



<b>Lesson Title</b>	The Declaration of Independence	<b>Teacher</b>	Newton
<b>Grade Level</b>	4 <sup>th</sup> Grade	<b>Duration of Lesson</b>	1 hour

<b>Lesson Topic</b>	The Declaration of Independence
<b>SC Standards and Indicators</b>	Standard 4-3: The students will demonstrate an understanding of the conflict between the American Colonies and England. Indicator 4-3.3: Explain the major ideas and philosophies of government reflected in the Declaration of Independence.
<b>Academic Vocabulary</b>	Despotism, Tyranny, Usurpation, Principles
<b>Lesson Materials</b>	Copies of Declaration of Independence, <a href="#">Smartboard slides</a> , <a href="#">DOI Transcript</a> , <a href="#">cards to match to DOI Transcript</a> , <a href="#">Vocabulary Example</a> , <a href="#">Extension Activity Handout</a> , <a href="#">Rubric</a> , <a href="#">Interview Activity Sheet</a> , <a href="#">Objective Test</a>

## Lesson Set

<b>Content Objective(s)</b>	The students will expound on the information in the Declaration of Independence and summarize it in their own words.
<b>Literacy Objective(s)</b>	
<b>Lesson Importance</b>	Understand that “all men” did not truly mean all men. Understand that rights are not given but are inherent.
<b>Connections to prior and future learning</b>	The students have previous knowledge of the Intolerable Acts. The students will use this lesson to have a better understanding of the colonists’ feelings and perceptions prior to the American Revolution. This lesson will precede their study of the American Revolution.
<b>Anticipatory Set/ Hook (Engage)</b>	As of today, you will no longer be allowed to go to recess. You will stay in your seat the entire day. There will be no walking around the room. There will be no talk, no questions, no sounds, and no interruptions. You will listen to me lecture from 7:30 until the bell sounds at 2:30. No questions will be allowed to interrupt my instruction. You will eat your lunch at your seat while taking notes on my lecture. How would you feel about these changes taking place in our classroom? How would you feel toward me?

## Skill Development

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.

<b>Introduce content components</b>	Students will be able to summarize and expound on the contents of the Declaration of Independence.
<b>“I do” Skill from literacy objective</b> introduce/explain/model	<ol style="list-style-type: none"><li>1) Background Knowledge: Students will have previously studied the Intolerable Acts</li><li>2) “Today we will be examining the contents of the Declaration of Independence. By the end of this lesson you will be able to summarize and expound on the contents of the document.” Display slide 3 from Smart Lesson. Read the quote by John Adams. Briefly discuss what Adams is communicating to his wife in his letter. Click on the icon to bring up an introductory video about the writing of the Declaration of Independence.</li><li>3) TTW display slide 4 “Lesson Vocabulary” Students will take out their Social Studies vocabulary taxonomy. *Example provided below “In order to better understand what the writers of the Declaration of Independence are saying we need to add some words to our vocabulary taxonomies. We will be adding despotism, tyranny, usurpation, and principles.” Add the words/definitions use the provided <a href="#">example</a> and add/detract as you see fit.</li><li>4) “In order to understand what the Declaration of Independence is we have to begin thinking of it not just as some piece of paper that we have to study for our test. We have to put it in the context of the events surrounding it and the people involved with it. We’ve been studying the Intolerable Acts and the key people involved. All of this influences and justifies the importance of this document. As we examine this document keep those things in mind. ” Display slide 5 and read it to the students. Break it into sections and discuss what each part is saying in a way that they students will understand the meaning. “In this last part we see him state what this document is doing. Jefferson is saying that he is about to give the colonists’ reasons for why they are separating themselves from the King’s rule.”</li><li>5) Display slide 6 and read it to the students. Discuss with students who was included and who was not included when it says “all men.” Discuss the unalienable rights.</li><li>6) Continue exploring the DOI discussing key areas.</li></ol>

## Guided Practice

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore*.

<b>"We do" Activity Description</b> Include student "explore" components and opportunities for them to explain their learning.	<ol style="list-style-type: none"><li>1) Students will be divided into groups.</li><li>2) TTW distribute <a href="#">transcript of the DOI</a> and matching <a href="#">cards</a>.</li><li>3) "You are going to work together to match phrases from the Declaration of Independence with their meanings. Lay them out on your paper. Be sure to check over your work and discuss with each other any that you think may need correcting. After checking your matches glue them down in the appropriate box. List each persons name at the top of who participated in your group. If you finish before time is up work on the <a href="#">extension activity</a>."</li></ol>
<b>Checking for Understanding- "Informal" Assessment</b>	<ol style="list-style-type: none"><li>1) Formative assessment-TTW monitor student work and scaffold as needed to better students' understanding of the material.</li><li>2) TTW ask questions to discern level of understanding before giving the summative assessment. At this time judge whether students need additional information or if they are ready to continue on.</li></ol>

## Closure

Teacher will re-visit content and answer students' questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

<b>Content Solidified</b>	<ol style="list-style-type: none"><li>1) TTW allow students to share their matches and give the reasoning why they feel they have the correct answers. At this time you should use this to determine any additional material needed or if remediation and re-teaching of a part is necessary.</li></ol>
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## Independent Practice

<b>"You Do"</b>	<ol style="list-style-type: none"><li>1) TTW distribute <a href="#">Interview Activity sheet</a> to each student.</li><li>2) Students are to imagine they are interviewing Jefferson about his writing the Declaration of Independence. They are to come up with at least three questions about the document and three responses that Jefferson has given that will summarize the answer to their question. See attached rubric to discuss specifics of the requirement with students.</li></ol>
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## Summative/ “Formal” Assessment

<b>Assessment</b>	<ol style="list-style-type: none"><li>1. Performance Based Assessment- TTW use a <a href="#">rubric</a> to grade student work.</li><li>2. <a href="#">Objective Test</a></li></ol>
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## Differentiation

<b>During Lesson</b>	<ol style="list-style-type: none"><li>1) Use guided questioning as needed with struggling students.</li><li>2) Meeting with group to re-teach information as needed.</li><li>3) Reinforce how struggling students can use class notes to aid in completion of assignments</li></ol> <p><a href="http://www.independencedayfun.com/261/who-wrote-the-declaration-of-independence/">http://www.independencedayfun.com/261/who-wrote-the-declaration-of-independence/</a></p>
<b>Assessment</b>	<ol style="list-style-type: none"><li>1) Authentic Assessment- Provide Questions for the students and allow them to give Jefferson’s answers</li></ol>

## References

Declaration of Independence. (n.d.). *National Archives and Records Administration*. Retrieved July 15, 2011, from <http://www.archives.gov/exhibits/charters/declaration.html>

Reidenbach, B. (2009). *CCSD 4th Grade Social Studies*. Charleston: Charleston County Schools.

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