

Los Angeles Unified School District
Elementary History-Social Science

Fifth Grade Model Lesson I
Why is the
Declaration of Independence
Important?



Our Country was founded on the ideals of fairness, liberty and human equality. The people of the United States have fought to reach these ideals throughout American history and continue to struggle for fairness, liberty, and equality today.

Fifth Grade Model Lesson I

Why is the Declaration of Independence Important?

MAIN STANDARD

5.5 Students explain the causes of the American Revolution.

FOCUS STANDARD

5.5.3 Students understand the people and events associated with the drafting and signing of the *Declaration of Independence* and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.

Related Standards (Extension Lesson A)

5.4.7 Student will be able to explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5.6.3 Students will identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).

5.6.7 Students will understand how the ideals set forth in the *Declaration of Independence* changed the way people viewed slavery.

History and Social Sciences Analysis Skill

Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

English Language Arts Standards

1.0 Listening and Speaking Strategies

1.3 Make inferences or draw conclusions based on an oral report.

1.4 Select a focus, organizational structure, and point of view for an oral presentation.

1.5 Clarify and support spoken ideas with evidence and examples.

1.6 Engage the audience with appropriate verbal clues, facial expressions, and gestures.

2.2 Deliver informative presentations about an important idea, issue, or event.

2.0 Reading Comprehension

2.2 Discern main ideas, concepts; identifying, assessing evidence that supports those ideas.

2.3 Draws inferences, conclusions; supports with evidence, prior knowledge.

Open Court Correlation

Unit 4: Making a New Nation (2002): Model Lesson can be taught in conjunction with this unit.

Unit 4: Civil War (2000): Model Lesson should be taught prior to this unit.

Before You Begin the Lesson

❖ Teacher Background Information:

For background information, please read the following pages of the teacher editions:

Scott Foresman: Unit 5, p. 99T2–106; p.107T2–111 or **Harcourt:** p. 305–351

❖ Teach the following standards as they are addressed in your fifth grade textbook:

5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townsend Acts, taxes on tea, Coercive Acts).

5.5.2 Know the significance of the 1st and 2nd Continental Congress and of the Committees of Correspondence.

❖ Make sure that the students know the location of the 13 Colonies, England (Great Britain), Atlantic Ocean, and the Appalachian Mountains.

❖ **Review Vocabulary**

Teach the following vocabulary which accompanies the above standards. Keep a posted list of this vocabulary for reference as you teach the model lesson. Definitions can be found in the textbooks.

| | | | | | |
|----------|-----------|--------------|-----------|----------------|--------|
| assembly | coerce | Minutemen | protest | revolution | Tories |
| boycott | colonial | Parliament | quartered | tariff | |
| blockade | frontier | Patriots | rebellion | taxes | |
| Britain | Loyalists | petition | repeal | treason | |
| British | militia | proclamation | | representation | |

Preparing for the Lesson

The following attachments should be duplicated as indicated:

- A. **Fair/Unfair signs:*** One of each for every pair of students
- B. **Complaint cards 1-5:*** For this activity, class will be divided into 5 groups. Each member of the group will have a copy of the same card.
- C. **Directions for Patriot Tricorns*** and **British Crowns*** (Optional)
- D. **Complaints Against the King chart:** One per student
- E. **Document Analysis sheet:** One per student
- F. **What Shall We Do? Chant:** One per student; one copy on transparency for teacher
- G. **A Quotation from *The Declaration of Independence* sheet:** One per student
- H. ***Declaration of Independence* playing cards:*** One set for each pair of students
- I. **Answer Key for *Declaration of Independence* playing cards**
- J. **Four Corner signs 1-4:** One of each

Additional Materials:

Teacher: Chart paper to make graphic organizer, roll of tape, transparency and overhead projector (optional)

Students: Highlighters, drawing paper, crayons, rulers, tape, pencils, scissors

Teacher and Students: One copy each of a reproduction of *The Declaration of Independence*.

Reproductions of the document can be found on page 114 of Scott Foresman or page 350 of Harcourt. A copy can be printed from www.archives.gov. Click on *Declaration of Independence* in the "Most Requested" box. Image can be enlarged and copied.

*Cardstock is recommended for these items

Model Lesson

BIG IDEA

Our country was founded on the ideals of fairness, liberty and human equality. The people of the United States have fought to reach these ideals, or goals, throughout American history and continue to struggle for fairness, liberty, and equality today.

Objectives:

- ❖ Students will analyze the key ideals set forth in the *Declaration of Independence*.
- ❖ Students will analyze a primary source document.
- ❖ Students will explain the relevance of the *Declaration of Independence* for them today.

