

# INTERNATIONAL FREEDOM AND

## THE DECLARATION OF INDEPENDENCE



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# ***International Freedom and The Declaration of Independence Teacher's Guide***

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# *International Freedom and The Declaration of Independence*

## **Suggested Lesson Plan**

*These materials may be used in a variety of ways. For maximum benefit, we suggest the following lesson plan:*

- As a class, discuss the Preview Questions OR assign one of the Preview Questions as an opening journal activity, then discuss.
- Distribute copies of the Viewing Guide for students to use as a note-taking tool during the video.
- Play the video, pausing if needed to facilitate understanding and note-taking.
- Review and discuss the answers to the Viewing Guide using Answer Key as a guide.
- Use Discussion Questions to spark class discussion or assign these questions as homework. Feel free to pick and choose from among the questions.
- Replay the video as preparation for the Quiz.
- Administer and grade the Quiz using the Answer Key as a guide.
- Optional: As a class or in small groups, complete the Who Chooses Activity.
- Optional: Use the Enrichment Memorization Assignment over several days to help your students commit this key passage to memory.

*For a list of additional resources for use with this video, see [www.izzit.org/products](http://www.izzit.org/products).*

# ***International Freedom and The Declaration of Independence***

## **Preview Questions**

*(These are meant to be read aloud by the teacher prior to viewing the video)*

1. Do you think the United States has been an inspiration for the rest of the world? Why or why not?
2. What are the key principles outlined in the first part of the Declaration of Independence?
3. What does it mean to be “created equal”? What does it NOT mean?
4. What does “the consent of the governed” mean?

# ***International Freedom and The Declaration of Independence***

## **Key Terms**

**Simón Bolívar** Simón José Antonio de la Santísima Trinidad Bolívar Palacios Ponte y Blanco (24 July 1783 – 17 December 1830) was a Venezuelan military and political leader who led what are currently the countries of Colombia, Venezuela, Ecuador, Peru, Panama, and Bolivia to independence from the Spanish Empire. He is known colloquially as El Libertador or the Liberator of America.

Bolívar began his military career in 1810 as a militia officer in the Venezuelan War of Independence. After Spanish forces subdued New Granada in 1815, Bolívar was forced into exile in Jamaica. In Haiti, Bolívar met and befriended Haitian revolutionary leader Alexandre Pétion. After promising to abolish slavery in Spanish America, Bolívar received military support from Pétion and returned to Venezuela. He established a third republic in 1817 and then crossed the Andes to liberate New Granada in 1819. Bolívar and his allies defeated the Spanish in New Granada in 1819, Venezuela and Panama in 1821, Ecuador in 1822, Peru in 1824, and Bolivia in 1825. Venezuela, New Granada, Ecuador, and Panama were merged into the Republic of Colombia (Gran Colombia), with Bolívar as president there and in Peru and Bolivia.

Both the nations of Bolivia and Venezuela (full name: The Bolivarian Republic of Venezuela) are named after him, and he has been memorialized around the world.

**The Cold War** was a period of geopolitical tension between the United States and the Soviet Union and their respective allies, the Western Bloc and the Eastern Bloc, that started in 1947 after the end of World War II and lasted to 1991.

The term cold war is used because there was no large-scale fighting directly between the two superpowers, but they each supported opposing sides in major regional conflicts known as proxy wars. The conflict was based on the ideological and geopolitical struggle for global influence by these two superpowers.

**The Marquis de Lafayette** was a French aristocrat and military officer who volunteered to join the Continental Army during the American Revolutionary War. He was made a major general at age 19 but was not at that time given troops to command. Wounded at the Battle of Brandywine, he managed to organize an orderly retreat. He later won distinction at the Battle of Rhode Island. He ultimately received command of troops in the decisive siege of Yorktown, the last major battle of the war.

He returned to France and became a key figure in the French Revolution of 1789. Much later, he played a role in the July Revolution of 1830. He is celebrated as a hero in both France and America.

**Tomáš Masaryk** (7 March 1850 – 14 September 1937) was a Czechoslovak statesman, political activist, and philosopher who served as the first president of Czechoslovakia from 1918 to 1935. He is regarded as the founding father of Czechoslovakia.

