

Character Based Literacy Program Lesson Plan

Common Sense, Day 1



Outcomes for Today

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is the Declaration of Independence?

Drafted by Thomas Jefferson between June 11 and June 28, 1776, the Declaration of Independence is at once the nation's most cherished symbol of liberty and Jefferson's most enduring monument. Here, in exalted and unforgettable phrases, Jefferson expressed the convictions in the minds and hearts of the American people. The political philosophy of the Declaration was not new; its ideals of individual liberty had already been expressed by John Locke and the Continental philosophers. What Jefferson did was to summarize this philosophy in "self-evident truths" and set forth a list of grievances against the King in order to justify before the world the breaking of ties between the colonies and the mother country.

<http://www.archives.gov/exhibits/charters/declaration.html>

2. Wordwall

Add five words to the wordwall after explicit instruction and practice.

summoned (7)	ambivalent (8)	prodigious (8)	harmonious (11)	autonomous (111)
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READ

3. Review

Review the most important timeline events from the beginning.

4. Read

Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.

pg. 7-13 (top)

RESPOND

5. Timeline Agree on the most important events in today's reading, and list 3-5 on the timeline.

1. Americans found Englishmen on the battle field of the new world in January 1776.
2. The colonist were divided in 1775 regarding wanting to be independent from Great Britain.
3. 1/3 of Congress were in favor of independence throughout the winter of 1775 and early 1776
4. Thomas Paine's novel, *Common Sense*, was published in early 1776
5. In June 1776 all colonial assemblies were in favor of independence
6. On July 4, 1776 the Declaration of Independence was adopted
7. Americans began to establish themselves as an independence power prior to the signing of the Declaration of Independence.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map.

Locate and draw the maps of Great Britain and United States prior to 1776

- Label each colony and the year it was founded on the United States Map
- Draw and color in the map of Great Britain before 1776

KWL.

Create a list of the events you Know and Want to know about in regards to the American Revolution, Declaration of Independence and Thomas Paine.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

T-Chart.

Using the information that was in today's reading please list down facts you learned about America and the facts that you learned regarding Great Britain.

Examine the Declaration of Independence.

Have students read and examine the Declaration of Independence. As a class, come up the ten most important facts stated in the Declaration of Independence. Use the site below to view document of Declaration of Independence.

<http://www.ushistory.org/declaration/document/index.htm>

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What events lead the colonist in favor of independence from Britain?
2. In your opinion why was *Common Sense* regarded as “prodigious?”
3. In your opinion, why do you think *Common Sense* was written?
4. What affect did *Common Sense* have on the people of America and in Britain?
5. How were Americans and British citizens different before the signing of the Declaration of Independence?
6. What occurrences made Americans believe they were able to govern themselves without British help?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 12

The colonies thus played a critical part in English trade, accounting in 1772-3 for 36 percent of the total volume of English imports and 37 percent of the total volume of English exports. Far from the colonies being weak and depend subsidiaries of Britain, it would appear that the British economy was fast becoming depend on the colonies. (12.)

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Americans began a slow hike towards establishing themselves capable of governing themselves, whether it was political or economical. Based on the today's reading do you think the reasons stated for why American's wanted independence from Great Britain is valid?

In a paragraph argue for or against Americans forming a separate union away from Great Britain. Use evidence from the book to help support your answers.

11. Close Close by extending today's lesson to life and the world.

KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?

Character Based Literacy Program Lesson Plan

Common Sense, Day 2



Outcomes for Today

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What are taxes and how did they begin?

Taxes have been around for a long time. Taxes are a compulsory contribution to state revenue, levied by the government. They are the main way people pay for their government. Or, to look at it another way, taxes are the main way that some powerful men and women force less powerful people to give them items. Taxation is when some powerful person or group decides that all the people should pay some amount of items, or money, to the government, and uses the army or police to collect from people who do not pay. One way of taxing people is called a head tax or a poll tax (from the Latin word for head). The government says every person has to pay a certain amount, the same for everyone. Another way of taxing people is by taking a percentage of whatever they have.

<http://www.historyforkids.org/learn/economy/taxes.htm>

2. Wordwall

Add five words to the wordwall after explicit instruction and practice.

imperial (13)	forbade (13)	onerous (14)	subordinate (15)	exacerbating (16)
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READ

3. Review

Review the most important timeline events from the beginning.

4. Read

Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.

pg. 13-24

Character Education at the Markkula Center for Applied Ethics
www.scu.edu/character

RESPOND

5. Timeline

Agree on the most important events in today's reading, and list 3-5 on the timeline.

1. In 1763, George Grenville put in place a £300,000 annual payment to American colonist to help with the expenses from the French and Indian War.
2. Grenville taxed Americans with the Stamp Act and Sugar Act.
3. Americans responded with boycotts and direct actions to the imposed taxes.
4. In 1776, Charles Townshend, in Grenville's previous held position, imposes the Townshend Acts.
5. Americans outraged and boycotted and wrote pamphlets protesting acts. Believes that they cannot be taxed without representation in Parliament.
6. On March 5, 1770 Boston Massacre occurred.
Americans split on opinion regarding British taxes and physical presence in American life.
7. Townshend Acts were repealed with the exception of the duty of tea.
8. In 1773, The Boston Tea Party threw 342 chest of tea into the water.
9. The Intolerable Act was passed as a result of the Boston Tea Party's action.
10. The delegates from the 13 colonies gathered in Philadelphia for the First Continental Congress to discuss the British policy being imposed on them.
11. First Continental Congress agreed on a resistance known as an association.
12. America gains independence from Great Britain.
13. Britain refused to recognize their independence until the Peace Treaty of 1783.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL.

Add to the KWL chart. Today you will be writing in the Learn column of the chart.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

Cause and Effect Chart.

Choose one event from today's reading and fill out the effects of the event. For example, if using Townshend Acts as cause, list the events that happened as a result of the Townshend Acts.

Cubing on Action.

Create a cube of action for today reading.

Propaganda Poster.

After reviewing and understanding the various reasons that led to the independence of American from Great Britain you will create a propaganda poster to attempt to convince other members in the class the reasons why you agree or disagree with Americans decision to gain independence. You may do this individually or in group with no more than three people.

Your poster will have a combination of words and visuals (the visuals should dominate and the message should be clear). You will also have a written explanation of the slogans, catch phrases, important text and symbols that will be used.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What strategic plan was behind Britain wanting the Americans to pay £300,000 annually to Britain?
2. How did Britain try to cripple the economy and way of life of the colonies in America?
3. Explain Grenville's program.
4. Explain in your own words Sugar Act, Stamp Act, and the Townshend Acts.
5. How did the Americans respond to British attempt at control?
6. What happened on March 5, 1770 and why is it considered a significant symbol in American history?
7. What are the Intolerable Acts?
8. Explain the events that led to the acceleration and rush to independence by Americans from Great Britain?
9. What decisions were made during the First Continental Congress?
10. Why do you think the delegates of the First Continental Congress were referred to as "militants"?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 14-15

"A Stamp Act Congress with delegates from nine colonies met in New York in October in 1765 and issued a declaration attacking taxation without representation. This was deemed preposterous in British government circles. Lord Mansfield, Chief Justice of the King's Bench, told the House of Lords in 1766:

"There can be no doubt, my lords, but the inhabitants of the colonies are as much represented in Parliament as the greatest part of the people of England are represented: among nine millions of whom there are eight which have no vote in electing members of Parliament...A member of Parliament chosen for any borough represent not only the constituents and inhabitants of that particular place, but he represents ...all the other commons of this land, and the inhabitants of all the colonies and dominions of Great Britain." (14-15.)