Time Allotment: Two days

Procedures

| Activities | Materials/Notes | | | | | | | | | | | | |
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| <p>Preview^[ALD] Preview the following words with diverse learners prior to teaching the lesson. This might be done in a small group during Independent Work Time (IWT) using English Language Arts (ELA) or English Language Development (ELD) vocabulary strategies.</p> <table style="width: 100%; border: none;"> <tr> <td>British</td> <td>equality</td> <td>independence</td> <td>petition</td> </tr> <tr> <td>ideal</td> <td>taxes</td> <td>freedom</td> <td>liberty</td> </tr> <tr> <td>pursuit</td> <td>declaration</td> <td>requirements</td> <td></td> </tr> </table> | British | equality | independence | petition | ideal | taxes | freedom | liberty | pursuit | declaration | requirements | | <p>Note: Access strategies for diverse learners such as English Learners, Standard English Learners, and Students With Disabilities are marked with the initials of the strategy being used. A list of these strategies, along with their definitions, can be found in the Instructional Guide, Section IV, Lesson Planning Tools.</p> <p>Attachments A1-A2: Fair and Unfair signs</p> <p>Fairness is equal rights to an object or an opportunity; or being treated equally in a situation.</p> |
| British | equality | independence | petition | | | | | | | | | | |
| ideal | taxes | freedom | liberty | | | | | | | | | | |
| pursuit | declaration | requirements | | | | | | | | | | | |
| <p>I. Key Question: Is This Situation Fair or Unfair?</p> <ol style="list-style-type: none"> Students sit in pairs. Give each pair Fair and Unfair signs. The teacher will state a situation. Partners will decide together whether the situation is fair or not fair. Teacher will ask the students to raise their signs indicating their choice. Choose 2-3 pairs of students to explain their decisions. Repeat activity with the four other situations. <p>Situations:</p> <ul style="list-style-type: none"> Girls are always allowed to line up to go home first. The star basketball player was kicked off the team for not attending practice regularly. Some boys do not allow another boy in class to play basketball at lunch because they say he is too short. Only students getting 4s in math on their report cards may participate in chorus. Only students who do their homework may have ice cream. <ol style="list-style-type: none"> Ask the students: “What does it mean to be fair?” Define “fair” with the class.^[ALD] Ask students to Think-Pair-Share with their partners a solution to the following unfair situation: <ul style="list-style-type: none"> Some boys do not allow another boy in class to play basketball at lunch because they say he is too short. Call on three pairs of students to share their solutions. | | | | | | | | | | | | | |

| Activities | Materials/Notes |
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| <p>4. Tell the students, “Think-Pair-Share about a time in your own life when a situation was not fair. How did you solve the problem?”</p> | |
| <p>II. Key Question: What Were Some of the Events of 1776 That Were Unfair?</p> <ol style="list-style-type: none">1. Say, “We are going to review events that happened in the 1770s between the King of England and the people of the Colonies. We are going to look at some of these events and decide which events were unfair.”2. Divide the class into 5 groups.^[CL] Give each group copies of the Complaint Cards. (Group #1 gets Complaint #1, etc.) Each group member will have his or her own copy of the Complaint Card.3. Within each group, half the students will take the role of the British and half will take the role of the American Colonists as part of a Readers Theatre.^[HX]4. Students practice reading scripts (Complaint Cards) chorally with fluency and expression.^[ScF]5. Students circle vocabulary that they may not know and clarify for meaning, using context clues or a dictionary.^[ALD] Students discuss the 3 Key Questions found on Complaint Cards so that they are experts when they present their Readers Theatre to the entire class. Teacher should visit each group to provide clarification and to check for understanding.6. Teacher gives the students the time needed to prepare their Readers Theatre presentation. Preparation time may vary depending on student needs.7. Ask each group to present their Readers Theatre in front of the class. After each presentation, the teacher will ask the members of the audience the Key Questions on the Complaint Cards. | <p>Attachments B1-B5: Complaint Cards</p> <p>Note: Use props to distinguish between the two groups during choral reading (Readers Theatre). See Attachments C1-C2 for directions for British Crown and American Tricorns. To save time, teacher may want to make hats ahead of time or during an art period. Each student needs his/her own hat for health reasons. Pass out the hats just before the presentations.</p> |

