

# *The Declaration of Independence*

## A Blended Learning HyperDoc

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### Essential Standards:

#### Social Studies:

##### **8.H.1 Apply historical thinking to understand the creation and development of North Carolina and the United States.**

- *8.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues.*
- *8.H.1.2 Summarize the literal meaning of historical documents in order to establish context.*
- *8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.*
- *8.H.1.4 Use historical inquiry to evaluate the validity of sources used to construct historical narratives*
- *8.H.1.5 Analyze the relationship between historical context and decision-making.*

#### ELA:

**RL.8.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

### Objectives:

1. Students will analyze the Declaration of Independence for the author's tone and historical context.
2. Students will demonstrate comprehension of the Declaration of Independence and its impact by completing various digital activities with at least 80% accuracy.
3. Students will evaluate the historical perspective and relevance of the Declaration of Independence by creating personal narratives.

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1. **Predict:** What exactly *is* a “declaration of independence”? What do you think will be included? Share your ideas on the [Padlet](#).
  2. Review the [background](#) of the Declaration of Independence.

What did you find most interesting?

3. Let's review the author's tone. Check out and complete this [Nearpod](#) on Tone and Mood.
4. Read the [Declaration of Independence](#), answer the questions below:

What did you notice about the Declaration of Independence?

What thoughts came to your mind as you read it?

What is the author's tone in the Declaration of Independence?

5. Watch the [Declaration of Independence Rap](#) and the

What is the author's tone in the rap, and how does it influence the listener?

6. Play the Declaration of Independence Quiz [here](#)! Take a screenshot of your score (85% or higher!), save it to your Google Drive, and share the link to your screenshot here:

7. Review your prediction (#1). How does your prediction compare to the actual document? Did you accurately predict what would be included? Explain.
8. Watch "[The Declaration of Independence Song](#)."
9. Create an Instagram "post" about "breaking up" King George III as if you are the United States of America.

Make a copy of this [Instagram Google Slides template](#). Create your post and share it on the [U.S. Colonies' Instagram Padlet Wall](#)! Be sure to vote for your top 3 favorite posts!

10. Would you be willing to sign the Declaration of Independence, risking your life by becoming a traitor? Share your thoughts [here](#).

11. It's time for a digital discussion!

We will use Parlay for our digital discussion. Click the Parlay classroom link to join and then review the provided resources:

### [Exploring Technology Integration](#)

You will address the discussion questions listed below as well as respond to classmates' responses. Directions and sentence starters are found in the digital discussion room as well.

### **Discussion Questions**

1. What do you think were the main grievances (complaints) of the colonists that inspired them to declare independence from Great Britain?
2. What would have been some potential alternatives to declaring independence for the American colonies?
3. Were the colonists justified (were they right) in declaring independence from Great Britain?

12. What do you declare?

What is something from which you need to declare “independence”? Maybe it’s worrying about drama, or being afraid to try new things. Write your own “Declaration of Independence” below! Use a combination of text, images, colors, fonts, memes, gifs, etc.

*(Reminder: Be sure all information is appropriate for an academic and professional setting! If you have a question about content, please ask me immediately.)*

Share your own Declaration of Independence on our “I Do Declare!” [Padlet](#).