

# Activities to Pre-teach Vocabulary in the the American Revolution and Early Republic Case Study

The following vocabulary activities are based on words used in the American Revolution and Early Republic case study. There are two vocabulary activities focused on the role that journalism played in the early days of America.

## Activity 1: Perform Your Own “Vocabulogue”

### Activity Outcome

Students learn words used in publications and political cartoons and 1) discuss the meanings of each word 2) use the words appropriately and in the correct context, and 3) perform a dialogue using the vocabulary words.

### Instructions for Activity

1. Distribute the vocabulary table to students.
2. Discuss each word and its meaning in the context they will encounter it in the JIA case study. Be sure students understand all of the vocabulary within “**No Stamped Paper to Be Had**” & *Freedom’s Journal*.
3. Distribute the Vocabulogue sheets to students.
4. Share the example Vocabulogue and clarify any questions.
5. Allow 20 - 30 minutes for students to create their skit.
6. Either the same day, or the next class day, allow students to “perform” their Vocabulogues for the class.
7. After all the students are finished, clarify any word meanings that still may be unclear to students.

### Resources for Activity

1. Vocabulary Table with definitions
2. Vocabulogue Handout
3. Vocabulogue Example (can be display only)

Names:

Vocabulary Word:

**Vocabulogues Directions**

1. You and your shoulder partner will work together to create a dialogue to explain your assigned vocabulary word.
2. Your skit will last exactly 30 seconds.
3. Each partner should say a minimum of two sentences (4 total).
4. You will say the words at least three times in your skit.
5. You may change the form of the word if necessary.
6. You may NOT just repeat the definition.
7. You must use the correct context for the word to try and get your classmates to really understand what the word means.

**SCRIPT:**

## Example Vocabulogue

Names: Ernesto and Kendra

Vocabulary Word: **Fief**

### Vocabulogues

1. You and your shoulder partner will work together to create a dialogue to explain your assigned vocabulary word.
2. Your skit will last exactly 30 seconds.
3. Each partner should say a minimum of two sentences (4 total).
4. You will say the words at least three times in your skit.
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7. You must use the correct context for the word to try and get your classmates to really understand what the word means.

### **SCRIPT:**

Ernesto: Mighty monarch! I give you my service and loyalty.

Kendra: Lord Mall! I have decided to grant you a **fief**. Use the land wisely.

Ernesto: Oh, King Kason. A **fief**? I promise that my serfs will plant great crops on the land to provide for your family. I will train my knights to protect you all. I will not let you down.

Kendra: Of course, you won't. Now here is the contract for the **fief**. You are now a vassal.

Ernesto: Thank you, King!

## The Early Republic: Federalists and Anti-Federalists - No Stamped Paper to Be Had

Word	Meaning	Case Study Context
<b>gallows</b>	a wooden frame with a crossbeam and a rope used to execute a person by hanging	WE hear from Halifax, in the province of Nova-Scotia, that on Sunday, the 13th inst. in the morning, was discovered hanging on the <b>gallows</b> behind the Citadel Hill, the effigies of a stampman, accompanied with a boot and devil, together with labels suitable to the occasion...
<b>effigies</b>	a life-size model of a person	WE hear from Halifax, in the province of Nova-Scotia, that on Sunday, the 13th inst. in the morning, was discovered hanging on the gallows behind the Citadel Hill, the <b>effigies</b> of a stampman, accompanied with a boot and devil, together with labels suitable to the occasion...
<b>infallibly</b>	incapable of being wrong	...prevents them from heartily and sincerely opposing a tax unconstitutional in its nature, and of so destructive a tendency as must <b>infallibly</b> entail poverty and beggary on us and our posterity, if carried in execution.
<b>zeal</b>	enthusiastic interest for a specific a cause	... this we are informed gave great pleasure and satisfaction to all the friends of liberty and their country there, as they hope from this instance of their <b>zeal</b>