EXTEND

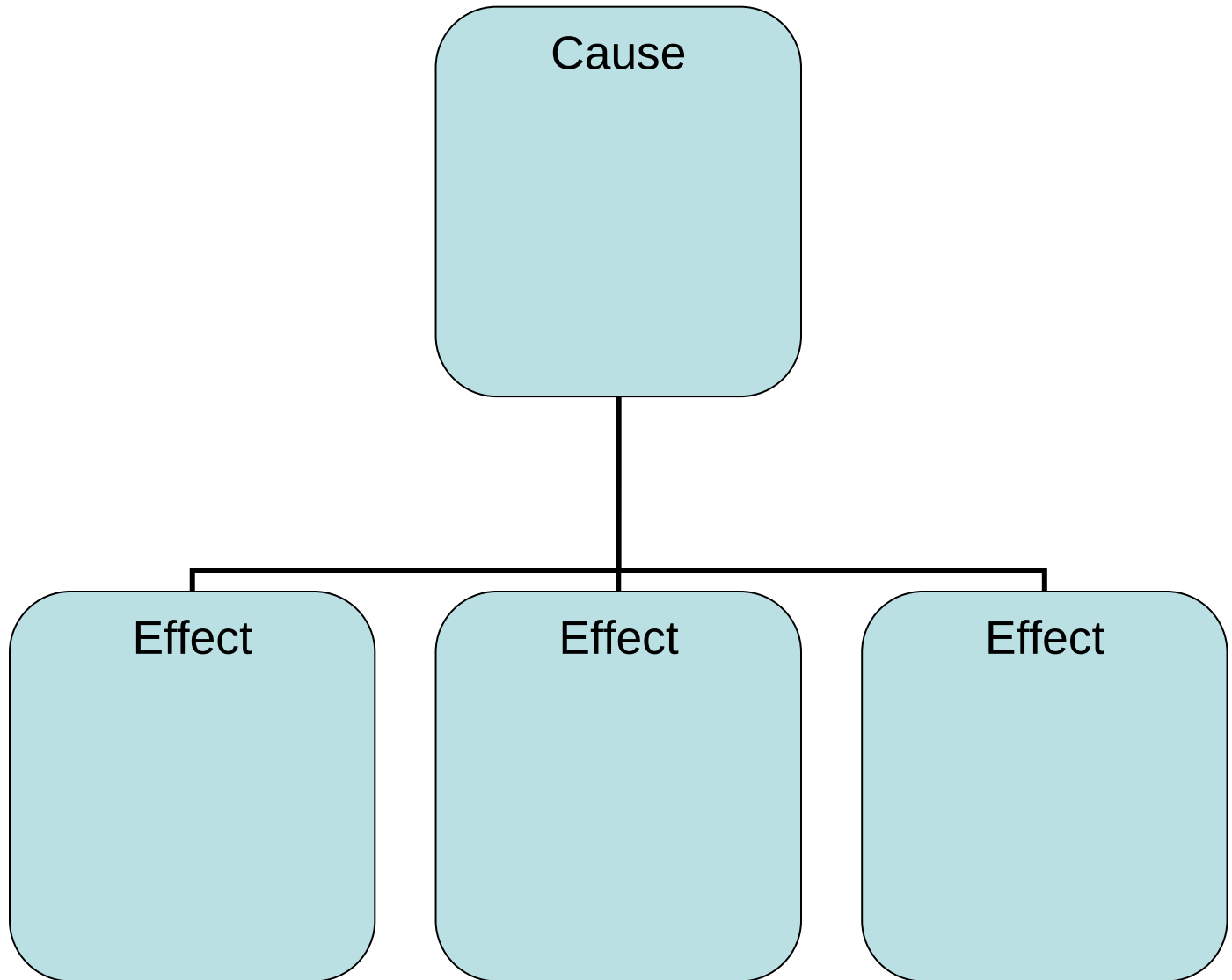
10. Write Have every student write a short product based on today's prompt to connect to the unit theme.

The colonists believe that they were being treated unfairly due to having been taxed by Great Britain without their consent. Great Britain states that it is their right and obligation to be able to tax the colonist in America. Great Britain was trying to recover the losses, financially, from the French-Indian War. The people of Great Britain were being taxed and that includes the people living in American under Great Britain rule. What is your opinion?

Write a paragraph in which you argue for or against the colonist being taxed by Great Britain. Use evidence from the book to support your answer.

11. Close Close by extending today's lesson to life and the world.

Cause and Effect



11c12 Cubing an Action

		When and Where			
		Who			
	Cause	Action	Effect		
		Evaluation			

Character Based Literacy Program Lesson Plan

Common Sense, Day 3



Outcomes for Today

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

Who is Thomas Paine?

Thomas Paine was born Tom Pain. Tom Pain was a son of a garment maker who wrote a handful of the most famous documents in the history of America. He was an American soldier whose main contribution was in writing. His pamphlets include *Common Sense* and *The Crisis*.

2. Wordwall

Add five words to the wordwall after explicit instruction and practice.

tumultuous (25)	journeyman (26)	zeal (27)	whetted (27)	plausibility (29)
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READ

3. Review

Review the most important timeline events from the beginning.

4. Read

Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.

pg. 25-31(bottom)

RESPOND

5. Timeline

Agree on the most important events in today's reading, and list 3-5 on the timeline.

1. Thomas Paine was born Tom Pain and was born in the country town of Thetford, Norfolk, on 29th January 1737.
2. Paine's father was a staymaker and his mother was the daughter of an attorney.
3. Thomas Paine ran away from home at 16, just to be returned by his father.

4. Thomas Paine left home for good at age of 19.

5. His first marriage was to Mary Lambert, who died shortly after being married.
6. His second marriage ended in separation.
7. At thirty-seven Paine left for America with the endorsement of Benjamin Franklin.
8. Thomas Paine became a writer for the Pennsylvania Magazine soon after arriving in America.
9. In January 1776, Thomas Paine wrote, *Common Sense*, and became a “successful” American.
10. In July of 1776, Thomas Paine enlisted in the American Army and served during the next seven years of the war.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart.

Add to the KWL chart.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Character Profile Chart.

Create Character Profile Chart for Thomas Paine

Cubing a Biography.

Create a cube of action for today reading.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. List at least three jobs that Thomas Paine held.
2. In your opinion, what are three character traits that you think would describe Thomas Paine? Give reasons for each character trait.
3. Why do you think Thomas Paine went to America?
4. In your opinion, why do you think the pamphlet, *Common Sense*, was so popular among Americans and Englishmen?
5. What is your impression of Tom Pain changing his name to Thomas Paine? Notice the added “e” to his name. Why do you think he changed his name?
6. What did the editor mean when he wrote that Thomas Paine “had not done much with his life in his thirty-seven years. He had failed in business, in marriage, and in vocation.”?
7. “Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement.” In what ways did Thomas Paine exercise leadership qualities?
8. Why did you think Thomas Paine write *Common Sense*?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 28

“He dropped ‘writing by an Englishman’ and told his readers to stop worrying about the author’s identity and to read him instead. At the same time, Paine started adding an ‘e’ to his name. He was no longer an Englishman. He was a new man, a successful American; he was Tom Paine. (28.)

