

## LESSON PLAN V - A NEW STORY LINE

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Grade Levels: 10-12

Time Period: 80 minute block

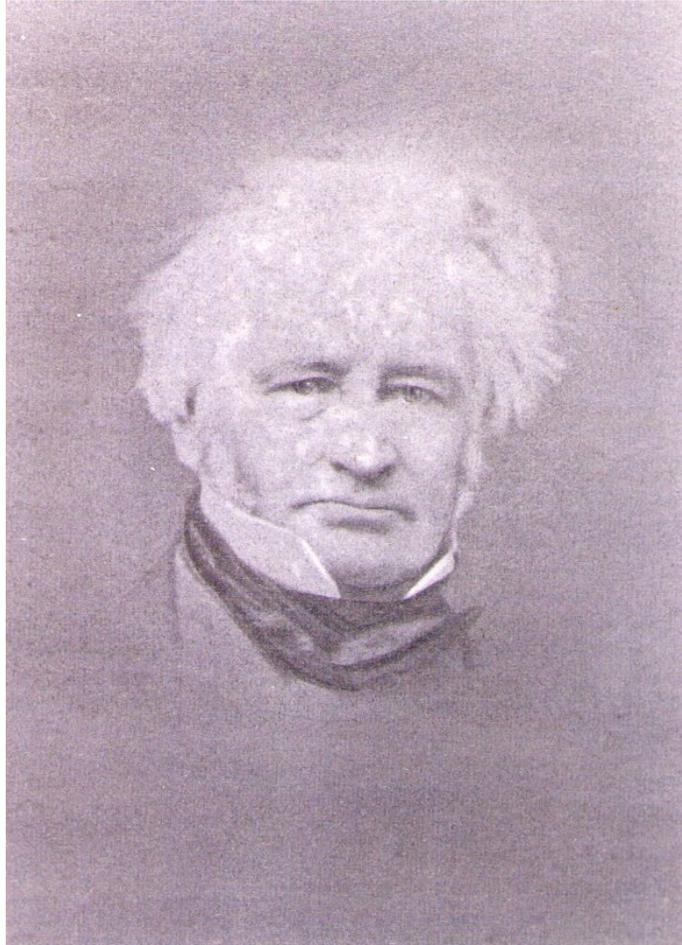


Fig. 1: Governor John Brown Francis

### Subject Areas

- History and Social Studies > U.S. > AP U.S. History
- History and Social Studies > Themes > Politics and Citizenship
- History and Social Studies > Themes > Reform
- History and Social Studies > Themes > Slavery
- [History and Social Studies > Themes > U.S. Constitution](#)

## Rhode Island GSEs

- HP 1-1; HP 1-2; HP 1-3; HP 2-1; HP 2-2; HP 2-3
- C&G 1-1; C&G 1-2; C&G 3-2

## Skills:

- Critical analysis
- Critical thinking
- Discussion
- Evaluating arguments
- Historical analysis
- Interpretation
- Making inferences and drawing conclusions
- Online research
- Representing ideas and information orally, graphically and in writing
- Using primary sources
- Writing skills

## Preparation Instructions:

Students should be instructed to read and take notes on the introduction to the digital edition of the Henry A.L. Brown Deposit for homework the night before. Students should also watch the short documentary on the Dorr Rebellion Project site.

## Lesson Activities (80 minute block):

- **Activity #1: Extending the Dorr Documentary with Additional Primary Sources (80 minutes)**

Students will need their laptops and a Wi-Fi connection. Working in groups of 4-5, students should select at least 4 letters from the digital edition of the Henry A.L. Brown Deposit that they would like to see included in a new version of the documentary on the Dorr Rebellion Project website. Students should work with the month of April 1842. The headnotes and questions for consideration for each letter will be particularly useful to the students.

When examining the digitized letters, students should not simply look for illustrative quotes to be included in a new edition of the documentary; they should also look for letters that contain crucial bits of information that are not included in the film. Students should make clear why they selected each letter. For example, do the letters offer a different perspective on the 1842 Dorr Rebellion? Do the letters challenge anything in the film and if so what?

Once the letters have been selected, students should record where in the film they would place their selected revisions to the script. Students should be instructed to use the time signatures on the YouTube version of the film in order to properly place the new content.

**Extending the Lesson:**

Student work groups should document their script revisions as well as provide their rationale for their changes and send/email them to the attention of the editors of the Dorr Rebellion Project website.