<p><b>adjournment</b></p>	<p>the act of suspending a meeting until a later time</p>	<p>On the 23d instant the Great and General Court met here, according to <b>adjournment</b>; and we hear that almost every member of the honourable house of representatives have received instructions from their constituents; and that they are of the same import with those already published.</p>
<p><b>posterity</b></p>	<p>for the sake of future generations</p>	<p>...prevents them from heartily and sincerely opposing a tax unconstitutional in its nature, and of so destructive a tendency as must infallibly entail poverty and beggary on us and our <b>posterity</b>, if carried in execution.</p>
<p><b>execution</b></p>	<p>the act of carrying out something fully</p>	<p>... prevents them from heartily and sincerely opposing a tax unconstitutional in its nature, and of so destructive a tendency as must infallibly entail poverty and beggary on us and our posterity, if carried in <b>execution</b>.</p>

Freedom's Journal, March 16, 1827

Word	Meaning	Case Study Context
<b>trifles/trifle</b>	something of little value or importance	Too long has the publick (public) been deceived by misrepresentations, in things which concern us dearly, though in the estimation of some mere <b>trifles</b> ...  ...there are those who make it their business to enlarge upon the least <b>trifle</b> , which tends to the discredit of any person of colour...
<b>benevolent</b>	compassionate or kind	...for though there are many in society who exercise towards us <b>benevolent</b> feelings...
<b>anathemas</b>	someone or something intensely disliked	...which tends to the discredit of any person of colour, and pronounce <b>anathemas</b> and denounce our whole body for the misconduct of this guilty one
<b>husband</b>	to conserve economically	...to teach them how to <b>husband</b> their hard earnings...

## Activity 2: Federalists and Anti-Federalists

Students learn vocabulary words used in publications and (1) discuss the meanings of each word (2) use the words appropriately and in the correct context, and (3) create level 2 and level 3 questions using the vocabulary words (4) participate in a mini debate discussion with a partner.

### Instructions for Activity

#### Day 1

1. Distribute the vocabulary table to students.
2. Have students read **Article by Thomas Jefferson in *The National Gazette*, Philadelphia, September 29, 1792.**
3. Discuss each word and its meaning in the context they will encounter it in the JIA case study.
4. Have a general discussion about the meaning of the highlighted portions of the article. Be sure students understand all of the vocabulary within the article.
5. Direct students to read **Federalist No. 84, May 28, 1788.**
6. Discuss each word and its meaning in the context they will encounter it in the JIA case study.
7. Have a general discussion about the meaning of the highlighted portions of the article. Be sure students understand all of the vocabulary within the article.
8. Distribute the question sheets to the class. Explain the question levels and quality of questions you are expecting.
9. Divide the class into two halves.
10. One half of the class will support the ideas of Thomas Jefferson and will be in favor of the Bill of Rights. The other half of the class will support Alexander Hamilton, under the pseudonym, Publius, and they will be against the inclusion of the Bill of Rights.
11. Ask students to create thought-provoking questions that will convince their partner to agree with their position. They must include at least one vocabulary word from the vocabulary table in each of their questions. Students should not be allowed just to reword the quote from the text. Give them approximately 20 minutes to create their questions.

#### Day 2

1. Pair students with one Thomas Jefferson supporter and one Alexander Hamilton supporter.
2. Ask students to take turns going through their questions and trying to convince their partner to see their point of view. Give students approximately 20 minutes for this discussion component. Teachers should circulate among the class and aid with any discussion or points of clarification.

3. Direct students to state their personal opinion at the end. Do they support the Bill of Rights? Why or why not? Ask them to provide textual evidence in support of their answer.
4. Consider having a class discussion to highlight good questions and comments from the pairs.

### **Resources for Activity**

1. Vocabulary Table with definitions
2. Questions Handout

Name:

Class Period:

- Generate your own questions that will prompt a great discussion with your opponent.
- Remember to use your questions to try to convince your opponent to agree with your “side” (either Thomas Jefferson or Alexander Hamilton).
- In each question, you must include one vocabulary word from your vocabulary table. After you ask your questions, make a bulleted list of points your partner makes in response to your questions. Once both sides have gone through your questions, decide which side you agree with and write your response, including evidence from one or both texts.

