

Jefferson's International Relevance: The Declaration of Independence

Title: Jefferson's International Relevance: The Declaration of Independence

Context: Middle school social studies; 1-2 class periods

Background Information:

This lesson is designed for students in international or American schools abroad as well as students in the United States with limited exposure to American studies and history. It is designed for an American history class, but depending on the curriculum, it could be adapted to suit a world history classroom. Students who have been studying the causes of the American Revolution will find this lesson relevant to their studies. Exposure to 18th century primary sources is recommended prior to this lesson, but it is not imperative.

In this lesson, students will discuss the idea of globalization existing, not as a late twentieth century phenomenon, but as a process taking place as early as the late eighteenth century. Thomas Jefferson was tasked to write a declaration of independence in 1776 after American colonists protested harsh laws, such as the Stamp Act, put upon them by Great Britain. When Jefferson finished writing the declaration, it was spread throughout the colonies and inspired many colonists during the American Revolution. The document also made its way around the world and was used as a model for the Manifesto of the Province of Flanders in 1790. Jefferson's declaration was mentioned as an inspiration in other such documents, including the Declaration of Independence of the Czechoslovak Nation of 1918 and Vietnamese Declaration of Independence in 1945. The importance of Jefferson's ideas thus transcends both time and space since they were put to paper.

Standards:

Virginia Standards of Learning: 6th Grade US History to 1865

- USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by
- identifying the issues of dissatisfaction that led to the American Revolution;
 - identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;**
 - describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry;
 - explaining reasons why the colonies were able to defeat Great Britain.

Virginia Standards of Learning: 8th Grade Civics and Economics

- CE.2 The student will demonstrate knowledge of the foundations of American constitutional government by
- a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;
 - b) explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States, including the Bill of Rights;**
 - c) identifying the purposes for the Constitution of the United States as stated in its Preamble;
 - d) identifying the procedures for amending the Constitution of Virginia and the Constitution of the United States.

Common Core Social Studies: English/Language Arts Standards –History/Social Studies- Grades 6-8

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

Objectives:

Students will understand:

- that globalization has been a phenomenon throughout human history.

Students will know:

- that other nations produced independence documents after Thomas Jefferson’s Declaration of Independence.
- the similarities and differences between Jefferson’s Declaration of Independence and other declarations of independence, such as lists of complaints against colonial powers and proclamations of independence.
- the key components in Jefferson’s Declaration of Independence (stated grievances against the king of Great Britain, declared the colonies’ independence from Great Britain, affirmed “certain unalienable rights” (life, liberty, and the pursuit of happiness), established the idea that all people are equal under the law.
- key terms including: globalization, sovereignty, grievance, unalienable, and tyranny.

Students will be able to:

- analyze primary source documents, such as the American Declaration of Independence
- compare and contrast various independence documents
- write a paragraph response to the lesson’s essential question

Assessment:

Students will complete a formative assessment by writing a paragraph response (“Take-Home Point”) to the question: To what extent was/is Jefferson’s Declaration of Independence an example of globalization?

Essential Question:

To what extent was/is Jefferson's Declaration of Independence an example of globalization?

Procedures:

1. Warm-Up (10-15 minutes): Open the PowerPoint Presentation entitled "JIR Declaration," and project the third slide onto a screen. Have students come up with three examples of globalization in today's world on a sheet of paper. After a few minutes of silent writing, begin discussing students' responses. Delve deeper into the idea of globalization by posing these questions during the discussion:

- Is globalization good or bad?
- When is it good? When is it bad?
- What item has been most influential in causing globalization?
- When did globalization begin?

2. Vocabulary (15-20 minutes): Pass out the worksheet "Vocabulary Terms & Practice" to students, and project the fourth PowerPoint slide on the screen. Have students copy down the vocabulary from the screen onto their worksheets. Read aloud and discuss the terms as they do so. Then have students complete the sentences with their new vocabulary words. Go over the answers with students once they have finished. Use the answer key to assist you if needed.