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Trained as a professor of philosophy, he began his political career as a deputy of the Austrian government, serving from 1891 to 1893 and again from 1907 to 1914. He advocated restructuring the Austro-Hungarian Empire into a federal state but by the outbreak of the war, he supported Czech and Slovak independence. Exiled from his home, he traveled Europe and promoted the Czechoslovak cause. He traveled to the U.S. in 1918 to meet with President Woodrow Wilson, and their negotiations resulted in the proclamation of an independent Czechoslovak state.

Masaryk was recognized as the head of the provisional government and then formally elected president in November 1918. He was reelected three times, retiring due to old age in 1935. He died two years later.

**Ho Chi Minh** was a Communist nationalist and revolutionary. Born in 1890, he was a founding member of the French Communist Party. (Vietnam was then under the control of France as French Indochina.) In 1930, he founded the Communist Party of Vietnam, and in 1941, he founded the Viet Minh independence movement. First winning independence from Japan in 1945, his government had to engage in guerilla warfare against the French when they reestablished control one month later. After defeating the French at the Battle of Dien Bien Phu in 1954, the Viet Minh controlled the northern part of the country, while anti-communists controlled the South. He was a key figure in the People's Army of Vietnam during the Vietnam War until his death in 1969.

Source: Wikipedia

# ***International Freedom and The Declaration of Independence***

## **Viewing Guide**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What evidence suggests that Ho Chi Minh of Vietnam was influenced by our national history?

\_\_\_\_\_ What evidence shows his rejection of American values? \_\_\_\_\_

2. Dr. Allen describes the portion of the Declaration read by the various people in many ways. Give TWO of the phrases she says are encapsulated “in that sentence.”

a. \_\_\_\_\_

b. \_\_\_\_\_

3. How many nations have used language borrowed from our Declaration of Independence for their own independence statements? \_\_\_\_\_ Which nation was first? \_\_\_\_\_

4. What percentage of the French people were “the common people,” who were “powerless and voiceless”? \_\_\_\_\_

5. What happened on July 14, 1789, that led to that date becoming a national holiday like our July 4?

\_\_\_\_\_

6. What were the three promises enshrined in the early stages of the French Revolution?

\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

7. How many French citizens ultimately were executed on the guillotine? \_\_\_\_\_ What two groups comprised most of this number? \_\_\_\_\_ and \_\_\_\_\_.

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Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

8. Where was the first “wave” of independence movements? \_\_\_\_\_ Who led the drive for freedom, and what countries benefited?

\_\_\_\_\_.

9. How did the Czech Declaration go farther than the American document?

\_\_\_\_\_

10. What set off the fourth great wave of independence movements? \_\_\_\_\_ On what date did that happen? \_\_\_\_\_

11. What name was given to the Czech Revolution, and why?

\_\_\_\_\_



# ***International Freedom and The Declaration of Independence***

## **Viewing Guide Answer Key**

1. Ho Chi Minh borrowed the words “life, liberty, and the pursuit of happiness” from our Declaration. However, he rejected democracy and embraced Communism.
2. Dr. Allen describes the portion of the Declaration read by the various people in many ways. Give TWO of the phrases she says are encapsulated “in that sentence.” *Students should list two.*
  - a. “The whole of political philosophy”
  - b. “The most compact definition of democracy”
  - c. “The clearest account of the rights and responsibilities of citizens”
3. How many nations have used language borrowed from our Declaration ... for their own independence statements? More than 100 Which nation was first? France
4. What percentage of the French people were “the common people,” who were “powerless and voiceless”? 98%
5. What happened on July 14, 1789, that led to that date becoming a national holiday like our July 4? A mob stormed the Bastille, a hated government prison.
6. What were the three promises enshrined in the early stages of the French Revolution? liberty, equality, and fraternity (brotherhood).
7. How many French citizens ultimately were executed on the guillotine? 16,000 What two groups comprised most of this number? nobles and priests
8. Where was the first “wave” of independence movements? Latin America Who led the drive for freedom, and what countries benefited? Simon de Bolivar; Colombia, Ecuador, Panama, Peru, Venezuela, Bolivia.
9. How did the Czech Declaration go farther than the American document? It gave women full equality.
10. What set off the fourth great wave of independence movements? The fall of the Berlin Wall (and the collapse of the Soviet Union) On what date did that happen? November 9, 1989
11. What name was given to the Czech Revolution, and why? The Velvet Revolution, because nobody died.