| Activities | Materials/Notes |
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| <p>Use the presenters as the experts to verify the answers given by the members of the audience. Give each student a copy of the Complaints Against the King Chart. Ask students to record their answers on the chart.</p> | <p>Attachment D: Complaints Against the King chart</p> |
| <p>III. Key Question: Why Did the Colonies Declare Their Independence?</p> <ol style="list-style-type: none">1. Ask students to Think-Pair-Share with their partners a solution for the complaints against the British. Ask 4-5 student pairs to share their solutions.2. Tell the students that the colonists were angry about these unfair actions (described on the Complaint Cards) so they wrote a document called the <i>Declaration of Independence</i> which they sent to King George III. This document gave the King a list of the colonists' complaints and declared their freedom from British rule.3. Show each pair of students a reproduction of the <i>Declaration of Independence</i> and give each student a Document Analysis Sheet to fill out with his or her partner. After 5 minutes, call on students to share their findings with the class.^[VT]4. Give each student a copy of the chant, <i>What Shall We Do?</i> Model reading the chant by reading each stanza aloud and then having the students repeat it after you.^[TM]5. As the chant is read aloud, ask the students to identify new vocabulary in each stanza. Have the students use context clues to determine the definition.^[ALD]6. Divide the class into triads. Assign each triad a different stanza of the chant, <i>What Shall We Do?</i> Tell the students to practice saying their stanza with expression.^[CL] | <p>Materials: Reproductions of the <i>Declaration of Independence</i></p> <p>Attachment E: Document Analysis Sheet Note: The Document Analysis Sheet is a generic form that can be used with any document.</p> <p>Attachment F: Chant: <i>What Shall We Do?</i></p> |

| Activities | Materials/Notes |
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| <p>7. Each triad discusses the stanza and then makes a sign on 8 ½ x 11 drawing paper that tells what the stanza is about, using words and/or drawings. Students tape their sign to their rulers.^[VT]</p> <p>8. Recite the chant again. Ask each triad to stand and read its stanza in the order that it appears in the chant and to hold their signs in the air while reciting. Everyone in the class repeats the refrain together. All the signs are up in the air during the refrain.^[VT]</p> <p>9. Do the following activity with the students. They each need a copy of the chant and a crayon or colored pencil. Give students the following directions. After each direction, check for understanding by calling on 2-3 students. The teacher will record the answers on an overhead transparency of the chant.</p> <p>Directions: Teacher says:</p> <p>A. Put a circle around the words in the chant that answer this question, “What is the <i>Declaration of Independence</i>?” (A statement that was sent to the King—found in the refrain)</p> <p>B. The <i>Declaration of Independence</i> has 27 complaints against the King of England. Put an X on four complaints found in the chant. (Quartering the British, taxing tea unfairly, unfair laws, not free to roam, not permitted to meet together—Stanzas 2,4)</p> <p>C. According to the <i>Declaration of Independence</i>, every person has three rights. Put a triangle next to the stanzas that talk about these rights. (Hint: Look for the word “Right:” Stanzas 9, 10, 11)</p> <p>D. Put a star on the name of the person who wrote the <i>Declaration of Independence</i>. (Thomas Jefferson – Stanza 6)</p> | <p>Materials: Drawing paper, tape, rulers, crayons, colored pencils</p> <p>Materials: Transparency of chant, projector</p> <p>Note: Tell students that the freedoms listed under “Liberty” are adult freedoms and they all come with a caveat: Your freedom cannot infringe on the freedoms of others. Example: Free speech in a classroom does not allow you to talk whenever you want or to use language that is disrespectful or vulgar. Also, freedom of religion should be discussed as freedom for their parents to choose the place of worship they will or will not attend.</p> |

| Activities | Materials/Notes |
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| <p>E. Underline the phrase in the chant that tells what the statement “All men are created equal” means. (No one is better than another–Stanza 8)</p> <p>F. Put a diamond on the name of the first signer. (John Hancock–Stanza 7)</p> <p>G. Put a pentagon on a synonym for “declaration.” (“Statement”–Refrain)</p> <p>H. Put a circle around the whole stanza that describes what “independence” means to our country. (Stanza 4)</p> | |
| <p>IV. Key Questions: What are the American Ideals Found in <i>The Declaration of Independence</i>? What Do These Ideals Look Like in Our Daily Life?</p> <ol style="list-style-type: none"> 1. Pass out “A Quotation from the <i>Declaration of Independence</i>.” The class will read the excerpt together aloud. Ask the students to highlight the three rights. 2. Tell the students that these are the actual words written by Thomas Jefferson from the <i>Declaration of Independence</i>. This activity can also be done on the overhead using a transparency. 3. Tell students that even though the <i>Declaration of Independence</i> is not a law, the ideals, or goals, found in the <i>Declaration</i> are part of our American beliefs. These are rights that Americans want and believe in and have fought for from the time the <i>Declaration of Independence</i> was written until the present day. <p><i>Declaration of Independence</i> Card Game^[HX]</p> <ol style="list-style-type: none"> 4. Teacher: “Now we will investigate some of these key American ideals, or goals, found in the <i>Declaration of Independence</i>.” <ul style="list-style-type: none"> • Students are placed in pairs. They need to have their copies of the <i>What Shall We Do?</i> Chant and <i>The Declaration of Independence</i> playing cards.^[CL] | <p>Attachment G: Quotation from the <i>Declaration of Independence</i> sheet</p> <p>Materials: Highlighters, overhead projector, transparency of Quotation from the <i>Declaration of Independence</i>.</p> <p>Note: Make sure students understand that an ideal is a goal to strive for.</p> <p>Attachment F: Chant, <i>What Shall We Do?</i></p> <p>Attachment H: <i>Declaration of Independence</i> playing cards</p> |