3. Sorting (30-35 minutes): Prior to the lesson, you will need to cut out the strips of paper from the "Declaration Sorting" sheet and bundle the strips with a paperclip or envelope. Students should work in pairs, so you will need to cut out sets of strips enough for half of the class. The strips should not be labeled as to what document they are. Also pass out the sheet "Vocabulary Hints for Sorting" to help students as they read. Have students begin the activity by sorting the strips into categories by their choice. Give them hints about how to group, such as similar language or subject matter. Students should fill out the "Sorting Questions" worksheet as they work. Circulate around the room to see how students are grouping them. As students finish up, begin a discussion of how they grouped documents. Then have them sort the strips into two categories: which documents are part of the American Declaration of Independence and which ones are not. Again, have students complete the worksheet as they sort and discuss how they sorted. Then reveal to students where the documents came from using PowerPoint slide seven. Ask students why the documents could be so similar. Show PowerPoint slide eight so that students can see the order the declarations came in. Discuss the significance of the dates.

4. Case Study (25-30 minutes): Prior to the lesson, select one of the countries below that your class will learn more about (or read all case studies using the jigsaw strategy mentioned in the differentiation section):

- Southern Rhodesia (Africa)
- Czechoslovakia (Europe)
- Vietnam (Asia)
- Venezuela (South America)

Hand out the corresponding worksheet for the region you selected (Example: “Case Study: USA & Vietnam”). Read aloud the American case study with students. Connect what is written about the Declaration of Independence with the excerpts the students saw when sorting. Then have students read independently and answer the questions. Discuss the students’ responses when they have finished using the answer key.

5. Take-Home Point (10-15 minutes): Hand out the worksheet “Take-Home Point” and project PowerPoint slide nine on the screen. Give students 10-15 minutes to write a paragraph that answers the question. Tell students that they need to use evidence from the lesson to support their answer. Rephrase the question if students are struggling to understand: has Thomas Jefferson’s declaration had a global effect? You can use their responses to gauge students’ understanding of the lesson.

Extension Activities:

- Have students debate the usage of plagiarism in declarations of independence in a Socratic seminar.
- Have students research the current political situation of the case study country. Have students compare and contrast their research with contemporary America.
- Have students research the beginnings of their nation (if not the USA or one of the case studies).

Differentiation Strategies:

- The teacher can select one case study to use with the entire class or use all of the case studies in a jig-saw activity. The class could be broken up into groups of four or five students, and each student is assigned a case study. Then students with the same case study read and discuss it together and return to their original groups for a report.
- When completing the sorting activity, pair students together with different reading abilities. Stronger readers can help other students make sense of the primary sources.
- Instead of having students write a response to the essential questions, students could videotape themselves answering the question on a Smart phone or camera and submit this response to the teacher.

Materials:

- Computer and projection
- PowerPoint Presentation (“JIR: Declaration”)
- Worksheets: “Vocabulary Terms & Practice,” “Declaration Sorting,” “Sorting Questions,” “Vocabulary Hints for Sorting,” “Case Study,” and “Take-Home Point.”
- Answer key
- Paper clips or envelopes
- Scissors

Sources:

- Armitage, D. (2007). *The Declaration of Independence: a global history*. Cambridge, Mass.: Harvard University Press.
- Fawn, R., & Hochman, J. (2010). Czechoslovakia. In *Historical dictionary of the Czech State*. 2nd ed. (pp. 66-69). Lanham, Md.: Scarecrow Press.
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- Lockhart, B. McFarland, & Duiker, W. J. (2006). Colonization. In *Historical dictionary of Vietnam*. 3rd ed. (pp. 79). Lanham, Md.: Scarecrow Press.
- Lockhart, B. McFarland, & Duiker, W. J. (2006). Franco-Viet Mink War. In *Historical dictionary of Vietnam*. 3rd ed. (pp. 41). Lanham, Md.: Scarecrow Press.
- Lockhart, B. McFarland, & Duiker, W. J. (2006). Introduction. In *Historical dictionary of Vietnam*. 3rd ed. (pp. 1-20). Lanham, Md.: Scarecrow Press.
- Lombardi, J. (1996). Venezuela: Venezuela since 1830. In *Encyclopedia of Latin American history and culture*. (Vol. 5 pp. 382-393). New York: Scribner's.
- McFall, K. & Tucker, S. (2005) Czechoslovakia, role in war and formation of state. In *World War I: encyclopedia*. (Vol. 1 pp. 328-329). Santa Barbara, CA: ABC-CLIO.
- Miller, G. (1996). Venezuela: the colonial era. In *Encyclopedia of Latin American history and culture*. (Vol. 5 pp. 377-382) New York: Scribner's.
- Rubert, S. C., & Rasmussen, R. Kent. (2001). Introduction. In *Historical dictionary of Zimbabwe*. 3rd ed. (pp. 1-8). Lanham, Md.: Scarecrow Press.
- Rubert, S. C., & Rasmussen, R. Kent. (2001). Unilateral Declaration of Independence. In *Historical dictionary of Zimbabwe*. 3rd ed. (pp. 335). Lanham, Md.: Scarecrow Press.
- Rudolph, D. Keyse, & Rudolph, G. A. (1996). Declaracion de Independencia. In *Historical dictionary of Venezuela*. 2nd ed., rev., enl., and updated. (pp. 350-351). Lanham, Md.: Scarecrow Press.
- Rudolph, D. Keyse, & Rudolph, G. A. (1996). Simon Bolivar. In *Historical dictionary of Venezuela*. 2nd ed. rev., enl., and updated. (pp. 96-100). Lanham, Md.: Scarecrow Press.
- The Anh, N. (2004). Vietnam under French colonial rule. In *Southeast Asia: a historical encyclopedia, from Angkor Wat to East Timor*. (Vol. 4 pp. 1402-1406). Santa Barbara, Calif.: ABC-CLIO.