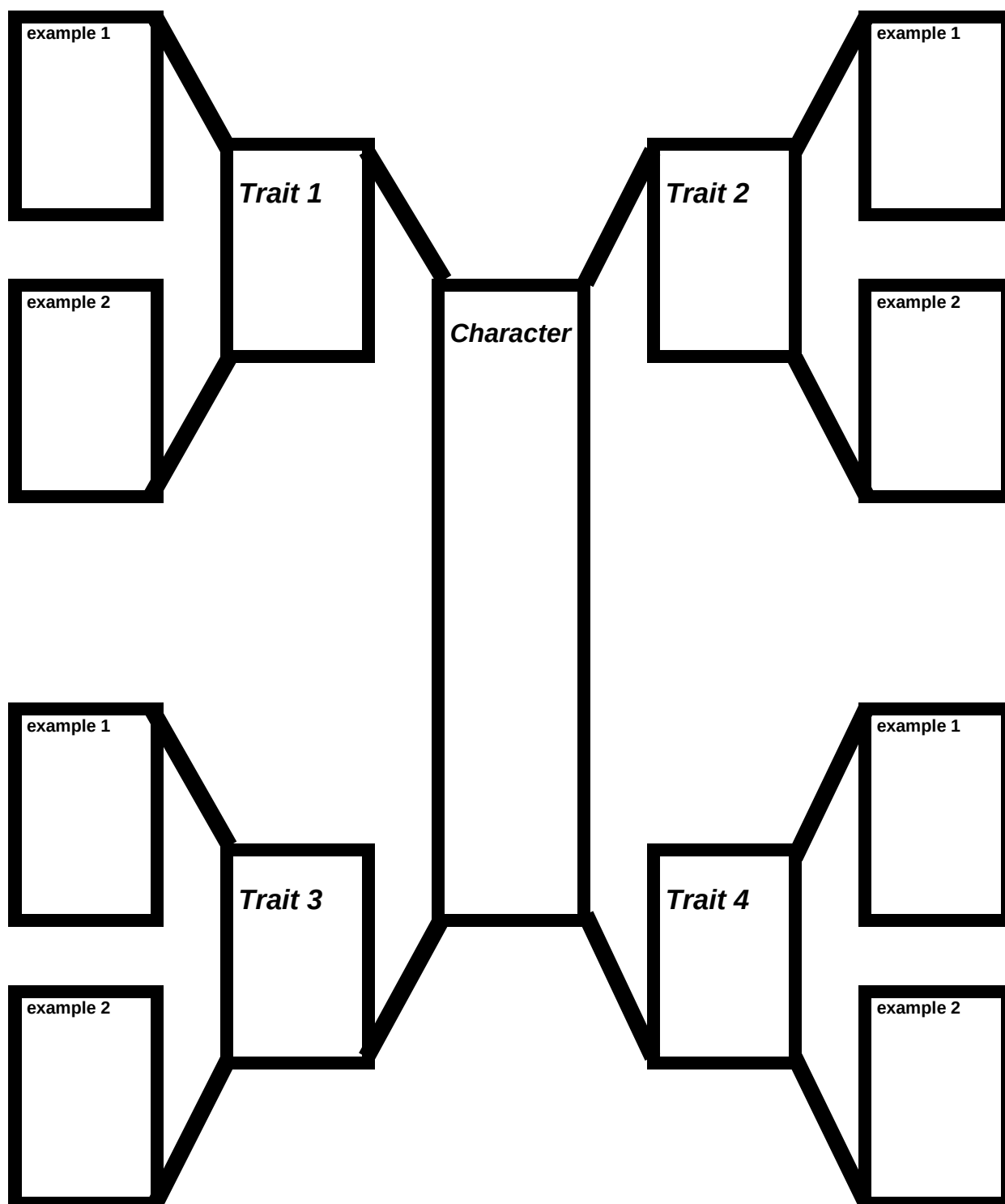
EXTEND**10. Write** Have every student write a short product based on today’s prompt to connect to the unit theme.

By the time Thomas Paine was thirty-seven he had endured many obstacles. He was married twice, broke and jobless. Why was it that he was “successful” upon moving to America? What made Thomas Paine more successful in America rather than the other locations he lived in?

Write a paragraph in which you decide if Thomas Paine was a “leader” as defined by the theme of this book? Use evidence from the book to support and explain your answer.

11. Close Close by extending today’s lesson to life and the world.

4g6 Character Profile Chart



10c12 Cubing Biography

Who is person? Date of birth? Death?			
	Where did this person grow up?		
What relationships did this person have?	What did this person do?	What was this person like?	
	Why is this person important?		

Character Based Literacy Program Lesson Plan

Common Sense, Day 4



Outcomes for Today

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What was the French Revolution?

The French Revolution arose out of the financial crisis. This was due in part by French involvement in the American Revolutionary War. There was a great divide among the rich and poor class. The French Aristocracy were among the wealthiest individuals in all of Europe. They controlled vast tracts of land, huge amounts of money, and had power that was unchecked by a parliament as in Great Britain. French society was divided into three separate castes known as estates. The first estate was made up of priests, and religious leaders. The second estate was made up of the nobility, while the third and lowest estate consisted of everyone else, over 97% of the population of France. There was a power struggle among the estates among who should hold power over France and the drawing up of the constitution with a legislative assembly and later the National Convention.

“As the Revolutionary Wars went against France, as regions angry at attacks on the church and conscription rebelled and as the revolution became increasingly radicalized the National Convention created a Committee of Public Safety to run France in 1793. After a struggle between political factions called the Girondins and the Montagnards was won by the latter, an era of bloody measures called The Terror began, when over 16,000 people were guillotined. In 1794 the revolution again changed, this time turning against the Terror and its architect Robespierre. The Terrorists were removed in a coup and a new constitution drawn up which created, in 1795, a new legislative system run by a Directory of five men.

This remained in power thanks to rigging elections and purging the assemblies before being replaced, thanks to the army and a general called Napoleon Bonaparte, by a new constitution in 1799 which created three consuls to rule France. Bonaparte was the first consul and, while the reform of France continued, Bonaparte managed to bring the revolutionary wars to a close and have himself declared consul for life. In 1804 he crowned himself Emperor of France; the revolution was over, the empire

had begun.”

<http://europeanhistory.about.com/od/thefrenchrevolution/p/ovfrenchrev.htm>

2. Wordwall Add five words to the wordwall after explicit instruction and practice.

archaic (32)	labyrinth (35)	deistic (35)	malignant (36)	cantankerous (36)
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READ

3. Review Review the most important timeline events from the beginning.

4. Read Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.

pg. 31(beginning with Paine) - 37 bottom

RESPOND

5. Timeline Agree on the most important events in today's reading, and list 3-5 on the timeline.

1. After the war, Paine turned from politics to scientific concerns.
2. Paine moved to France to pursue funding for his quest to build an iron bridge.
3. Paine interacted with the well-to-do among the French.
4. Paine present during beginning stages of the French Revolution.
5. Paine wrote *Rights of Man* in 1791 in response to Edmund Burke, *Reflections on the Revolution in France*, and the French Revolution.
6. Paine is considered a hero in England for his writing of *Rights of Man*.
7. In 1792, a patriotic mob burned Paine's effigy at Chelmsford, Essex.
8. As a result of the viewpoints and writing of *Rights of Man*, he was forced to leave Britain in September 1792 and fled to France. He was condemned in his absence and outlawed from ever returning to Britain.
9. While in France, Paine became part of the political process and was chosen as a delegate to the National Convention.
10. Paine alienated many extremists by opposing the execution of Louis XVI and in December of 1793 he was arrested and imprisoned.
11. With the help of James Monroe, Paine was released from prison ten months after he was imprisoned.
12. Paine returned to America in 1802 with little friends, money and no family.
13. Paine died on June 8, 1809 with no fanfare, no appreciation, and no ceremony.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart.