Point of View (circle one):

**Thomas Jefferson or Alexander Hamilton**

Partner’s Name:

Level 2 Questions	<ul style="list-style-type: none"><li><input type="checkbox"/> Textually implicit</li><li><input type="checkbox"/> Require analysis and interpretation</li><li><input type="checkbox"/> Ask how and why</li><li><input type="checkbox"/> Include reading between the lines</li><li><input type="checkbox"/> Include more than one right answer</li><li><input type="checkbox"/> Deriv logical conclusions from known premises</li></ul>
Level 3 Questions	<ul style="list-style-type: none"><li><input type="checkbox"/> Open-ended</li><li><input type="checkbox"/> Go beyond the text</li><li><input type="checkbox"/> Provoke discussion of an abstract idea or issue</li><li><input type="checkbox"/> Can be answered with the text, another text, or life experiences</li></ul>

	Your Questions	Discussion Points
Level 2 Question		
Level 3 Question		
Level 3 Question		

**After you have your discussion with your “opponent”, which side do you agree with? Would you be in favor of or against the Bill of Rights in the late 1700s? Explain why, and use evidence from one or both texts to support your answer.**

Word	Meaning	Case Study Context
<b>ratification</b>	the official approval of a law or agreement, often by a vote	During the Constitution's <b>ratification</b> process (1787–1790), both those who supported and those who opposed the Constitution used the press to advance their ideas.

## The Early Republic: Federalists and Anti-Federalists

### Introduction

#### Article by Thomas Jefferson in *The National Gazette*, Philadelphia, September 29, 1792

Word	Meaning	Case Study Context
<b>canvas</b>	a strong woven fabric used for making paintings and other items	It is a good <b>canvas</b> on which some strokes only want retouching.
<b>manifested</b>	easily understood by the mind	What these are, I think are sufficiently <b>manifested</b> by the general voice from the north to the south...

<b>habeas corpus</b>	legal procedure that requires the government to provide a public reason for detaining people in prison	It seems pretty generally understood that this should go to juries, <b>habeas corpus</b> , standing armies, printing, religion, and monopolies.
<b>monopolies</b>	businesses that have full control over the supply of a product in a market	It seems pretty generally understood that this should go to juries, <b>habeas corpus</b> , standing armies, printing, religion, and <b>monopolies</b> .

<b>impunity</b>	ability to act with freedom from punishment or loss	The declaration that religious faith shall be unpunished, does not give <b>impunity</b> to criminal acts dictated by religious error.
<b>incitements</b>	acts that provoke or urge another person or group to take some form of action	The saying there shall be no monopolies lessens the <b>incitements</b> to ingenuity, which is spurred on by a monopoly for a limited time...
<b>ingenuity</b>	the ability to think in new or inventive ways	The saying there shall be no monopolies lessens the incitements to <b>ingenuity</b> , which is spurred on by a monopoly for a limited time...

### The Early Republic: Federalists and Anti-Federalists

#### Federalist No. 84, May 28, 1788 by Publius (Alexander Hamilton)

Word	Meaning	Case Study Context
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<b>abridgements</b>	actions related to shortening something or reducing in size and scope	...stipulations between kings and their subjects, <b>abridgements</b> of prerogative in favor of privilege, reservations of rights not surrendered to the prince...
<b>prerogative</b>	an exclusive or special right or privilege reserved for a specific individual or group	...stipulations between kings and their subjects, abridgements of <b>prerogative</b> in favor of privilege, reservations of rights not surrendered to the prince...
<b>colorable</b>	something intended to look true in order to deceive or trick	...on this very account, would afford a <b>colorable</b> pretext to claim more than were granted.

<b>usurp</b>	to seize or take the place of by force or without permission	...it would furnish, to men disposed to <b>usurp</b> , a plausible premise for claiming that power.
<b>plausible</b>	something that seems to be possible or true often in a deceptive way	...it would furnish, to men disposed to usurp, a <b>plausible</b> premise for claiming that power.
<b>semblance</b>	outward appearance or likeness	They might urge with a <b>semblance</b> of reason...
<b>premise</b>	an belief or basis for an argument	...it would furnish, to men disposed to usurp, a plausible <b>premise</b> for claiming that power.