

Lesson 11:

Topic/skill: The Declaration of Independence

Standards:

-Language Arts Standard 1- Students will read, write, listen, and speak for information and understanding.

-Language Arts Standard 2- Students will read, write, listen, and speak for literary response and expression.

-Language Arts Standard 4- Students will read, write, listen, and speak for social interaction.

-Social Studies Standards 1- History of the United States and New York: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

-Social Studies Standard 5- Civics, Citizenship, & Government: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments, the governmental systems of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Objectives:

1. Students will be able to correctly answer questions about Thomas Jefferson's role in writing Declaration of Independence using a Q.A.D.
2. Students will be able to create a declaration about an issue that dissatisfies them, based on the Declaration on Independence..

Materials:

- textbook
- Q.A.D.
- chart paper
- markers

Advanced Preparations:

- Prepare Q.A.D.
- Gather the above materials.
- Read background information on the Declaration of Independence.
- Prepare modifications.

Activating Prior Knowledge:

- Tell the students that written documents are required before many different things happen (ie: marriages).
- Ask the students to think of several other documents that allow something to be legal.
- Ask the students if the colonists could become independent without having anything in writing. Why/why not?
- What might they have had to write (and sign) to be considered separate from Britain?

Procedure:

1. Review Q.A.D technique
 - What does each letter represent?
 - How should the answers be written?
 - How are details given?
2. Read passages from the textbook concerning the Declaration of Independence and/or additional materials in segments (start/stop), filling out the Q.A.D. as a class.

<http://www.law.indiana.edu/uslawdocs/declaration.html>

<http://www.loc.gov/exhibits/declara/declara3.html>

<http://www.loc.gov/exhibits/jefferson/jeffdec.html>

3. Have the students create their own version of the Declaration of Independence by first brainstorming as a class, about something that they would like to change in school (cafeteria, recess, rules, etc.)
4. List these ideas on the chalkboard.
5. Vote on the idea to be changed.
6. Divide the class into four groups.
7. Supply all groups with chart paper.
8. The first group will write an introduction to their declaration, including what the declaration is and why rules need to be changed.
9. The second group will write the main ideas of government, including the rights that the students think they should have or do have.
10. The third group will list grievances, including what upsets them and what they've done about it
11. The fourth group will write the outcome, including the final result of the declaration.
12. Put the declaration together as a class.
13. Decide if the declaration covers all main points.
14. Vote if the declaration should be passed and sign it.

Modifications:

The teacher will provide the student (who has CP) with an enlarged copy of the text and Q.A.D. The student, if s/he would prefer, can use a thick marker to write on the chart paper or verbally contribute ideas to the group's declaration. The teacher will provide him/her with notes summarizing class discussion and findings after class.

Assessment:

The teacher will evaluate the students' participation in answering the questions and providing details for the Q.A.D. The teacher will evaluate the students' understanding of declarations by noting what students include in each part, how they assemble the parts, etc.



The Declaration of Independence

| Q | A | D |
|---|--|---|
| Why did Thomas Jefferson write the Declaration of Independence so carefully? | Thomas Jefferson wrote the Declaration of Independence carefully because he wanted the colonists to win the war. | -wanted to show the cause was important and right |
| What was written in the introduction to the Declaration of Independence? | Thomas Jefferson stated why the Declaration was needed in its introduction. | -people needed to have authority like in independent countries |
| What did the colonies believe government should be like? | Colonists believed that the government should be fair. | -people should be treated equally -people had rights -people should be free and happy |
| What did Thomas Jefferson write about in the third part of the Declaration? | Thomas Jefferson listed complaints/problems that the colonists had and what they did to fix them. | -King George refused to listen. |
| What was the fourth (and last) part of the Declaration of Independence about? | The last part of the Declaration said that the colonists were no longer part of Britain. | -colonies were free |
| What did the members of Congress think about the Declaration of Independence? | They were happy with it. | -Declaration approved without "no" votes -Declaration signed July 4, 1776 |