Add to the KWL chart.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Event Map.

Draw a picture of the 3 most important events that you think has happened in Paine's life. Under each picture tell why each is important in the development and leadership of Thomas Paine.

Eulogy.

Thomas Paine had no eulogy upon his death. Taking the information from the reading write a eulogy for Thomas Paine. You can work in groups on this assignment. You will share the eulogy out loud to the class when completed.

- In the eulogy, please include the most important moments and ideas on his life, including his early life, struggles and accomplishments.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What were some of the passions of Paine besides writing?
2. List and describe the three developments of Paine's life.
3. Why do you think the editor referred to Paine as the "hero of American" on page 32 and the "hero of England" on page 33?
4. Why do you think a mob burned down Paine's effigy at Chelmsford Essex?
5. What events caused Paine to be considered banished from Britain?
6. What events led to the imprisonment of Paine?
7. Explain what life was like in America upon Paine's return to America.
8. How is Paine's death like his birth?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 36

He died on 8 June 1809. Few people saw the coffin from the city to the farm in New Rochelle. At the burial site there were even fewer present, merely a handful of New Rochelle neighbors and friends. There were no dignitaries, no eulogies, and no official notices of his death. The staymaker from Thetford who had shaped the world as few have ever done, who had known and been known by many great men of America, France and England, was laid to rest in a quiet pasture with no ceremony, no fanfare, no appreciation. (37.)

EXTEND

10. Write Have every student write a short product based on today's prompt to connect to the unit theme.

Thomas Paine's work, of *Common Sense* and *Right of Man*, made Paine a hero among the eyes of many. He once received the key to Bastille to bring to Washington, held office at the National Convention in France, wrote the single most influential text that help lead America to its independence, and fought in a war that shaped America to what it is today.

How has the life and death of Thomas Paine illustrate leadership? Define what qualities are necessary to make a good leader? What did Paine do to show that he had the best interest of the people, not of himself, at heart when he wrote *Common Sense*? Seeing how Paine behaved as a young man until his death, how did Paine grow into leadership? How is the irony of his death a reflection of his leadership skills? Is there anyone in recent history that reminds you of the leadership qualities of Thomas Paine?

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

Common Sense, Day 5



Outcomes for Today

PREPARE

1. Background



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is a constitution what purpose does it serve?

The founding fathers established the Constitution to do two things: establish a federal government and delegate to the federal government certain, limited (and enumerated) powers. The constitution is a set of rules that establish the basic structure of the government. It defines the role of government.

What is a government?

A government is a governing body of a nation, state or community. It is a system by which a nation, state, or community is governed.

2. Wordwall

confounded (65)	calamities (65)	Impregnable (66)	monarchical (69)	fettered (71)
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READ

3. Review

4. Read

pg. 65-71

RESPOND

5. Timeline

- Paine begins by distinguishing between government and society.
- Paine says that government's sole purpose is to protect life, liberty and property,

and that a government should be judged solely on the basis of the extent to which it accomplishes this goal.

- Paine outlines how a democratic government is born out of people of the land.
- Paine criticizes the constitution of England.
- Paine believes that the constitution of England is too complex and that the King and its monarchy society do not work and is full of contradictions.
- Paine believes that prejudice of Englishmen, in favour of their own government by king, lords and commons, arises as much or more from national pride than reason.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Pamphlet pages.

You are going to recreate the important points of Thomas Paine's *Common Sense*.

Complete pamphlet fact page.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Pamphlet Cover:

Common Sense was originally printed as a pamphlet. In those days, that meant it did not have a cover like a book or magazine has today. Its binding was not sewn or glued, but instead tied together with either coarse string or leather.

You will be creating a new cover for the pamphlet *Common Sense*. (Later you will place your notes from the readings into this pamphlet.) On your cover create symbol that best symbolizes *Common Sense*, the author's name, with illustration by *your name*.

Acrostic Poem.

Use the name INDEPENDENCE to create acrostic poem.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How does Paine distinguish between society and government?
2. How does Paine define government? Do you agree? Explain?
3. Do you agree that people will be happier if they are responsible for creation of laws that rule them?
4. Explain the origin and rise of government according to Paine?
5. According to Paine was wrong with the constitution of England?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 67

And as this frequent interchange will establish a common interest with every part of the community, they will mutually and naturally support each other, and on this (not on the unmeaning name of king) depends the *strength often government, and the happiness of the governed.*) (67.)

EXTEND**10. Write** Have every student write a short product based on today's prompt to connect to the unit theme.

Paine believes that people will be much happier if they are responsible for the creation of the laws that rule them. That the strength of the government relies in the happiness of those being governed. Do you agree?

Write a paragraph in which you explain whether or not you believe in Paine's ideology? Can a government please everyone in its society and still be powerful enough to rule? Can a society exist without role of government?

11. Close Close by extending today's lesson to life and the world.

Pamphlet Facts: Of the Origin and Design of Government

How does Paine explain the origin of Government?

Three empty light blue rectangular boxes with black borders, arranged vertically and connected to the main question box by a vertical line and three horizontal branches.

Paine's explanation of what is wrong with the constitution of

Three empty light blue rectangular boxes with black borders, arranged vertically and connected to the main question box by a vertical line and three horizontal branches.

Character Based Literacy Program Lesson Plan

Common Sense, Day 6



Outcomes for Today

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is Succession?

Succession is a term that is usually used in the context of politics and business. It is when a sequence of people or things coming one after the other in time. When referring to a position or title it is the assumption of a position or title or the order in which a position or title is taken up.

2. Wordwall

Add five words to the wordwall after explicit instruction and practice.

avarice (72)	clamorous (74)	encomium (75)	usurpation (78)	miscreant (79)
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READ

3. Review

Review the most important timeline events from the beginning.

4. Read

Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.

pg. 71 (bottom) – 81 (bottom)

RESPOND

5. Timeline

Agree on the most important events in today's reading, and list 3-5 on the timeline.

1. Paine asserts that mankind was originally in a state of equality.
2. Paine states that there were no kings in the world until the birth of the Jewish royalty.
3. Paine uses biblical evidence to explain why having a king is sinful
4. Paine attacks the idea of hereditary succession of the monarchy. Paine argues that, since all men are born equal, no man could have the right to establish his family as forever presiding over others.
5. Paine provides gives evidence of bad kings but citing the King of England.
6. Believes the power of Kings derive from lot, election, or usurpation.
7. Believes hereditary succession brings is evil and has only produces blood and ashes.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Pamphlet pages.

