

MISSION 1: "For Crown or Colony?"
Epilogue (April, 1770-July4, 1776)
**Document Based Activity: "A Decent Respect to the Opinions of
Mankind" Interpreting the Declaration of Independence**

A NOTE TO THE EDUCATOR:

This activity is best used once students have viewed the Epilogue and completed their gameplay. Students will have a good understanding of the different characters and viewpoints presented in the game, and will have chosen their own path for Nat.

There are three parts to this activity. In the first part, you and your class will read the annotated text of the Declaration of Independence together. Then students (either individually, in groups, or as a class) will write a one-sentence summary of each section of the text. In the second part of the activity, students will work in groups to interpret different segments of the text from different "For Crown or Colony?" characters' points-of-view. In the third part, students will reflect on the choices they made as Nat and where he ended up, and write briefly about how Nat would react to the Declaration, based on the events of the game.

As an extension activity, have students conduct a more in-depth investigation of the language in the Declaration of Independence, taking historical context, legal concepts and philosophies into account.

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Declaration of Independence Introduction and Preamble

Section 1:

<p><u>In this case, American colonists and British citizens</u></p> <p><u>their own independent government</u></p> <p><u>urge, force</u></p>	<p>When, in the course of human events, it becomes necessary for <u>one people</u> to dissolve the political bands which have connected them with <u>another</u>, and to assume among the powers of the earth, the <u>separate and equal station</u> to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which <u>impel</u> them to the separation.</p>
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Section 1 summary:

Section 2:

<p><u>true, not needing proof provided</u></p> <p><u>fundamental, not able to be taken away</u></p>	<p>We hold these truths to be <u>self-evident</u>, that all men are created equal, that they are <u>endowed</u> by their Creator with certain <u>unalienable</u> rights, that among these are life, liberty and the pursuit of happiness.</p>
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Section 2 summary:

Section 3

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<p><u>obtaining, developing constituents, citizens</u></p> <p><u>change</u> <u>do away with</u></p> <p><u>creating the new government</u></p>	<p>That to secure these rights, governments are instituted among men, <u>deriving</u> their just powers from the <u>consent of the governed</u>. That whenever any form of government becomes destructive to these ends, it is the right of the people to <u>alter</u> or to <u>abolish</u> it, and to institute new government, <u>laying its foundation</u> on such principles and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.</p>
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Section 3 summary: _____

Section 4:

<p><u>Sound judgment</u></p> <p><u>passing briefly</u></p> <p><u>accepting of hardships</u></p> <p><u>improve their situation by</u></p> <p><u>changing their government</u></p>	<p><u>Prudence</u>, indeed, will dictate that governments long established should not be changed for light and <u>transient</u> causes; and accordingly all experience hath shown that mankind are more <u>disposed to suffer</u>, while evils are sufferable, than to <u>right themselves by abolishing the forms to which they are accustomed</u>.</p>
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Section 4 summary: _____

Section 5:

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<p><u>wrongful seizing, holding</u> <u>expresses, demonstrates</u> <u>dictatorship, cruel ruler-ship</u> <u>endurance, tolerance</u></p>	<p>But when a long train of abuses and <u>usurpations</u>, pursuing invariably the same object <u>evinces</u> a design to reduce them under <u>absolute despotism</u>, it is their right, it is their duty, to throw off such government, and to provide new <u>guards</u> for their future security. --Such has been the patient <u>sufferance</u> of these colonies; and such is now the necessity which constrains them to alter their former systems of government.</p>
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Section 5 summary:

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Character Reactions

Imagine that the characters in "For Crown or Colony?" have just read or heard the Declaration of Independence for the first time. What ideas, thoughts, and questions would these characters have about each individual section?



Section 1: Mr. Edes



Section 2: Phillis Wheatley



Section 3: Constance Lillie



Section 4: Royce Dillingham

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Section 5: Hugh White



Now imagine that you are Nat Wheeler. Think about the choices you made as you went through the days in "For Crown or Colony?" – how you dealt with the political turmoil in Boston, and to whom you chose to be loyal at the end of the game. What are your ideas, thoughts, and questions the Declaration of Independence? How do you think the Declaration applies – or does not apply – to the people you have met during your time in Boston?


