Natalie Andrade **Grade: 5**

**Lesson Plan 4**

Subject: American Revolution- **Why was the Declaration of Independence created?**

Resources used to create lesson: textbook Our Nation by Macmillan/McGraw-

Hill, 2003; excerpt from the Declaration of Independence taken from the textbook.

|  |
| --- |
| State Standards: GRADE 5 ELA  Common Core Informational Text  Read with sufficient accuracy and fluency to support  comprehension.  a. Read grade-level text with purpose and understanding.  b. Read grade-level prose and poetry orally with  accuracy, appropriate rate, and expression on  successive readings.  c. Use context to confirm or self-correct word  recognition and understanding, rereading as necessary  Writing Standards:  Write opinion pieces on topics or texts, supporting a point  of view with reasons and information.  a. Introduce a topic or text clearly, state an opinion, and  create an organizational structure in which ideas are  logically grouped to support the writer’s purpose.  b. Provide logically ordered reasons that are supported  by facts and details.  d. Provide a concluding statement or section related to  the opinion presented.  Write informative/explanatory texts to examine a topic  and convey ideas and information clearly.  a. Introduce a topic clearly, provide a general observation  and focus, and group related information logically;  include formatting (e.g., headings), illustrations, and  multimedia when useful to aiding comprehension.  b. Develop the topic with facts, definitions, concrete  details, quotations, or other information and examples  related to the topic.  Speaking and listening  Engage effectively in a range of collaborative discussions  (one-on-one, in groups, and teacher-led) with diverse  partners on *grade 5 topics and texts*, building on others’ ideas  and expressing their own clearly.  c. Pose and respond to specific questions by making  comments that contribute to the discussion and  elaborate on the remarks of others.  d. Review the key ideas expressed and draw conclusions  in light of information and knowledge gained from the  discussions.  e. Seek to understand and communicate with individuals  from different perspectives and cultural backgrounds.  **Social Studies:**  **Standard 2:World History**  use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives  **Standard 4: Economics**  use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.  **Standard 5: Civics, Citizenship, and Government**  use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system 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. |
| Unit Essential Question:  How can a revolution change the world?  How can speaking your mind start a revolution? |
| Aim of lesson: Why was the Declaration of Independence significant? |
| Objectives: Students will be able to:   * Identify key vocabulary from a document : dissolve, assume, entitle, impel, endowed, unalienable, traitor, treason * Recall the events leading up to the Second Continental Congress * Explain why the Declaration of Independence is significant point in America’s history * Analyze an excerpt from the Declaration of Independence * Work cooperatively in pairs |
| Assessment: Some students will be given post it questions as a form of guided reading to check for understanding. We will read the text book as a class, when they find their answers they will share with the class. We will also be working in pairs to analyze an excerpt from the Declaration of Independence. |
| Prerequisite skills, knowledge: Recall in May 1775, the Second Continental Congress met in Philadelphia. They had to decide what to do after the battles of Lexington and Concord. The delegates did not agree on what steps to take but they did agree they had to protect the colonies. |
| Key guiding questions: Post it questions:  What event caused the Second Continental Congress to meet?  What happened on July 4th, 1776?  Why would the colonists name their petition “The Olive Branch Petition”?  Infer, why do you think George Washington would be chosen as commander in Chief of he Contineltal Army?  According to the Declaration of Independence, why did the colonies seek independence? What were some of the complaints listed by Thomas Jefferson? |
| Hook -MCj02874820000[1] Beginning of lesson: Show a photo of George Washington retaking Boston. Let’s review, what happened in the previous battle? |
| Development of lesson:   * June 1775, John Adams nominated George Washington to be commander in chief of the new Continental Army. * The second continental army created a post office so that the colonies could share news. The congress also began asking European countries for help. * The last attempt: July 1775 congress tried one last time to make peace with Britain. This was known as The Olive Branch Petition to King George. An olive branch is a symbol of peace. In this petition the delegates stated that the colonies were still loyal to Britain and they asked for the Intolerable Acts to be repealed and end the fighting. King George refused to even read the petition claiming the colonists had formed an illegal congress; they were traitors. * The Second Continental Congress chose a committee of men to write a Declaration of Independence after most of the people had read Thomas Paine’s Common Sense pamphlet. The committee asked John Adams, Benjamin Franklin, Thomas Jefferson, Roger Sherman, and Robert Livingston. Adams convinced Jefferson to write it. * Jefferson was well prepared to write the declaration. He got his inspiration from Thomas Paine, Patrick Henry (he had heard him speak out against the Stamp Act), and he studied the ideas of John Locke. * John Locke believed that all people were born with certain rights, including life, liberty and the right to own property. It was the responsibility of the government to protect these rights. * Jefferson wrote the Declaration of Independence in 2 weeks, and Ben Franklin and John Adams made a few revisions and then it was ready to be shown to the congress. * At the congress delegates debated for 3 days on the content of the declaration. Some suggested to make Jefferson’s attacks against Parliament sound less angry. Others decided not to include slavery as a “Cruel war against human nature” then the document was finally approved on July 4th, 1776. * John Hancock was the first to sign it. His signature is the biggest. He claimed he printed so large so the king would not need glasses. * The men that signed the delectation were very brave because by signing their names to this document it meant treason. Britain would now consider then traitors. * Today the original Declaration is located in Washington D.C. in the National Archives Building. * Students will be given an excerpt from the Declaration of Independence. We will identify new vocabulary from the excerpt by using context clues. * A copy of the excerpt is on our wiki. We will read it once as a class. * I will ask and write these questions on the board: According to the Declaration of Independence, why did the colonies seek independence? What were some of the complaints listed by Thomas Jefferson? * Students will reread the document with a partner and answer the questions in their Social Studies notebooks. Then we will discuss our answers as a class. |
| Closure of lessonj0078624 Sum it up: Elicit responses from students, Why was the creation of the Declaration of Independence so important? Where did some of the ideas used to create this document come from? |
| Adaptations for Special Need & differentiation  The questions posed to the class will also be written on the board for visual learners and auditory learners. I have written down on post its questions that I want the students to look for while we are reading the textbook in class. When they see their question is answered they raise their hands and share with the class. I will also be walking around the room monitoring the partner work as they re-read the declaration of Independence excerpt. . |
| Follow-up Assignments: For Homework: Jefferson states in our Declaration of Independence “All men have the right for life, liberty and the pursuit of happiness” Write on loose leaf, if you agree with this statement. Do you think it included everyone? Would you have added something? |
| Reflection and Revision:  Did the post it questions help my students stay on task?  Did the students understand the except chosen from the Declaration of Independence? |