You are going to recreate the important points of Thomas Paine's *Common Sense*.
Complete pamphlet fact page.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Picture of Thomas Paine:

Write the main character's name. List two positive and two negative character traits.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. According to Paine, how has mankind been destroyed?
2. What happened to the state of equality and natural mankind?
3. Do you believe with Paine that happiness vanished when with the birth of Jewish royalty?
4. Why do you think Paine refers to the inventions of Kings as the "prosperous inventions the Devil set"?
5. What proof does Paine provide that a monarchical government is sinful?
6. In your opinion, why do you think Paine uses the bible as evidence why there should be no monarchy society?
7. What is your perspective regarding heredity succession?
8. What are the evils of succession and how are sin and hereditary succession parallel?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 72

In the early ages of the world according to the scripture chronology, there were no kings; the consequences of which was there were no wars; it is the pride of kings which throw mankind into confusion. (72.)

EXTEND

10. Write Have every student write a short product based on today's prompt to connect to the unit theme.

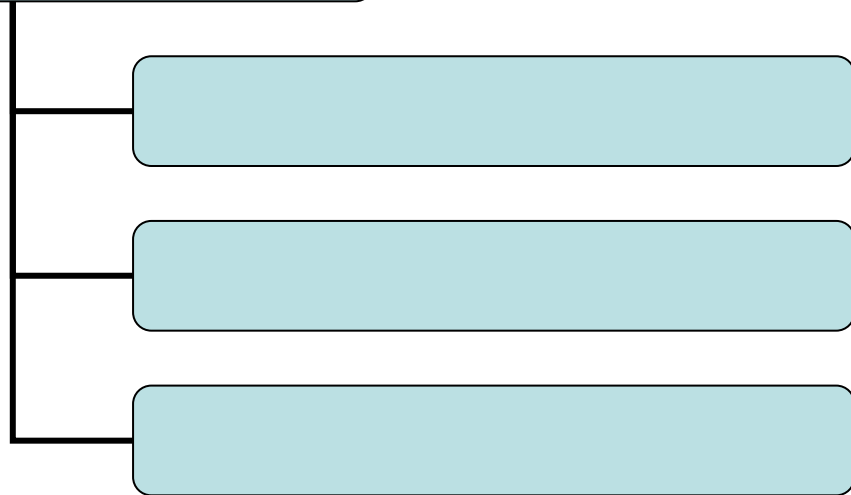
Paine argues that before there were kings that society saw no wars, no corruption, and no greed. With the birth of kings and power, according to Paine, came civil wars, corruption, bad government and bloodshed.

Write a paragraph in which you pick whether or not you agree with the concept of a king monarchical government. Do you think society would be better without a king style government? Do you think that people's ethics are to blame for corruption, greed, and dishonest or is it the power of having a monarchical government that had Paine disagreeing with the concepts of Kings?

11. Close Close by extending today's lesson to life and the world.

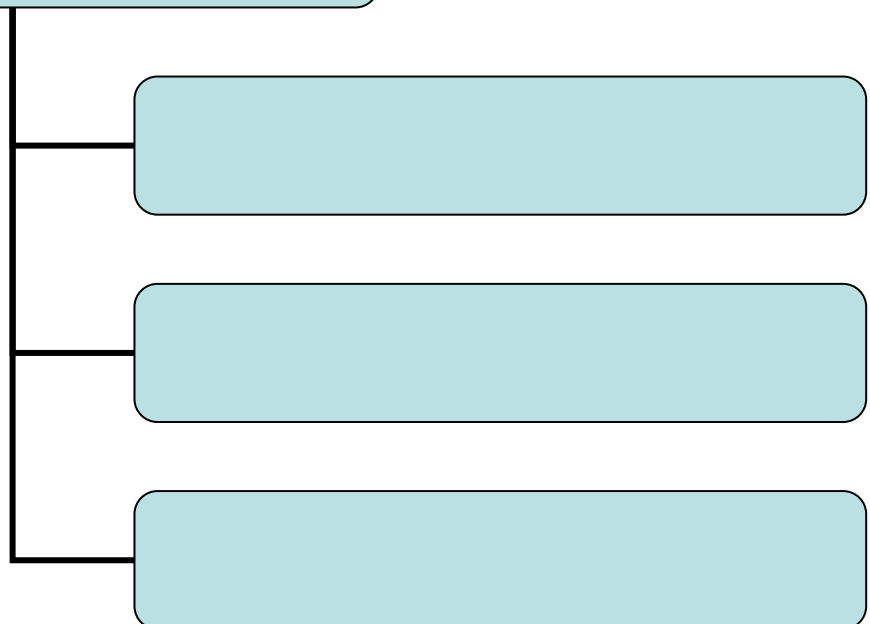
Pamphlet Facts: Of Monarchy and Hereditary Succession

Pro's and con's of having a monarchy succession according to Paine?



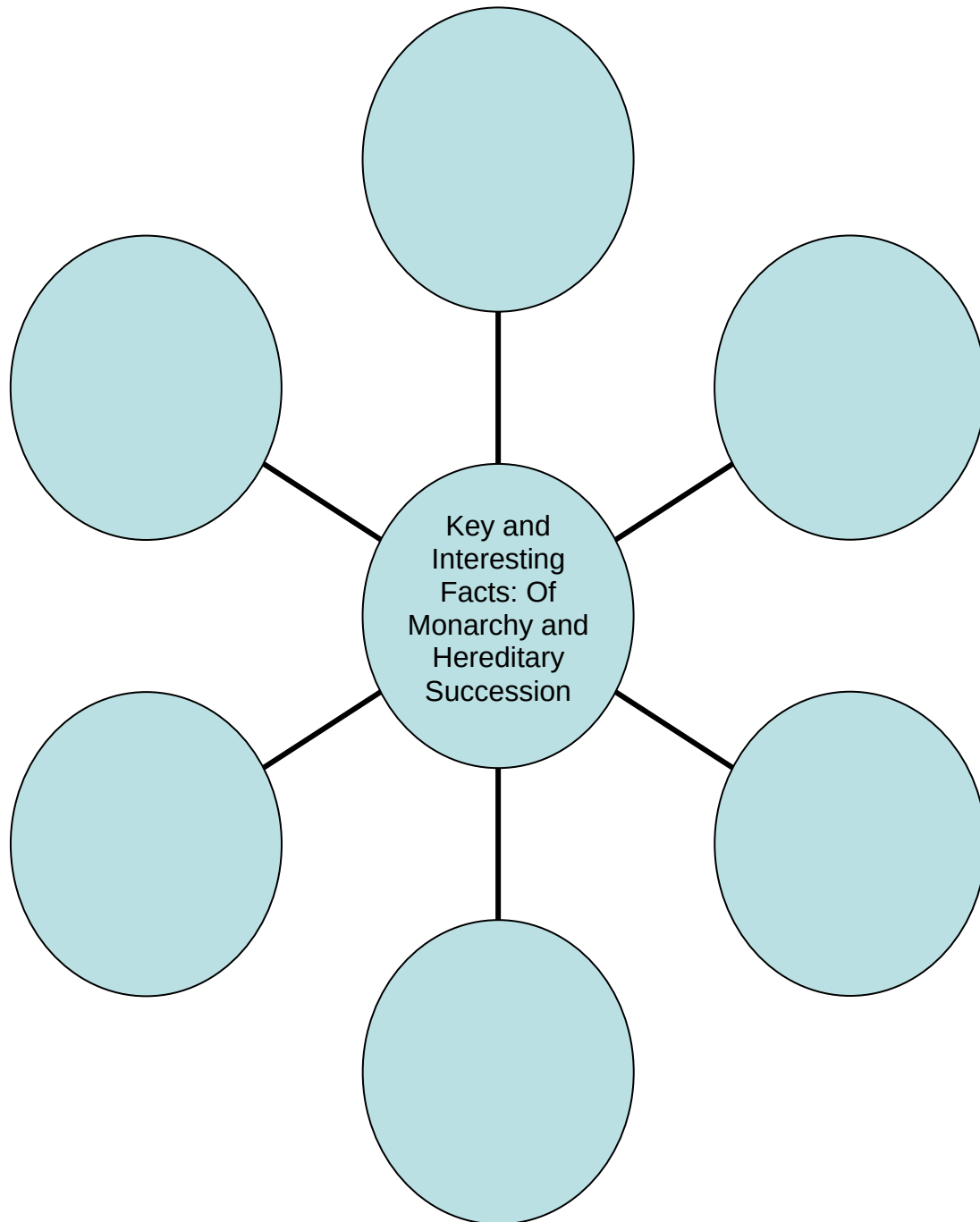
A diagram showing a central vertical line with three horizontal branches to the right, each leading to a light blue rectangular box for notes.

