

Lesson Plan 1:

Independence in Delaware

Content Standards

Delaware State Historical Standard 1

9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

Advanced Placement Historical Thinking Skills

Making Connections

Claims and Evidence

Developments and Processes

Grade Level: **9-12**

Primary Source:

Lesson using newspapers and/or letters (Committee of Correspondence, Committee of Inspection and observation, Rodney, Reed, McKean) to trace the idea of independence in Delaware.

Procedure:

Using 8 to 10 documents over a period of time from 1754 to 1776. Students should be divided into groups of 3 to 4 and provided a set of the documents and questions. Students should divide the documents amongst the group and become an expert with that document. Each group member will research, if necessary, their document and become familiar with Who, What, When, Where, and Why of the document. When each group member has completed their document they should report out to the group. The group should then answer the questions below as a group and come up with a set of answers everyone can agree upon. Upon completion of the answer students should then complete a timeline of events that illustrates the events which led to Delaware's support for the Declaration of Independence.

Questions:

1. How did the attitude of Delawareans change in regards to independence?
2. Was there a cause for their change in attitude or thought? Was the change gradual or immediate?
3. When using newspapers as a source of information are there any issues that should be taken into consideration?

Activity: Create a timeline of events leading to independence and Delaware's support for independence. The timeline should include the date, the incident/event, and a visual depiction.

The questions can be put into a Peardeck, Nearpod, or other interactive platform for group discussion

