formulation and implementation of policy; explaining why states have their own constitutions and the relationship of state constitutions to the federal constitution; evaluating the tension between citizens’ desire for government services and benefits, and the costs associated with providing those; and describing major provisions of the Colorado Constitution.
2.3 Students know and understand the place of law in the Colorado and United States constitutional systems.

Grades 9-12
As students in grades 9-12 extend their knowledge, what they know and are able to do includes: explaining the significance of historical and contemporary events to illustrate the central place of the rule of law; analyzing, using historical and contemporary examples, the meaning and significance of the idea of equal protection of laws for all persons; explaining how the state and federal courts' power of judicial review reflects the United States constitutional government; and developing, evaluating and defending positions on current issues regarding judicial protection of individual rights.

High School Activity #3 *The Original Rough “Draught”?*
The focus is to compare and contrast various versions and sections of each draft of the Declaration of Independence, from the earliest version through the final conclusion.

**Colorado Model Content Standards**
**HISTORY**
**STANDARD 2:**
Students know how to use the processes and resources of historical inquiry.

2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.

**GRADES 9-12**
As students in grades 9-12 extend their knowledge, what they know and are able to do includes formulating historical hypotheses from multiple, historically objective perspectives, using multiple sources; and gathering, analyzing, and reconciling historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.

2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.

**GRADES 9-12**
As students in grades 9-12 extend their knowledge, what they know and are able to do includes explaining how historical descriptions, arguments, and judgments can reflect the bias of the author and/or the prevailing ideas of the culture and time period; interpreting oral traditions and legends as "histories"; evaluating data within the social, political, and economic context in which it was created, testing its credibility, and evaluating its bias; and comparing and contrasting the reliability of information received from multiple sources.
2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.

GRADES 9-12
As students in grades 9-12 extend their knowledge, what they know and are able to do includes identifying historical contexts of contemporary issues; identifying how print and electronic media can affect perspectives regarding historical events; and using historical information to interpret and evaluate decisions or policies regarding contemporary issues.

**STANDARD 5:**
Students understand political institutions and theories that have developed and changed over time.

5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.

GRADES 9-12
As students in grades 9-12 extend their knowledge, what they know and are able to do includes identifying and explaining the role of the ideas expressed in the documents that influenced the development of constitutional democracy; analyzing how the ideas set forth in the Declaration of Independence, Constitution and Bill of Rights, Federalist Papers, and landmark Supreme Court cases affect and operate in the contemporary United States; identifying and analyzing how historical events have affected the organization of the political system of the United States, and analyzing how the United States' political system has dealt with various constitutional crises.

**Colorado Model Content Standards**
**CIVICS**
**STANDARD 1:** Students understand the purposes of government, and the basic constitutional principles of the United States republican form of government.

1.1 Students know and understand what government is and what purpose it serves.

Grades 9-12
As students in grades 9-12 extend their knowledge, what they know and are able to do includes: explaining how purposes of government impact the individual and society; analyzing how different forms of government execute the purposes of government; and analyzing and knowing how different forms of government impact the individual.

1.5 Students know the fundamental democratic principles inherent in the United States concept of a constitutional democratic republic.

Grades 9-12
As students in grades 9-12 extend their knowledge, what they know and are able to do includes: developing and defending positions on issues in which traditional principles of representative government are in conflict, using historical and contemporary examples; developing, evaluating, and defending positions about historical and contemporary efforts to act according to constitutional principles; and developing, evaluating, and defending positions on contemporary issues on the balance between individual rights and the common good.

High School Activity #4 **Timeline of a Revolution**
The focus of this activity is to chronologically arrange and present the events of this time in history through the creation of a timeline. Students might also use analytical skills to see this Revolutionary War as a rebellion, a civil war, or a world war.

**Colorado Model Content Standards**
**HISTORY**
**STANDARD 1:** Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

1.1 Students know the general chronological order of events and people in history.

**GRADES 9-12**
As students in grades 9-12 extend their knowledge, what they know and are able to do includes identifying events and people that characterize each of the major eras in United States and world history.

1.2 Students use chronology to organize historical events and people.

**GRADES 9-12**
As students in grades 9-12 extend their knowledge, what they know and are able to do includes reconstructing the time structure and identifying connections found in historical narratives; using timelines to organize large quantities of historical information, compare different time periods and places, and answer historical questions; and describing how history can be organized, using various criteria to group people and events.

**STANDARD 2:** Students know how to use the processes and resources of historical inquiry.

2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.
GRADES 9-12
As students in grades 9-12 extend their knowledge, what they know and are able to do includes formulating historical hypotheses from multiple, historically objective perspectives, using multiple sources; and gathering, analyzing, and reconciling historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.

2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.

GRADES 9-12
As students in grades 9-12 extend their knowledge, what they know and are able to do includes explaining how historical descriptions, arguments, and judgments can reflect the bias of the author and/or the prevailing ideas of the culture and time period; interpreting oral traditions and legends as "histories"; evaluating data within the social, political, and economic context in which it was created, testing its credibility, and evaluating its bias; and comparing and contrasting the reliability of information received from multiple sources.

2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.

GRADES 9-12
As students in grades 9-12 extend their knowledge, what they know and are able to do includes identifying historical contexts of contemporary issues; identifying how print and electronic media can affect perspectives regarding historical events; and using historical information to interpret and evaluate decisions or policies regarding contemporary issues.

Colorado Model Content Standards
CIVICS
STANDARD 4: Students understand how citizens exercise the roles, rights and responsibilities of participation in civic life at all levels - local, state, and national.

4.4 Students know how citizens can participate in civic life.

Grades 9-12
As students in grades 9-12 extend their knowledge, what they know and are able to do includes: evaluating the effectiveness of various forms of political participation; describing various ways one can exercise leadership and participate in public affairs; demonstrating understanding of strategies for monitoring and influencing current public policy; and describing the role of civil disobedience.