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The revolution of the American had its origin in the procpupaãã Æ settlers to overreach CONTEMPORA ê neo by King and Parliament, as well as its previous Consciousness of Historic English-Resolution for the Æ questãipes cãvicas and polãticas as expressed in documents such as (and detailed in our Liããã Æ edredimento it on) the Constitution and the rights Declaraããã Æ British. The vãdeo up in prelãvdio for the revolution Æ addresses the numerous questãipes who were pushing some in colãnias for the revolution Æ. For example, opponents of the 1765 Stamp Act declared that the act - which was designed to raise money to support the army green © Brita ARMY ê nico in Amã © rica after 1763, requiring that Americans bought stamps for newspapers, legal documents, mortgages, licenãsas even play cards and Almanacs - was illegal and unfair because the Americans taxed without their consent. To protest against the act, they cited the following proibiããã the Æ against the tributaããã Æ without consent of the Magna Carta, written five hundred and fifty years ago, in 1215: Æ ê ã ã Æ Do Æ Æ o Æ ê ã, ã Æ © tax ... unless common advice ... - the American endurance forãsou Parliament BRITA ê nico to repeal the stamp act in 1766. in the following years, similar taxes were charged by Parliament and protested by many Americans. In 1776 June, when it became clear that applications and petiãããipes for the king and parliament were inããteis, the Continental Congress members atribuãram the task of drawing up a "Declaraããã Æ o of Independãncia "to a comitãª that incluãa Benjamin Franklin, John Adams and Thomas Jefferson. Considered by his peers in Congress and the comitãª as one of the most educated members and more eloqãventes of Congress, Jefferson accepted the lideranãsa the comitãª. for days, he worked on the draft, working meticulously to late night in their m esa on your hosting on Market Street, in filada © Ifia, carefully placing the acusaããipes against His Majesty King George III of Great Britain and Æ Æ justificaããã for the Separation of the Æ colãnias. Franklin and Adams helped edit the Jefferson esboãso. After a few more Revisions of Congress, the Æ Declaraããã was adopted on July 4, it was in this way that colãnias declared their independãncia BRITA ê nico government. What Æ © an argument? An argument © a set of reivindicãããipes which includes 1) an conclusã the Æ, and 2) a set of assumptions or reasons that support it. Both (s) conclusã the Æ (s) and the (s) premise (s) Æ sãã the "claimants" that Æ ©, declarative sentenãsas that sã Æ offered by the author of the argument as "declaraããipes of truth". A conclusã Æ o Æ © one alegaããã the Æ intended to be supported by installations, while a premise Æ © one alegaããã Æ which operates as a "reason why the Æ" or a justification for Æ conclusã O. All will have the arguments Æ at least one conclusã the Æ and one - and often more than one premise in support. The vãdeo above PBS Digital Studios on how to argue provides a Analyzing Art persuasã Æ o and how to build an argument. The focus on types of arguments in comeãsa 5:10 mark of vãdeo. In the first of three activities of the Æ liããã, the students will develop the Æ reclamaããipes one list on how the Æ is being treated by parents, teachers or other students. In the second activity, they prioritize the Æ these reclamaããipes and organize into an argument for the Æ posiããã. In Æõtima activity, they will examine the the Æ Æ Æ declaraããã the independãncia as an argument model, considering each of its parts, its funããã Æ oe as Æ organizaããã the entire document helps persuade the pãblico justifiãaea need of independence. The students will use the Æ what they have learned to examine the Æ declaraããã to edit your prãpria list of complaints. Finally, they reflect the Æ about this process ediããã Æ o and what they learned from it. Ccss.ela-alfabetizaããã Æ o.ccrã.r.8 Æ ê Delineate and evaluate the argument and Legal Specific reivindicãããipes in a text, including the validity of raciocãnio as well as falls and ê INSTANCE of evidence. evidence. Citize specific textual evidence to support the analysis of primary and secondary sources. CCSS.El-literacy.rh.6-8.2 Determine the central ideas or information of a primary or secondary source; Provide a precise summary of the distinct font of knowledge or previous opinions. NCSS.D1.1.6-8. Explain as a question represents key ideas in the field. Ncss.d2.civ.3.6-8. Examine the origins, proposals and the impact of the Constitutions, Laws, Treaties and International Agreements. Ncss.d2.civ.4.6-8. Explain the powers and limits of three government branches, public officials and bureaucracies at different levels in the United States and other countries. Ncss.d2.civ.5.6-8. Explain the origins, functions and government structure with reference to the US constitution, state constitutions and selected other systems of government. Ncss.d2.his.2.6-8. Rate the series of historical events and developments as examples of change and /or continuity. Ncss.d2.his.3.6-8. Use questions generated on individuals and groups to analyze why they, and developments that have shaped, are seen as historically significant. Ncss.d2.his.4.6-8. Analyze several factors that influenced people's perspectives during different historical ages. Tell the students you heard them make several complaints sometimes on the way they are treated by some other teachers and other colleagues: complaints, unlike those who motivated the founding parents at the time of the revolt American. Explain that although adults have authority to restrict some of their rights, this situation is not absolutely. Also point that colleagues have no right to "Bully" or take advantage of them. Organize students in small groups of 2 - 3 and give them five minutes to list complaints on a sheet of paper on how they are treated by some adults or other students. Note that complaints must be general (for example: recess must be longer; a lot of work occupied; students of medication should be able to leave the campus for lunch; students older should not intimidate younger students, etc.). Collect the list. Choose