Worksheets

Vocabulary Terms & Practice

Part I- Directions: Write the parts of speech and definitions down from the PowerPoint.

Term:	Part of Speech:	Definition:
globalization		
grievance		
sovereignty		
unalienable		
tyranny		

Part II- Directions: Using the words above, fill in the sentences below. Each word will only be used once.

1. "I have a/an _____ right to learn!" James shouted out in class when other students were talking over the teacher.
2. The process of _____ has led to the appearance of McDonald's and Starbucks all over the world.
3. The teacher advised her students, "If you have a/an _____ about something, you should talk to someone to figure out how to solve the problem."
4. When Isabella's father said that her brother could hang out with his friends but not her, she cried, "This is absolute _____!"
5. Morocco declared its _____ in 1956, freeing itself of decades of French rule.

Declaration Sorting

Directions for Teacher: Cut out the strips below on the dotted line, and group them together with an envelope or paper clip. Each strip has a number that corresponds with the document that it is from. Do not reveal the strip's origin until after sorting. Print out enough copies of these strips to have a full set for every pair of students.



1. "We....Publish and Declare, That these United Colonies are, and of Right out to be, FREE AND INDEPENDENT STATES"

2. "In consequence, in accordance with out preceding resolutions and declarations, before the Supreme Judge of the World who knows the justice of our cause, we solemnly publish and declare in the name of the People that this Province is and of right out to be a Free and Independent State"

3. "it is necessary to live independent, or die. Independence or Death! Let these sacred words serve to rally us- let them be signals of battle, and of our re-union."

4. "He [the ruler from whom a people wish has to separate] abdicated Government here, by declaring us out of his Protection and waging War against us."

5. "It [the government from which a people are trying to separate] has failed to establish any public system of education, although possessed of almost boundless resources"

6. "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"

7. "The History of the present King of ----- is a History of repeated Injuries and Usurpations, all having in direct Object the Establishment of an absolute Tyranny over these States."

8. "America was called into a new existence, since she could, and ought, to take upon herself the charge of her own fate and preservation"

9. "We recognize in all men, certain natural and inalienable rights: among these are life, liberty, and the right to acquire, possess, enjoy and defend property."

10. "Whereas in the course of human affairs history has shown that it may become necessary for a people to resolve the political affiliations which have connected them with another people and to assume amongst other nations the separate and equal status to which they are entitled"

11. "They [colonial rulers] have invented unjustifiable taxes and reduced our people, especially our peasantry, to a state of extreme poverty."