| Activities | Materials/Notes |
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| <p>9. Put the Tree Map in front of the classroom. Teacher now needs his/her own set of cards. Teacher will read aloud cards from his/her own set. The teacher will call on three students to tell under which heading the teacher's cards should be placed on the tree map. If there is a disagreement among the answers, discuss the card with the class and come to agreement on where it should be placed. Tape the teacher's card under the agreed upon heading. Use Attachment I as a <i>recommended</i> answer key.</p> <p>10. Set up for the Four Corners activity. Place a sign with one of the four ideals (Attachments J1-J4) in each corner of the room. Ask the students to think of examples from their own lives of one of the ideals or rights. Tell the students to walk to the corner that has a sign that fits their example. After the students have chosen their corner, have them pair up with another student to share their examples.^[CL] After the pairs have had time to share, the teacher calls on 1-3 students from each corner to share their examples.</p> <p>Optional Project</p> <ol style="list-style-type: none">1. Students are divided into groups of four.^[CL]2. Ask the students to create a collage that demonstrates one of these phrases:<ul style="list-style-type: none">❖ All Men are Created Equal❖ Right to Life❖ Right to Liberty❖ Right to the Pursuit of Happiness3. Using available resources, such as newspaper articles, magazine pictures, and student-created drawings, students will create a collage that demonstrates that phrase. This may be done for a few minutes each day over a week's time, giving the students time to collect their resources. | <p>Attachment I: Answer Key for Declaration of Independence playing cards</p> <p>Attachments J1-J4: Four Corner signs</p> <p>Note: Some corners might have more students than others.</p> |

FAIR

UNFAIR

Complaint #1

British: Since we protected the colonies we think it is fair to have the colonies help us pay off our debts. You owe us! We will charge you higher taxes. We will have you pay taxes on things like paper, tea, and glass.

Colonists: You can not tax us because we have no representation, or say, in your government called the Parliament. No one asked us if we wanted to pay more taxes. We didn't vote. You cannot force us to pay taxes without our approval! No taxation without representation!

Key Questions

1. What is unfair from the American colonists' point of view?
2. Why is it fair from the British point of view?
3. Whose point of view do you agree with and why?

Complaint #2

Colonist: I own a store in the colonies. I refused to pay the tax on the paper playing cards. So I have been arrested. I want an American judge and I want a jury of colonists to decide if I am innocent or guilty. Other colonists understand life here in America. People from Britain are different. They can't judge me fairly.

British: You are a British subject and you will have a British judge. He was appointed, or chosen, by King George III and sent to America from London. He will decide if you are innocent or guilty.

Key Questions

1. What is unfair from the American colonists' point of view?
2. Why is it fair from the British point of view?
3. Whose point of view do you agree with and why?

Complaint #3

Colonist: You have banned all town meetings but we believe that we have the right to assemble, or meet together, and make our own decisions and laws.

British: We have put a Royal Governor, chosen by the King, in charge of your colony. You may not meet together without his permission. He is in charge of making the laws for the colony.

Key Questions

1. What is unfair from the American colonists' point of view?
2. Why is it fair from the British point of view?
3. Whose point of view do you agree with and why?

Complaint #4

British: You may not move west of the Appalachian Mountains. We are giving that land to the Indians who live there. Any settlers who have moved to the frontier, or unsettled land, must return. This will bring peace to the western frontier.

Colonist: We are angry. We fought the war against the French so we could move to the good land in the west and now the British King is telling us that we can not move there after the war is won. It is not fair!

Key Questions

1. What is unfair from the American colonists' point of view?
2. Why is it fair from the British point of view?
3. Whose point of view do you agree with and why?