a reclamation selection that will guide the following class discussion. Save the lists for future reference. Preface the discussion observing that there are times when everyone we are more anxious to express what is wrong than we think critically about the problem and possible solutions. There is no reason to think that people were different in 1776. It is important to understand the complaints of settlers as a step in a process involving careful deliberation and attempts to correct complaints. Use these questions to help your students consider their worries in a deliberate way: Who does the rules do not like? Who decides if they are righteous or not? What does the rule right to make the rules? How is anyone changed? What does it mean to be independent of the rules? And finally, how does a group of people declare that you do not follow the rules more? Saída Ticket: Get that students write down their complaints as a list, identifying the reasons why discussion treatment is censor and organizing the list according to some principle, as less important. Let each student comment on the list of another student and his organization. Or see this satiric video entitled "too late to apologize" about the reasons for the statement of independence as you transition to the activity two. Activity 2: So, what will you do about it? He thinks students who imagine that, in the hope of making some changes, they will compose a document based on their complaints to be sent to the appropriate public. Divide the class into small groups of 2 students and distribute the leaflet Æ ê Æ "So, what will you do about it? - Tell the students before beginning to compose your Æ Æ Æ ". should consider The brochure. (Note: The questions correspond to the sections of the declaration annotated between paragraphs. The first statement will be discussed in activity 3. This discussion serves as an activity of parent For the wording task.) Saída Saída: Hold a general discussion with the class on the questions. Have individual groups respond to questions in each of the sections and ask other groups to contribute. Activity 3. The parts of the Æ ê Æ Æ "declaration of the independence was established in an atmosphere of complaints about the treatment of colonias under the British domain. In this activity, students will identify and analyze the parts of the declaration through a close reading. Students will also have the opportunity to build a document in the way of declaration Of independence based on their own complaints. Provide each student a copy of the statement of independence in six parts. Ask them to Æ Æ Æ Æ Æ "Scanã ê Æ ê Æ Æ All document once to understand the parts and their function. After that, they will be asked to re-release the document this time more closely. Pieces to the students to identify the six SEP Aches (below) describing what is usually said in each. Helping students identify these sections with the following Totimes: Pre-MBULO: The reasons why it is necessary to explain their actions (from " when O, in the course of human events "to" declare the causes that drive them separation ").) Declaration of commonly accepted principles: Specifying what the undersigned believed, the philosophy behind the document (of " we maintain these truths to be self-evident, "to" an absolute tyranny on these states "), which underlines the list of arguments: the offenses by the king and parliament that boosted the statement (to "prove this, let the facts undergo a sincere world" the "improper of being the ruler of a free person ") Declarations of previous attempts to correct complaints: (of "not do we want in attention to our British brothers, "" enemies at war, in friends of peace. ") Conclusion: " Therefore, " and our sacred honor. ") After the principles held by the Americans, and the actions of the king and parliament, he has the right and duty to declare independence. Oath: Without this oath on the part of the settlers, dedicating himself to ensuring independence by the force of the arms, the statement would be mere parchment. Saída Ticket: Pieces to students who organize their complaint constructed in a master document (relatives of their argument of spreadsheet 1) for posterior analysis, combining each sero Of his personal complaints for the six corresponding sections of the above statement. As evaluation, students make a deeper analysis of declaration and compare their statements for the founding document. Divide the class into small groups of 3 students, each taking one of the statements of declaration, as defined in activity 3. Distribute copies of the student leaflet, "aligning the declaration of independence." Assign each group one of the sections and they respond to the questions of your section. Guide Students in understanding how their report of the statement of independence corresponds to the relevant issue of their personal statement in activity 3. Once the groups have finished their brochures, each reported their discoveries for the class. Upon hearing the other presentations, you think to students who make notes to complete the entire leaflet. For a final sum, he asks students to reflect on what they learned about making an argument from the next study of the declaration structure. Students carry out research on historical events that have led to complaints and dissatisfaction of settlers with the British government. Direct students to the annotated statement of independence at Founding.com, which provides the historical context for each complaints. Ask them to identify and list some of the specific complaints they have After reviewing the complaints, ask students to search for specific historical events related to the complaints listed. Students of historical events also choose can be added to a timeline by connecting a stretch of a particular complaint to a brief and dated summary of an event. Complaints refer to real events, but precise events have not been discussed in the statement. Why do students think the structures decided to do this? (Student declarations would also be more effective without specific events tied to complaints? Complaints?

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