LEVEL:

High School

**TIMEFRAME:**

Two class periods or less, depending on if assigned as an individual or group project

OBJECTIVES:

Students will analyze and interpret primary and secondary sources in order to recognize change over time

Students will respond to a writing prompt in a clear, thesis-driven essay that uses evidence from the provided sources

STANDARDS:

* Primary Source Analysis
* Writing Standards
* Reading Standards
* Early American History
* Civic Values and Social Norms
* Contextualization
* Comparison
* Causation

**PROCEDURE:**

1. Distribute the handout *The American Revolution’s Legacy of Protest Source Set* (included in ZIP file download). Ask students to evaluate the following statement using the documents.

*Americans feel that those in positions of authority tend to be tyrannical and unjust. While people and issues have changed over time, our embrace of this sentiment has not.*

1. *The Bloody Massacre Perpetrated in King Street* by Paul Revere, 1770
2. Excerpt: George Washington to George William Fairfax, May 31, 1775
3. Excerpt: *Civil Disobedience,* Henry David Thoreau,1849
4. Excerpt: *Letter from Birmingham Jail,* Martin Luther King Jr., 1963
5. *A Ride for Liberty* by Eastman Johnson,1863
6. *Suffragettes Picketing the White House in 1917* by Harris & Ewing,
7. *Kent State/John Paul Filo* by John Paul Filo, May 4, 1970
8. *Black Lives Matter* by Jay Mitchell, 2014

**OPTIONAL EXTENSION ACTIVITIES:**

1. Hold a class discussion evaluating the following question:

Is there a difference between resistance and protest?

1. Ask students to think about one situation or aspect of their life or the world in general that seems unfair or unjust. Challenge students to propose solutions that would change the situation to make it fair or just.