12. "We do this because of our belief that no people should be forced to live under a sovereignty they do not recognize"

1. The American Declaration of Independence (July 4, 1776)
2. The Manifesto of the Province of Flanders (January 4, 1790)
3. The Haitian Declaration of Independence (January 1, 1804)
4. The American Declaration of Independence (July 4, 1776)
5. The Texas Declaration of Independence (March 2, 1836)
6. The American Declaration of Independence (July 4, 1776)
7. The American Declaration of Independence (July 4, 1776)
8. The Venezuelan Declaration of Independence (July 5, 1811)
9. The Liberian Declaration of Independence (July 16, 1847)
10. The Unilateral Declaration of Independence (Southern Rhodesia) (November 11, 1965)
11. The Vietnamese Declaration of Independence (September 2, 1945)
12. The Declaration of Independence of the Czechoslovak Nation (October 18, 1918)

Sorting Questions

Part I- Directions: Read through the strips you have been given. Sort the strips into categories of your choice. Then answer the questions below.

1. How did you sort the strips?
2. What words/phrases in the strips are unclear?
3. When do you think these words were written?

Part II-Directions: Now sort the strips into two categories: ones that might be a part of the American Declaration of Independence and ones that are not.

1. Which strips are from the American Declaration of Independence? (Write down their numbers.)
2. Which strips are NOT from the American Declaration of Independence?
3. What clues did you use to help you sort?
4. Translate two strips into more modern English below.

a.

b.

Vocabulary Hints for Sorting Slips

abdicate (verb): to leave the position of being a king or queen

The king abdicated his throne when he learned of his life-threatening illness.

affiliation (noun): the state of being closely associated with or connected to an organization, company, etc.

His mother's company has an affiliation with McDonald's, allowing her company to hand out coupons to employees.

boundless (adjective): not limited in any way

Universities offer boundless opportunities to its students, from classes to internships, sports teams to debate clubs.

endow (verb): to freely or naturally provide (someone or something) with something

Amanda is endowed with incredible athletic ability.

poverty (noun): the state of being poor

Poverty is a challenge facing most countries in the world today, and many people cannot afford to eat.

province (noun): any one of the large parts that some countries are divided into

Canada is divided into ten provinces and three territories.

self-evident (adjective): clearly true and requiring no proof or explanation

Mark asked if he was allowed to read more than the required number of books, and the teacher responded that the answer was self-evident, namely, yes.

solemn (adjective): very serious or formal in manner, behavior, or expression

The family walked with a solemn air through the church before taking their seats for the funeral.

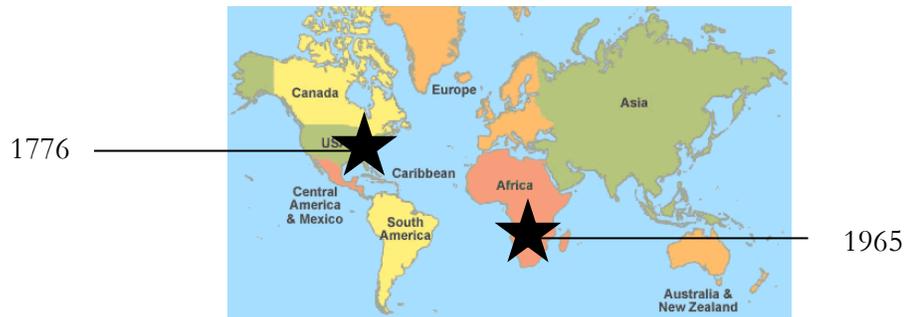
unjustifiable (adjective): not able to be defended, excused, or accepted

Amina's behavior towards her father was unjustifiable, and she was not allowed to hang out with her friends for one week.

usurp (verb): to take and keep (something, such as power) in a forceful or violent way and especially without the right to do so

The government usurped the right of refugees to settle in the country.

Case Study: Declarations of Independence USA & Southern Rhodesia



USA

Before the French and Indian War (1754-1763), Great Britain and its colonies in America had a positive relationship with one another. The colonists produced goods and traded only with Great Britain, and Great Britain protected the colonies. But after the war, the British forced the colonists to pay taxes to pay its war debt and passed other harsh laws.

Despite these laws, most colonists wanted to remain British. Only when the British monarch, King George III, refused to listen to their complaints did the colonists begin considering separation and independence. The Continental Congress selected Thomas Jefferson to write a declaration of independence.

Jefferson's Declaration of Independence was adopted on July 4, 1776 by the congress. In the document, he outlined the complaints the colonists have with Great Britain and King George III, stated that people have unalienable rights to life, liberty, and the pursuit of happiness, declared that all men are created equal, and formally announced that the colonies are separating from Great Britain. The document then spread around the colonies and what followed was a war to ensure independence and freedom.

