

Lesson: Document Analysis: Declaration of Independence

Higher Order Questions: Plan out questions that should be addressed How did the declaration of independence play a significant role in the success of the US?		
Content Objective/TEKS: Needs to match the lesson/ end product of the day The learner will be able to 1(A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of independence and identify its first three paragraphs	Language Objective: ELPS Students will show comprehension of text about American independence through analytical skills such as annotating and answering guided reading questions.	
Anticipatory Set: (Hook) A way to engage students in the lesson or to connect to prior knowledge and/or previous learning. New information should connect to Universal Generalization. Students will write a response to the following writing prompt; You are going to write an imaginary breakup letter to a boy or girlfriend. <ol style="list-style-type: none">1. Start the letter by explaining what is about to happen2. Explain how you think a relationship should be.3. Describe things you found wrong with your relationship.4. Describe what you did to change things.5. Explain your final feeling and decision. Students will be given five minutes to record their responses into a social studies journal or some other form of “warm up” space. Make sure to remind students to keep responses school appropriate. After the five minutes students will be asked if anyone would like to share their letter. Transition: The teacher will inform students that their letter was structured exactly like the Declaration of Independence which is a ‘breakup letter’ of sorts between the English Colonies and England. In the Declaration of Independence colonist explained how they thought government should be structured, their complaints with the King, the things they did to try to resolve their complaints, and their final resolve to declare independence. In today’s lesson students will analyze the Declaration of Independence to understand the text, intent, and meaning of it.		Formative Assessment: (Checking For Understanding) Teachers will actively assess and monitor students giving feedback on progress of learning during student work time. The teacher will allow time for groups to work through the document. The teacher will then actively monitor by moving about the room to ensure completion of the activity and to check for understanding by asking such questions as: <ol style="list-style-type: none">1. What is the purpose of the Declaration of Independence?2. What are unalienable rights?3. What does the author suggest the purpose of government is?4. What grievances did the colonists have with the King?5. How did the colonist try to reasonably address their grievances?
Instructional Input: (Line) The lesson for the day and should include any necessary skill or information for the work/learning of the day. “I Do” portion of Gradual Release Model. The teacher will provide students with a handout titled Document Analysis: Declaration of Independence which students will use to explore the text of the Declaration of Independence. The teacher will read and annotate the first section of the document with students. Use the following annotation guide: <ol style="list-style-type: none">1. Comments/ Questions in the margin2. Draw a star by important sentences3. Underline sentences that appeal or stand out to you		

<div>4. Circle or highlight unfamiliar words</div> <div>5. Bracket sections/sentences that are confusing or hard to understand</div> <div>The teacher will then answer the first question with students.</div>	
<div>Guided Practice & Modeling: (Line) Modeling that needs to be done with the students. See above for time frame. "We Do" & "You Do Together" portions of Gradual Release Model.</div> <div>The teacher will carefully explain that students are to continue to answer the rest of the questions. Annotate the next two sections. Students will then write three of the grievances in their own words, then put a happy face by the sentences that explain what the colonist did to address their grievances. Now that students know how to annotate and understand the directions for the rest of the reading they will complete the rest of the assignment either on their own or with a partner.</div>	
<div>Independent Practice: (Sinkers) Students process new learning and demonstrate mastery of daily objectives. "You Do" portion of Gradual Release Model.</div> <div>The students will now complete the rest of the questions independently or in pairs.</div>	
<div>Closure: Closure on learning of the day...reflection questions, exit tickets etc. Connects to the Content Objective</div> <div>Students will complete a 'quick write' prompt</div> <div>In at least one paragraph students will answer the following question on a separate sheet of paper or in their social studies journals:</div> <div><div>1. How did the Declaration of Independence play a significant role in the success of the United States?</div></div>	

Document Analysis: Declaration of Independence

Instructions: Follow the bolded directions underneath each section of the Declaration of Independence

In Congress, July 4, 1776.

The unanimous Declaration of the thirteen united States of America, When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

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 Form of 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. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

Use text evidence from the section above to answer the following questions. Your responses should be word-for-word and in quotation marks.

1. What does the author believe people should do when they want to break political ties with each other? What is the purpose of this document then?
2. What rights does the author believe that everyone should enjoy?
3. How are those rights protected?
4. Where does the author believe governments get their rights from?
5. What right do citizens have when they have a major grievance with their government?
6. What reason does the author give for the colonists' need to declare independence?

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

Write three of the grievances from the section above in your own words.

1. _____
2. _____
3. _____

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our Brittish brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

Put a happy face by sentences that explain what colonist tried to do to resolve grievances and what their resolution is.