

Civics - Portfolio Entry Slip

Entry Slip Date 3-21-06

Student _____

Grade Level 12

Teacher _____

Class CivicsAssignment The Coming of Independence Date of Assignment _____

Essential Academic Learning Requirements (EALRs) for Civics

1. The student understands and can explain the core values and democratic principles of the United States as set forth in foundational documents, including the Declaration of Independence and the Constitution.
2. The student analyzes the purposes and organization of government and laws.
3. The student understands the purposes and organization of international relationships and how United States foreign policy is made.
4. The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.

Purpose: What new things did I learn, or what skills/knowledge did I improve by completing this assignment? Some different things I learned by doing this assignment are about the first Continental Congress, Royal Control, Growing Colonial Unity, Second Continental Congress, The Declaration of Independence, & The First State Government. These different events that happened played a huge role in man's history.

Connection to EALR: Why am I learning these skills or reviewing this information? (Refer to Essential Academic Learning Requirements above) Why I am learning these different things about American & its history is because the teacher has chosen to teach this certain subject. It is also important to know this stuff because people need to know where they came from & how America came to be what it is today. Part of Civics is to know the coming of independence.

Application: How will I use these skills and/or information in the future: school, personal life, and/or careers? How I will use this stuff in this packet in the future could be to teach one day. Maybe I could just be learning this for my own personal satisfaction. If I was to watch CNN or any of those news channels, maybe I might be more interested & have a better understanding of what's going on in the world today.

Evaluation: What did I do well on this assignment? If I were going to do this again, what would I do differently? What I did well on this assignment is I finished it. By doing this particular assignment it informed me about all these things I mentioned on top. What I think, if I would do this over again, I would fill that last box in. I am meeting the EALRs, but if I filled that last box in, it may just be exceeding.

CIVICS EALR: 1.2.3a

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The Coming of Independence

I. Quick Glance – Predict what Chapter 2; Section 2 is going to tell you (2-3 sentences).

- 1 → How did the relationship between the colonies & Great Britain change in the pre-Revolutionary period?
- 2 → For what reasons is the Declaration of Independence considered a revolutionary document?
- 3 → What was government like in the newly independent United States?

II. Your Section

Title: The First Continental Congress

Summary (3-4 sentences): what we are about to learn is how the Declaration of Independence plays a huge role in man's history. This section will let us know how we went about deciding to break w/ Great Britain. Another thing is that you will be reading is how the new state governments went along w/ the coming of Independence.

3 Essential Facts:

- Parliament passed another set of laws in spring of 1774.
- These laws would punish the colonists for the troubles in Boston.
- 55 delegates discussed the situation & debated plans for action.
- They sent a declaration of Rights, to protest Great Britain's colonial policies.

Group Final 3 Essential Facts: - Refuse all trade w/ Britain, till some regulations were replaced.

- Parliament passed another set of laws in spring of 1774.
- gave their support to the actions of the First Continental Congress, called George III.
- 55 delegates discussed the situation for the troubles in Boston, they refused all trade w/ Britain.

III. Other Groups

Reading GLE 2.1.5 & 2.1.7 Synthesize ideas to make predictions/inferences, determine importance and summarize text.
Reading GLE 2.2.4 Apply understanding of text organizational structures.

Civics EALR 1.2.3a Examine the origins and continuing influence of key democratic ideals of the U.S. government.

- gave their support to the actions of the First Continental Congress

BOSTON

Title: Royal Control

- the relationship between federal
- things got worse when George III came to throne
- colonies had to make decision, submit or revolt.

Title: Growing colonial unity

- Stamp act → tax stamps on all legal documents
- Boston massacre → brits killed 5 colonists
- Committees of correspondence → organized resistance → Boston tea party.

Title: Second Continental Congress

- John Hancock is the president & George Washington is the Commander in chief.
- The First National Government
- It exercised both legislative & executive party/powers

Title: The Declaration of Independence

- June 7, 1776 - Richard Henry Lee proposed Declaration
- five writers of D.O.I. - Ben Franklin, John Adams, Roger Sherman, Robert Livingston, & Thomas Jefferson (T.J. wrote the most).
- July 4, 1776 - Colonies became independent with the Declaration of Independence

Title: The First State Governments

- May 10th Congress urged colonies to make constitution.
- Big meetings were held to draw out these colonies.
- Massachusetts Constitution is the oldest one (1780)

IV. Influence of Democratic Ideals

Define the following concepts *in your own words* using page 35, then determine what pre-Revolutionary events caused our "founding fathers" to make these the of key democratic ideals of the U.S. government.

	Definition	Connection to the Past
<p>Popular Sovereignty The people Rule</p>	<p>The government, if it wants to exist, can only by the consent of the government. The people who hold the power.</p>	<p>King George III, The Stamp Act - Taxation without representation</p>
<p>Limited Government</p>	<p>The power given to the government were given the best they could but had many restrictions</p>	<p>- When the people were under the power of King George III, he had a say in every aspect of life.</p>
<p>Civil Rights and Liberties</p>	<p>Soverighn people held rights that the government had to respect at all times</p>	<p>- British would punish them when they boycotted anything from the U.K. They punished them by taxing</p>
<p>Separations of Powers</p>	<p>The power of the new government were separated by 3 branches the executive, legislative, & judicial making sure no branch has more power than another.</p>	