Proof that a monarchical society is sinful.



A diagram showing a central vertical line with three horizontal branches to the right, each leading to a light blue rectangular box for notes.

Pamphlet Facts: Of Monarchy and Hereditary Succession



Character Based Literacy Program Lesson Plan

Common Sense, Day 7



Outcomes for Today

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What does it mean to reconcile?

Reconciliation refers to the act of turning issues and events that are disagreeable into something harmonious. Through reconciliation, parties of the dispute explore events and issues during the conflict and find ways to build trust and live in harmony with each other.

In this section of the pamphlet Paine discusses the reasons why reconciliation is no longer a valid option for America.

2. Wordwall

Add five words to the wordwall after explicit instruction and practice.

divest (81)	detestation (82)	fallacious (83)	jesuitically (84)	shrew (86)
-------------	------------------	-----------------	-------------------	------------

READ

3. Review

Review the most important timeline events from the beginning.

4. Read

Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.

pg. 81 (bottom) – 91 (top)

RESPOND

5. Timeline

Agree on the most important events in today's reading, and list 3-5 on the timeline.

1. Paine asks that readers keep an open mind when reading the pamphlet.
2. Paine speaks of staying bound to Great Britain but the importance of establishing its own identity at the same time.
3. Thinks that American is better left independent than under Britain rule due to the conflicts that Britain finds itself in, including, other countries attacking America.

4. Paine believes that Britain protects America for its own financial gain. He saw it as a matter of interest and “their enemies” rather than “attachment” and “our enemies.”
5. Believes that Europe, not England, is the parent country of America
6. Paine also argues that reconciliation with the British will only cause the present situation to repeat itself.
7. Paine states that America is too large to be governed by Britain.
8. Believes American commerce cannot be managed from a far distance.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Pamphlet Pages.

You are going to recreate the important points of Thomas Paine’s *Common Sense*. Complete pamphlet fact page.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Pro and Cons Chart.

Answer the question: What are the Pro and Cons of reconciliation?

Persuasive organizer.

Use the organizer above to help with the writing prompt.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Do you agree that “arms, as the last recourse, decided the contest; the appeal was the choice of the king, and the continent hath accepted the challenge.”?
2. How can Paine advocate independence and speak of the necessity of staying bound to Britain?
3. Why does Paine believe Europe, no England, is the parent country of America?
4. Why is trade important to the independence of America?
5. What reasons does Paine site for separation from England?
6. Paine believes that if America remains attached to the Britain that it is only a matter of time before the problems arise again? Do you agree?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 83

As much hath been said of the advantages of reconciliation, which, like and agreeable dream, hath passed away and left us as we were, it is but right, that we should examine the contrary side of the argument, and inquire into some of the many material injuries which these colonies sustain, and always will sustain, by being connected with, and dependant on Great Britain. (83.)

EXTEND

10. Write Have every student write a short product based on today's prompt to connect to the unit theme.

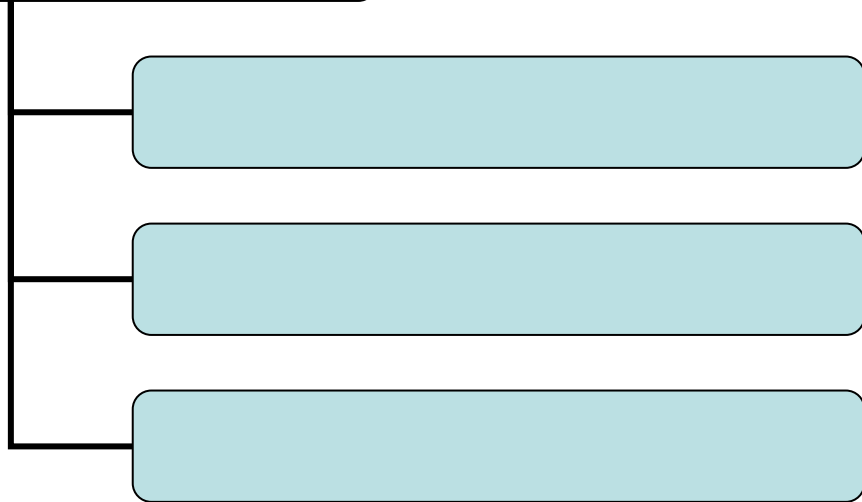
Do you agree with Paine when he writes, "As much hath been said of the advantages of reconciliation, which, like and agreeable dream, hath passed away..."? Paine argues that it is necessary to seek independence now, as to do otherwise would only briefly cover up problems that will surely reemerge. Do you think there is still a chance at reconciliation?

Use the persuasive chart to help organize your thoughts to help write your answer.

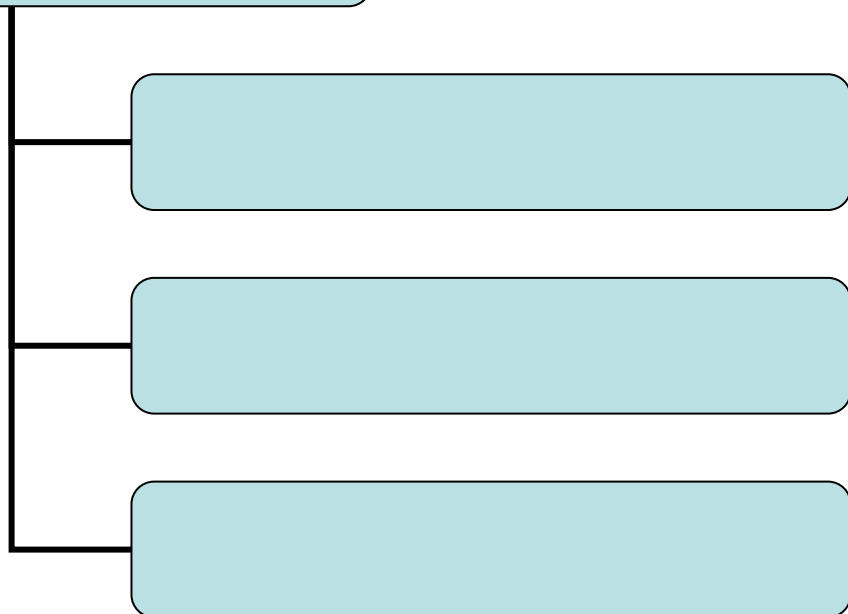
11. Close Close by extending today's lesson to life and the world.

