

Unit 6, Lesson 2: Rights - Divine and English

Lesson Overview

In this lesson they will learn about the government of Great Britain (England) and the rights of the people who lived within the British empire. They will learn why people were proud to be Englishmen around 1763. This information is critical to understanding why people in the British colonies remained loyal for so long, and why they will break away in 1776.

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
- **History Standard 2b, 4-5 [Analysis]:** Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them; and analyze change over time.

Big Ideas: causes, effects, rights

Essential Questions

- Why were the British people so proud to be British by 1763?

Enduring Understandings

- Students will understand that the people living in the British Empire struggled for centuries to secure certain rights and a government that honored them, and those achievements made them proud to be part of that empire.

Resources

- [Google Slides](#)
- [Resource 1: Warm-up](#)
- [Resource 2: Overview of England's Government](#)
- [Resource 3: Britain's Government Illustrated](#)
- [Resource 4: Reflect on Learning](#)
- [Resource 5: Checks for Understanding](#)

Procedures

1. **Warm-Up:** Distribute copies of [Resource 1: Warm-up](#). There are two tasks to complete - both of which can be completed independently, in pairs, or in small groups. Activate students' schema for the lesson by having students think about pride in one's country. Read the instructions as students follow along. Then have students complete the two tasks and discuss with the whole group.

2. **Introduce the Lesson:** Tell students that, in this lesson they will learn about the government of Great Britain (England) and the rights of the people who lived within the British empire. They will learn why people were proud to be Englishmen around 1763. This information is critical to understanding why people in the British colonies remained loyal for so long, and why they will break away in 1776.
3. **Reading:** Distribute copies of [Resource 2: Overview of England's Government](#). The reading abilities of your students will determine how you proceed with the reading, but you are encouraged to chunk the learning by stopping after each question to allow time to process and discuss the questions posed as section headers.

The description and key points of Britain's government may get a little difficult to grasp in the absence of a visual representation. You may want to give students an opportunity to create their own graphic organizer that shows the organization of Britain's government based on the information provided in Resource 2. Alternatively, you can use the one provided on [Resource 3: Britain's Government Illustrated](#), occasionally projecting it during the course of the reading to highlight and visualize important points.

There are a few questions at the bottom of the illustration on Resource 3 that you may want to pose to students prior to moving on.

4. **Reflect on Learning:** Distribute copies of [Resource 4: Reflect on Learning](#). This circles back to the Warm-Up for this lesson but differs in that it asks students to think as a person might have done in 1763 as they considered the system of government under which they would have lived.
5. **Checks for Understanding:** Have students complete [Resource 5: Checks for Understanding](#)