# ***International Freedom and The Declaration of Independence***

## **Discussion Questions**

1. Why do you think the American Revolution succeeded, but the French Revolution failed? What was different about the two nations? What differences did the video not address?
2. You might understand why nobles were executed on the guillotine. Why do you think priests were executed so frequently as well?
3. Francis Schaeffer, a Christian apologist, believes that the Christian beliefs of many in our nation's founding generations was a key element of our revolution's success. What do you think of that argument? How would you support or refute it?
4. Discuss this passage from Edmund Burke's *Reflections on the Revolution in France* (1790): "But what is liberty without wisdom, and without virtue? It is the greatest of all possible evils, for it is folly, vice, and madness without tradition or restraint." Does liberty only "work" if people have virtue?
5. Criticizing our Founders, especially Virginians like Thomas Jefferson, who owned slaves, has become popular lately. Do you think the goals established in the Declaration are worth promoting and supporting despite the flaws of the men who wrote them? Can we separate a philosophy from the person who created it?
6. Does the fact that more than 100 countries were inspired by the words of our Declaration shape your opinion at all of Thomas Jefferson? How?
7. What does governing by "the consent of the governed" mean to you? How well does the U.S. fulfill this goal today? Why?
8. Why might Ho Chi Minh have used the words of the American Declaration but then rejected democratic government?
9. How well do the political platforms of today's major political parties support the goals outlined in the Declaration of Independence?

# ***International Freedom and The Declaration of Independence***

## **Activity: Who Chooses? Who Benefits? Who Pays? What's Fair?**

*“We hold these truths to be self-evident, that all men are created equal...”*

What does this mean? How can it be misinterpreted? This activity will ask students to consider how we can best uphold the ideas expressed in our Declaration of Independence.

Begin with a warm-up activity from the set below, or create one that is better suited to your particular class.

Ask the class, “Is it possible to be overenthusiastic in the pursuit of equality?” Discuss briefly.

Show *2081* (available online at [www.teaching2081.org](http://www.teaching2081.org) .) Suggest that there is a difference between equality of opportunity and equality of outcome. Which should we pursue? How can we do that?

*Select one of the following warm-up activities:*

### **I. Sports**

1. Ask your sports-minded students to comment on whatever sport is in season—football (college or pro), basketball, hockey, baseball, or something else. Who is likely to win the championship? Why?
2. Are all sports teams in a league created equal? Why or why not? They’re made up of people, right?
3. At the beginning of each season, every team could be said to be equal. Why? (Every team has the same record: 0 wins and 0 losses). How does a league work to ensure that each team has a chance to win? (Answers will vary. Ideally, students will see that the rules must be enforced fairly for all teams. Some leagues also give weaker teams a higher draft pick to help keep things competitive.)
4. Most fans can think of a game when bad officiating seemed to cost their team the game. Does anyone in here have a story like that? What would happen if some teams consistently got extra help from the referees? Why should each player feel like he has a legitimate chance to win if he works hard and gets some breaks?

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5. Ask, “How can society seek to protect the rights of all people to pursue happiness in liberty?” Show the video 2081.

## **II. Academics**

1. After the students have watched the video and taken the quiz, tell them that you have been inspired by the importance of equality. As a result, you are going to help everyone achieve “true” equality. Explain that you are going to take points from the students who did best and give to those who did the worst; everyone will end up with the same score.

2. Presumably, this will lead to some consternation from your better students. Ask the students, “Do you think everyone in this class is equal? Why or why not?” Guide the students to recognize that, while the rules should treat everyone the same, some students are going to perform better than others for a variety of reasons

3. What should we do as a society to pursue ‘equality’? Show video 2081.

# ***International Freedom and The Declaration of Independence***

## **Comprehension Quiz**

Name \_\_\_\_\_

1. \_\_\_\_\_ What year did Ho Chi Minh declare independence for Vietnam?
  - a. 1919
  - b. 1945
  - c. 1954
  - d. 1961
  
2. \_\_\_\_\_ According to Dr. Allen, what was the goal of the men who wrote the Declaration?
  - a. An independent nation
  - b. Maintenance of the slave system
  - c. Self-government for people's safety and happiness
  - d. Equal rights for all
  
3. \_\_\_\_\_ Since 1776, how many nations have borrowed from the language of our Declaration to declare their own independence? Choose the most accurate answer.
  - a. Over a dozen
  - b. Over fifty
  - c. Over 100
  - d. Over 200
  
4. \_\_\_\_\_ What happened in France on July 14, 1789?
  - a. The execution of King Louis XVI
  - b. The publication of the Declaration of the Rights of Man
  - c. The Palace of Versailles was burned
  - d. The Bastille prison was stormed by a mob
  
