

Unit 6, Lesson 1: Trouble in Tyranny

Lesson Overview

Students will read about a mythical land named *Tyranny* that is ruled by the “*Tyrant King*.” They will analyze scenarios that highlight instances of tyranny then propose rights that the people of *Tyranny* should have to protect them from the abuses of tyrants. The lesson introduces students to the terms tyranny and tyrant and sets the stage for some of the “rights of Englishmen” that will be taken away during the period from 1763-1776 thereby providing the rationale for rebellion and independence.

Delaware Standard(s)

- **History Standard 1, 4-5 [Chronology]:** Students will study historical events and persons within a given time frame in order to create a chronology and identify related cause-effect factors.
- **History Standard 2a, 4-5 [Analysis]:** Students will draw historical conclusions and construct historical accounts from primary and secondary source materials

Big Ideas: tyranny, rights, causes/effects

Essential Questions

- What is tyranny and how might we prevent it?

Enduring Understandings

- Students will understand that rights are designed to protect people from tyranny and that violations of those rights lead to unrest.

Resource

- [Google Slides](#)
- [Resource 1: Trouble in Tyranny](#)
- [Resource 2: Tyrant King Scenario 1](#)
- [Resource 3: Tyrant King Scenario 2](#)
- [Resource 4: Tyrant King Scenario 3](#)
- [Resource 5: Tyrant King Scenario 4](#)
- [Resource 6: Tyrant King Scenario 5](#)
- [Resource 7: Tyrant King Scenario 6](#)
- [Resource 8: Tyrant King Scenario 7](#)
- [Resource 10: Checks for Understanding](#)

Procedures

1. **Warm-Up:** Ask students to
 - a. Think of the meanest movie, television, or book character that they can think of.
 - b. Describe some things that character does to make you believe that he or she is so mean
 - c. What could be done to prevent that character from being so mean?

2. **Introduce the Lesson:** Tell students that, in this lesson, they are going to read about a mean character and some steps that can be taken to prevent him from being so mean.
3. **Independent Reading:** Distribute copies of [Resource 1: Trouble in Tyranny](#) and have students read independently. Ask students to turn to a partner and discuss/answer the questions at the bottom of the page. Discuss responses with the whole group.
4. **Stations:**
 - a. Place copies of **Resources 2-8** (Scenarios 1-7) at different stations around the room.
 - i. [Resource 2: Tyrant King Scenario 1](#)
 - ii. [Resource 3: Tyrant King Scenario 2](#)
 - iii. [Resource 4: Tyrant King Scenario 3](#)
 - iv. [Resource 5: Tyrant King Scenario 4](#)
 - v. [Resource 6: Tyrant King Scenario 5](#)
 - vi. [Resource 7: Tyrant King Scenario 6](#)
 - vii. [Resource 8: Tyrant King Scenario 7](#)
 - b. Assign students to small groups and place one group at each of the stations.
 - c. Tell them to read the scenarios on each station and come up with a right that the people of Tyranny should have to protect them from the Tyrant King. *Suggestion: You may want to model what they are expected to do by using Resource 2 (Scenario 1)*
 - d. Students rotate from the station in numerical order when the teacher gives the signal.
5. **Whole Group Sharing:** Let the students share their group's right for the scenario at their final station. Use the answer key below to correct/provide desired responses.

Teacher Resource Answer Key (Possibilities, not exhaustive)	
Resource #	Possible Right
1	Be informed of the charges against her
2	Government cannot take away your property
3	Person charged with a crime does not have to testify against herself
4	When government puts someone in jail they should have to bring them to court and let everyone know that he or she has been arrested and why [this is known as habeas corpus and will come up later when students study the Bill of Rights]
5	Government should not be allowed to take away a person's property (without consent of representatives)
6	Right to a trial, trial by jury,
7	Right to property, travel (this is a prelude to the Proclamation of 1763 which comes up in a future lesson)

6. Debrief:

- a. Ask students...
 - i. What is tyranny? What is a tyrant?
 - ii. What effects might tyranny have on people who are victims of tyrants or tyranny?
 - iii. How might people be protected from tyranny?
 - iv. What are some rights that people might need to protect them from tyrants?
- b. Preview what is to follow. Tell students that the time period that they are going to learn about is one in which the people living in the English colonies begin to view their King in England as a tyrant. The relationship between the Englishmen living in the 13 colonies and the people who rule over them in England will become so bad that the colonists will begin fighting against England. Important questions to think about include:
 - i. Why did the relationship become so bad?
 - ii. What did they fight for?

7. Checks for Understanding: Have students complete [Resource 10: Checks for Understanding](#)