Pamphlet Facts: Thoughts on the present State of American Affairs

Advantages of staying under England
rule



Disadvantages of staying under
England rule



Pro and Cons of Reconciliation

Pros of Reconciliation

- _____

- _____

- _____

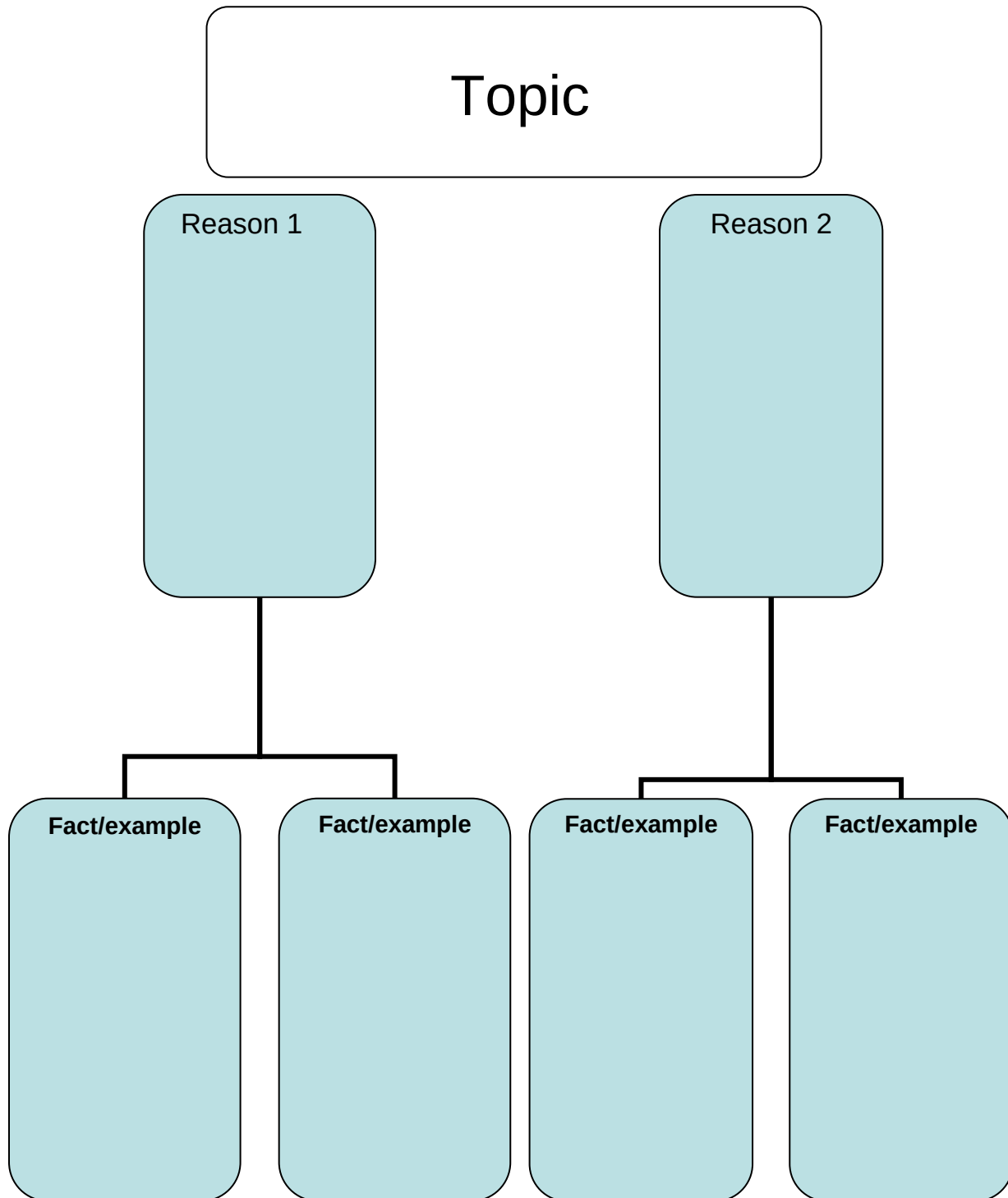
Cons of Reconciliation

- _____

- _____

- _____

Persuasive Chart



Character Based Literacy Program Lesson Plan

Common Sense, Day 8



Outcomes for Today

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What as the massacre at Lexington?

The Battle of Lexington was fought in April 1775 between patriots and British soldiers near Boston. After, *The Association*, called for a boycott of British goods the British commander in Boston sent a detachment of troops to Lexington. At Lexington, eight Americans were shot and killed. This incident was labeled as the "Lexington Massacre." The Battle of Lexington was the first battle in the Revolutionary War.

For a detailed account, first hand by *Sylvanus Wood*, please go to the below website. It gives an account of what happened in Lexington. He *committed his recollection to paper in an affidavit sworn before a Justice of the Peace which was first published in 1858:*

<http://www.eyewitnesstohistory.com/lexington.htm>

2. Wordwall

Add five words to the wordwall after explicit instruction and practice.

felicity (91)	junto (91)	expedient (94)	deluge (99)	extirpated (100)
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READ

3. Review

Review the most important timeline events from the beginning.

4. Read

Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.

pg. 91 (top) – 100 (middle)

RESPOND

5. Timeline Agree on the most important events in today's reading, and list 3-5 on the timeline.

1. Believes that Britain has no desire for compromise.
2. Turning point for no reconciliation for Paine was the Massacre at Lexington
3. No laws can be created without the consent of the King for people of England and America.
4. Paine believes America is only a secondary object in the system of British politics.
5. If American and Britain did come to a compromise it will only be temporary
6. If there is a fear regarding independence it is because no plan has been made.
7. Paine proposes his plan for government and how a president and government should be elected.
8. For America, Law is King and *not* King is law.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Pamphlet Pages.

You are going to recreate the important points of Thomas Paine's *Common Sense*. Complete pamphlet fact page.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Venn Diagram.

Compare and contrast the role of a King and a President.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why did Paine change his perspective regarding reconciliation?
2. What reasons does Paine give for the "ruin of the continent?"
3. Explain the line, "Besides, the general temper of the colonies, towards a British government, will be like that of a youth, who is nearly out of his time, they will care very little about her."
4. What type of government does Paine propose?
5. Do you agree with Paine's suggestion for a president rather than a King for government?
6. How are the delegates for the Continental Congress chosen?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 92

The powers of governing still remaining in the hands of the k---, he will have a negative over the whole legislation of this continent. And as he hath shewn himself such an inveterate enemy to liberty, and discovered such a thirst for arbitrary power; is he, or is he not, a proper man to say to these colonies, '*You shall make no laws but what I please.*' And is there any inhabitants in America so ignorant, as not to know, that according to what is called the *present constitution*, that this continent can make no laws but what the kings gives leave to;...(92.)

EXTEND

10. Write Have every student write a short product based on today's prompt to connect to the unit theme.

America is not allowed to create laws without the approval of the King. Paine stated that England is not allowed either to create laws without the consent of the King. Do you agree with Paine that it is absurd? Do you agree that the King's ability to enforce laws, to which he does not live, right and moral? Is the King exercising good leadership over American at this time?

Write a paragraph explaining whether or not you believe the King should be allowed to enforce laws on a continent that is thousands of miles away from the "mother" continent? Explain your answer.

11. Close Close by extending today's lesson to life and the world.

Pamphlet Facts: Thoughts on the present State of American Affairs

Rewrite Paine's idea of how a government in America and President should be chosen.