5. \_\_\_\_\_ What does the video say was a possible reason for why our revolution succeeded where the French Revolution failed?
  - a. There was a strong middle class in America
  - b. The French had no experience with self-government
  - c. The French had a more powerful king
  - d. Both a and b
  
6. \_\_\_\_\_ Where was the first 'wave' of independence movements inspired by the Americans and French?
  - a. Latin America
  - b. Europe
  - c. Africa
  - d. The Middle East

7. \_\_\_\_\_ How many waves of independence swept through Europe in the 20th century?
- a. Four
  - b. Three
  - c. Two
  - d. One
8. \_\_\_\_\_ How did the Czech Declaration go farther than the U.S. Declaration?
- a. It recognized equal rights for blacks
  - b. It recognized equal rights for women
  - c. It recognized a right to housing for all Czechs
  - d. It guaranteed the right to vote for all residents
9. \_\_\_\_\_ What evidence did the Soviet government show to Czech children to prove that they were superior to the Western nations?
- a. More food than Western children
  - b. Better health care
  - c. Longer life spans
  - d. Better protection from nuclear war
10. \_\_\_\_\_ Why was the Czech Republic's uprising called the "Velvet Revolution"?
- a. Because the new president was so smooth
  - b. Because the tactics were very gentle on both sides
  - c. Because hardly anyone noticed the dissatisfaction
  - d. Because nobody died
11. Discussion: Criticizing the imperfections of our Founders has become popular in recent years. Do you think we can be proud of our Declaration of Independence? Why or why not? Answer in complete sentences.

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# ***International Freedom and The Declaration of Independence***

## **Quiz Answer Key**

1. B
2. C
3. C
4. D
5. D
6. A
7. B
8. B
9. D
10. D

# ***International Freedom and The Declaration of Independence***

## **Extension Activity**

If, as Dr. Allen says, the Declaration includes a concise statement of our political philosophy that is “everything we need,” then students in American schools should know that statement. Encourage your students to memorize and recite this famous passage. You may want to use these templates to help them as they become more familiar with the words.

We hold these truths to be self-evident: that all men are created equal; that they are endowed by their creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.



We hold these truths to be self-evident: that all men are created equal; that they are endowed by their creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to secure their safety and happiness.

We hold these truths to be \_\_\_\_\_: that all men are created \_\_\_\_\_; that they are \_\_\_\_\_ by their \_\_\_\_\_ with certain \_\_\_\_\_ rights; that among these are \_\_\_\_\_, \_\_\_\_\_, and the \_\_\_\_\_ of happiness; that to secure these rights, \_\_\_\_\_ are instituted among men, \_\_\_\_\_ their \_\_\_\_\_ powers from the \_\_\_\_\_ of the \_\_\_\_\_; that whenever any government becomes \_\_\_\_\_ of these ends, it is the right of the people to \_\_\_\_\_ or to \_\_\_\_\_ it, and to institute new \_\_\_\_\_, laying its foundation on such \_\_\_\_\_, and organizing its \_\_\_\_\_ in such form, as to them shall seem most likely to \_\_\_\_\_ their \_\_\_\_\_ and \_\_\_\_\_.

We \_\_\_\_\_ these \_\_\_\_\_ to be \_\_\_\_\_: that all men are \_\_\_\_\_; that they are \_\_\_\_\_ by their \_\_\_\_\_ with certain \_\_\_\_\_ rights; that \_\_\_\_\_ these are \_\_\_\_\_, \_\_\_\_\_, and the \_\_\_\_\_ of \_\_\_\_\_; that to \_\_\_\_\_ these rights, \_\_\_\_\_ are \_\_\_\_\_ among men, \_\_\_\_\_ their \_\_\_\_\_ powers from the \_\_\_\_\_ of the \_\_\_\_\_; that whenever any \_\_\_\_\_ becomes \_\_\_\_\_ of these ends, it is the right of the \_\_\_\_\_ to \_\_\_\_\_ or to \_\_\_\_\_ it, and to institute new \_\_\_\_\_, laying its \_\_\_\_\_ on such \_\_\_\_\_, and \_\_\_\_\_ its \_\_\_\_\_ in such form, as to them shall \_\_\_\_\_ most \_\_\_\_\_ to \_\_\_\_\_ their \_\_\_\_\_ and \_\_\_\_\_.

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