Southern Rhodesia

Like the United States, the area once known as Southern Rhodesia was also under British control. British-South African Cecil Rhodes negotiated a mining concession with the local African leader in Southern Rhodesia (known today as Zimbabwe) in the late 1800s and from there a British colony was established.

Africans were mistreated immediately and were forced to work and give up property to Europeans who had settled there. The government in Rhodesia was increasingly taken over by white settlers, and in 1965, one of those settlers, Ian Smith published the Unilateral Declaration of Independence after the British government mandated that any Rhodesian government include more African leadership. In the UDI, Smith nearly directly copied the opening lines of the American Declaration of Independence and said that while Rhodesians had always been loyal to the Queen, Great Britain had refused the wishes of the Rhodesian people.

Both the black population and the international community did not recognize the UDI. Smith's Rhodesia collapsed fifteen years later. It was briefly a British colony again, and in 1980, an Independent Republic of Zimbabwe was declared. Robert Mugabe was elected Prime Minister and has maintained the main leadership role ever since.

Case Study: Declarations of Independence USA & Southern Rhodesia

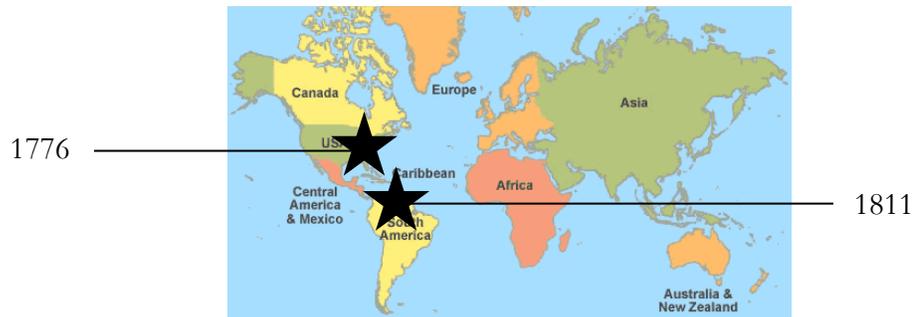
Questions

1. What led to independence in the USA? Southern Rhodesia?
2. What does Jefferson say in the American Declaration of Independence?
3. How does the Unilateral Declaration of Independence of Southern Rhodesia connect to the American Declaration of Independence?
4. Describe what happened after the Unilateral Declaration of Independence was published.

Sources

- Armitage, D. (2007). *The Declaration of Independence: a global history*. Cambridge, Mass.: Harvard University Press.
- Rubert, S. C., & Rasmussen, R. Kent. (2001). Unilateral Declaration of Independence. In *Historical dictionary of Zimbabwe*. 3rd ed. (pp. 335). Lanham, Md.: Scarecrow Press.
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Case Study: Declarations of Independence USA & Venezuela



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Venezuela

Venezuela was a colony of the Spanish empire. The first explorations into the region were meant to find more slaves for the Spanish colonies in the Caribbean. Eventually, greater settlement in Venezuela led to increased trade of items such as cacao, wheat, and tobacco. As a Spanish colony, Venezuela was only permitted to trade with Spain.

In the early 1800s, social tensions were evident in the region, and a movement for independence was launched and led by Francisco de Miranda and Simon Bolivar. In 1811, a congress of the United Provinces of Venezuela issued a declaration of independence. The lengthy document goes over the issues that Venezuelan nationalists have with Spain, including how the Spanish government ignores requests for justice.

To say an independent Venezuela was short-lived is an understatement. Not all of the regions of Venezuela agreed with Miranda and Bolivar. Miranda surrendered Venezuela back to the Spanish in 1812. Bolivar would continue to press for Venezuela's independence and would united Venezuela with Ecuador and Colombia for a short-lived "Republic of Colombia." Venezuela became its own independent republic in 1829.