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Step 6:

Step 7:

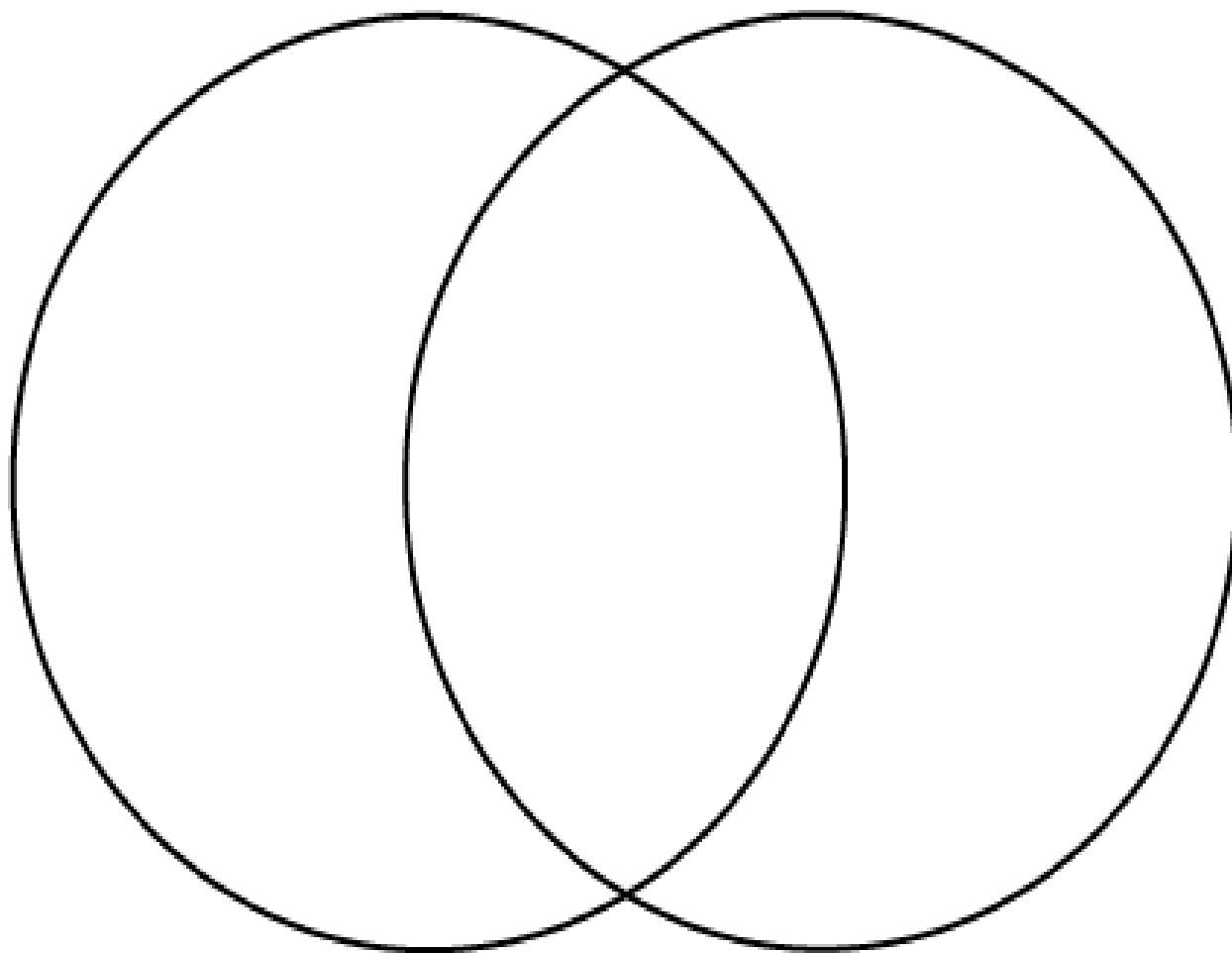
Step 8:

Step 9:

Step 10:

Step 11:

Venn Diagram



Character Based Literacy Program Lesson Plan

Common Sense, Day 9



Outcomes for Today

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is Freedom?

Freedom is the state of being free or at liberty rather than in confinement. It means exemption from external control, interference, regulation, the power to determine action without restraint, political or national independence, and personal liberty, as opposed to bondage or slavery.

In this section of the Common Sense, Paine restates his argument for why he believes independence is the only answer for America and how it is important to do earlier, rather than later, for America. Freedom from confinement, or control, that Britain, the mother has over the child, America.

2. Wordwall

Add five words to the wordwall after explicit instruction and practice.

diminution (101)	sinews (106)	niggards (109)	calamities (110)	maxims (110)
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READ

3. Review

Review the most important timeline events from the beginning.

4. Read

Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.

pg. 100 (middle) - 112

RESPOND

5. Timeline

Agree on the most important events in today's reading, and list 3-5 on the timeline.

1. Paine believes that the present time is the best time for America to gain its independence.
2. Reminds the people in America that America has no debts and no navy
3. Advocates a need to have a navy that will rile the British navy.
4. America has the necessary natural resources to build the navy ships and that is a

worthy debt that America can afford.

5. Paine believes independence is necessary now while so little of the continent is inhabited.
6. Argues that the present time is the best time for independence due to four reasons: to the low numbers of inhabitants, abundance of land, and no debt, and richness of natural resources.
7. Paine concludes with a list of four reasons that he thinks demonstrate that the only course of action for the colonies is to pursue complete independence.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Pamphlet Pages.

You are going to recreate the important points of Thomas Paine's *Common Sense*. Complete pamphlet fact page.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Cubing an argument.

Create a cube for today reading.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Do you agree that "a national debt is a national bond." Explain.
2. Why is Paine interested and aggressive about a need for an American navy?
3. How will an American navy help America with other countries?
4. List at least four of American natural raw resources.
5. What reasons does Paine argue that the present time is the best and only time to declare its independence from Britain control?
6. Do you agree with Paine that if they wait too long for independence that British control will be stronger and it will be late for independence?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 106, 112

Our knowledge is hourly improving. Resolution is our inherent character, and courage hath never yet forsaken us. Wherefore, what is it that we want? Why is it that we hesitate? From Britain we can expect nothing but ruin. If she is once admitted to the government of America again, this Continent will not be worth living in. (106.)

" Until an independence is declared, the Continent will feel itself like a man who continues putting off some unpleasant business from day to day, yet knows it must be done, hates to set about it, wishes it over, and is continually haunted with the thoughts of its necessity." (112.)

EXTEND

10. Write Have every student write a short product based on today's prompt to connect to the unit theme.

Paine makes use of metaphors, the bible, and passed events to give reasons to why he believes reconciliation is no longer an option and that independence is the only answer for America.

Going back through your pamphlet fact notes write a paragraph in which you argue whether or not you think Paine gave a convincing argument for his push of independence. Within in your argument state whether or not you, if living in that time period, would be for or against reconciliation. Use evidence from the pamphlet to argue your perspective.

11. Close Close by extending today's lesson to life and the world.

Pamphlet Facts: Of the present Ability of America, with some miscellaneous Reflexions

What are Paine's
four reasons for
Independence?

Reason 1:

Reason 2:

Reason 3:

Reason 4:

Cubing and Argument

Thesis		
Who cares?		
Argument 1	Argument 2	Argument 3
So What?		