

# Charting the Founding Documents

*Instructions:*

Part 1—Complete the row in the chart for the document you were assigned.

Part 2—As your classmates share about their document, fill in the row for that document. Then answer the questions on the next page.

Document Name & Date	Group that signed or approved it	Summarize what this document says	Ideals and rights stated in this document (record at least two)	A powerful phrase or sentence
<b>Declaration of Independence</b>  1776	<i>Second Continental Congress</i>	<ul style="list-style-type: none"> <li>- Explains people’s natural rights</li> <li>- Lists ways the British king abused his power and ways the colonists tried to respond</li> <li>- Declares independence from Britain</li> </ul>	<ul style="list-style-type: none"> <li>- All “men” are created equal.</li> <li>- The rights of life, liberty, and the pursuit of happiness can’t be taken away.</li> <li>- People have a right to overthrow a government that doesn’t protect their rights.</li> </ul>	<i>“That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.”</i>
<b>Constitution of the United States of America</b>  signed: _____				
<b>Bill of Rights</b>  ratified: _____				

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

*Questions:*

1. What patterns do you notice in the ideals and rights across the three documents? List words or ideas that come up in more than one document.

2. **Bonus:** Select a key phrase or sentence from a document. Write 2-3 sentences about how these words were relevant at a later point in U.S. history or today. (For example, the phrase may express an idea that informed major decisions, may have been controversial, or may have been used by groups fighting for rights.)