Case Study: Declarations of Independence USA & Venezuela

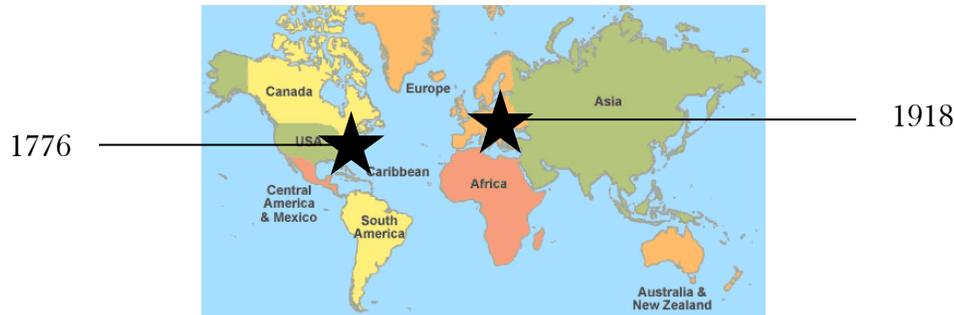
Questions

1. What led to independence in the USA? Venezuela?
2. What does Jefferson say in the American Declaration of Independence?
3. What similarities exist between the American Declaration of Independence and the Venezuelan Declaration of Independence?
4. Was the Venezuelan Declaration of Independence successful? Why or why not?

Sources

- Armitage, D. (2007). *The Declaration of Independence: a global history*. Cambridge, Mass.: Harvard University Press.
- Lombardi, J. (1996). Venezuela: Venezuela since 1830. In *Encyclopedia of Latin American history and culture*. (Vol. 5 pp. 382-393). New York: Scribner's.
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Case Study: Declarations of Independence USA & Czechoslovakia



USA

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Despite these laws, most colonists wanted to remain British. Only when the British monarch, King George III, refused to listen to their complaints did the colonists begin considering separation and independence. The Continental Congress selected Thomas Jefferson to write a declaration of independence.

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Czechoslovakia

The Czechs and Slovaks were two groups in the Austrian Empire in the early 1900s. During World War I, a conflict in which the Austrian Empire was on the side of Germany against Britain, France, and Russia, a few Czechs supported a movement for independence believing they had their own unique culture. However, most Czechs just wanted increased rights within the empire.

As the war continued, shortages of food led more Czechs and Slovaks to want independence. In October 1918, Tomas Masaryk, a Czech intellectual, wrote the Declaration of Independence of the Czechoslovak Nation. In it, Masaryk writes that "We...cannot but accept these principles expressed in the American Declaration of Independence." Czechoslovak independence was recognized by the winners of World War I, and Tomas Masaryk became the country's first president.

The Czechoslovak nation had a tumultuous and brief existence. Shortly after independence, the Czechoslovak constitution made evident that Slovaks were inferior to Czechs. Controlled by the Soviet Union throughout most of the second-half of the 1900s, Czechoslovakia split into two separate countries in 1992 shortly after the Soviets left.

Case Study: Declarations of Independence USA & Czechoslovakia

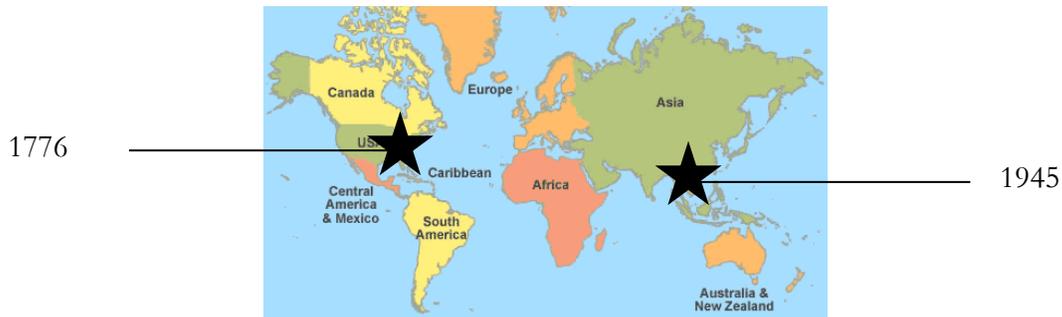
Questions

1. What factors led to independence in the USA? In Czechoslovakia?
2. What does Jefferson say in the American Declaration of Independence?
3. How does the Declaration of Independence of Czechoslovak Nation connect to the American Declaration of Independence?
4. What challenges did Czechoslovakia face that ultimately led to its division into two separate countries?

Sources

- Armitage, D. (2007). *The Declaration of Independence: a global history*. Cambridge, Mass.: Harvard University Press.
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Case Study: Declarations of Independence USA & Vietnam



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Vietnam

Like the United States, Vietnam was controlled by a European power (France) thousands of miles away. The French took full control of Vietnam in 1884 and launched a system of exploitation. Revenues from rice, rubber, and coffee production as well as the mining of coal, tin, and zinc went right into the pockets of the French rather than to the Vietnamese peasants performing the labor.

The French are in part responsible for their downfall in Vietnam. A part of colonizing Vietnam included setting up a system of education. Some Vietnamese were able to receive an education and were exposed to political ideas from around the world. One of these Vietnamese intellectuals, Ho Chi Minh, heavily influenced by socialism, launched a movement for independence at the end of World War II and issued the Vietnamese Declaration of Independence in September of 1945. The document opens with lines from the American Declaration of Independence, saying that all men are created equal.

A war for independence followed that did not end until 1954. In the treaty with France, Vietnam was split into two zones. One zone would be Communist, a decision that would pave the way for a war with the USA, whose declaration of independence Ho Chi Mink had used as a model for his own country's document.

Case Study: Declarations of Independence USA & Vietnam

Questions

1. What led to independence in the USA? Vietnam?
2. What does Jefferson say in the American Declaration of Independence?
3. How does the Vietnamese Declaration of Independence connect to the American Declaration of Independence?
4. What is interesting about the relationship between the United States and Vietnam?

Sources

- Armitage, D. (2007). *The Declaration of Independence: a global history*. Cambridge, Mass.: Harvard University Press.
- Lockhart, B. McFarland, & Duiker, W. J. (2006). Colonization. In *Historical dictionary of Vietnam*. 3rd ed. (pp. 79). Lanham, Md.: Scarecrow Press.
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- The Anh, N. (2004). Vietnam under French colonial rule. In *Southeast Asia: a historical encyclopedia, from Angkor Wat to East Timor*. (Vol. 4 pp. 1402-1406). Santa Barbara, Calif.: ABC-CLIO.

Take-Home Point

Directions: Write down the question from the PowerPoint, and answer it in the bottom box in paragraph form (6-8 sentences). Use evidence from the lesson to support your ideas.

Question:

Answer Key

Answer Key

“Vocab Terms & Practice”

1. unalienable
2. globalization
3. grievance
4. tyranny
5. sovereignty

“Case Study”

USA & Southern Rhodesia

1. In US- taxes and harsh laws, King George III not listening to colonists; in SR- increased control of government by white settlers, British government wanted more Africans in government
2. Unalienable rights (life, liberty, and the pursuit of happiness), all men are created equal, complaints with the king, and the formal separation of the colonies from Great Britain
3. Smith copied opening lines from the American Declaration of Independence
4. Nobody recognized it

USA & Venezuela

1. In US- taxes and harsh laws, King George III not listening to colonists; in Venezuela, social tensions were dividing the region
2. Unalienable rights (life, liberty, and the pursuit of happiness), all men are created equal, complaints with the king, and the formal separation of the colonies from Great Britain
3. Both colonies had complaints and problems with the colonial power, colonial power ignoring them
4. No, Spain took control of Venezuela one year after independence

USA & Czechoslovakia

1. In US- taxes and harsh laws, King George III not listening to colonists; in Czechoslovakia, some people wanted a nation for the unique culture and food shortages encouraged more people to seek independence
2. Unalienable rights (life, liberty, and the pursuit of happiness), all men are created equal, complaints with the king, and the formal separation of the colonies from Great Britain
3. In the Czech document, Masarky writes how the new country accepts the principles of the American Declaration of Independence
4. Slovaks were made inferior to the Czechs, and the Soviet Union took over the country.

USA & Vietnam

1. In US- taxes and harsh laws, King George III not listening to colonists; in Vietnam, Vietnamese intellectuals protested against French control
2. Unalienable rights (life, liberty, and the pursuit of happiness), all men are created equal, complaints with the king, and the formal separation of the colonies from Great Britain
3. The Vietnamese declaration opens with lines from the American Declaration of Independence
4. Vietnam goes to war with the USA despite using its declaration of independence as a model