Complaint #5

British: It is by the King's order that British soldiers are to be quartered in the houses. You must cook all their meals, keep their uniforms clean and pressed, and give them your best beds to sleep in. The people of the colonies are disobeying British laws and we need our soldiers here to make sure the rules and laws are followed. They will live with you or you will be arrested and thrown out of your home!

Colonist: The people do not want you to stay in our homes. We do not have enough room or food for our own family. The citizens of the colonies do not trust you. What about our right to privacy?

Key Questions

1. What is unfair from the American colonists' point of view?
2. Why is it fair from the British point of view?
3. Whose point of view do you agree with and why?

Directions for Patriot Tricorn

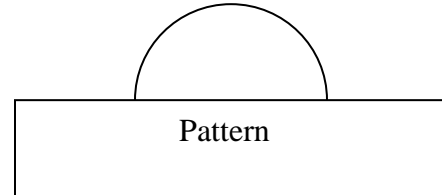
Materials

Card stock paper

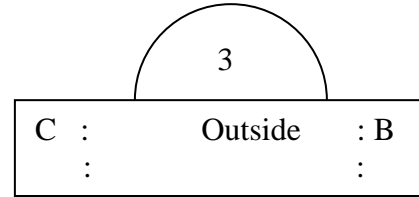
White tissue paper or batting

Yarn

1. Make a life-size pattern of the Patriot Hat shape on card stock.

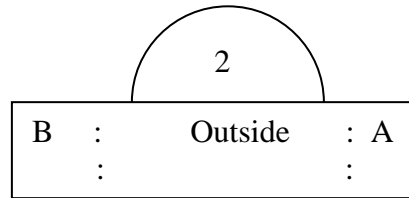


2. Using the pattern, you will need to cut out 3 shapes per student. Card stock works best. Each student should have his or her own hat (district policy).

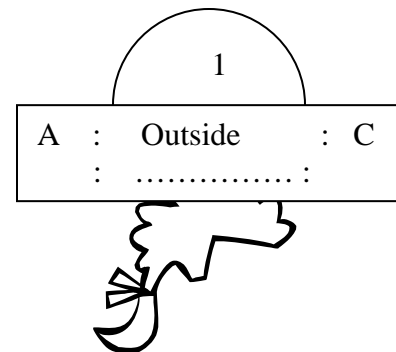


3. Staple the three sides of the hat together as shown. (Your hat will not need labels.)

- Staple together brims labeled "A" in drawing.
- Staple together brims labeled "B."
- After fitting hat on student's head, staple together brims "C."



Dotted lines show approximate location of staples. If stapled correctly, staples will not come in contact with student's hair. Staple two sides together, then fit hat on student's head before stapling 3rd side.



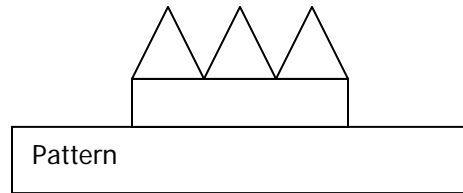
Tissue or batting may be added to bottom of brim on one side of hat to make a wig. Use yarn to tie wig into a pony tail. Remember to staple *out* so that staples do not pull student's hair.

Directions for British Crown

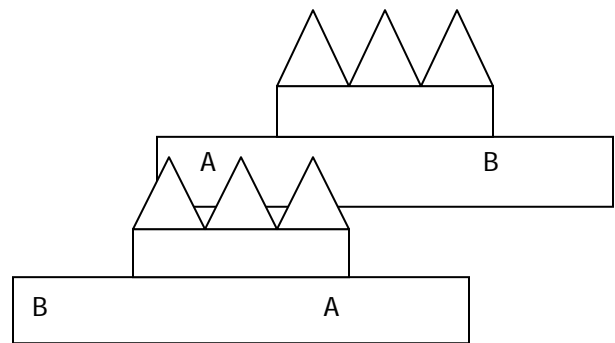
Materials

Cardstock paper

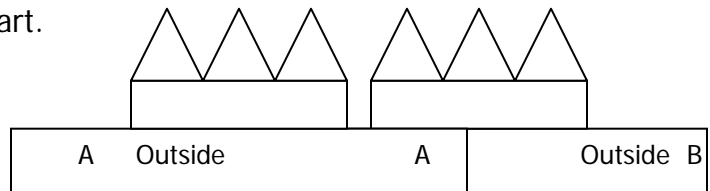
1. Make a life-size pattern of the Crown on cardstock.



2. Using pattern, make 2 shapes per student. Students may not share hats as per district policy.

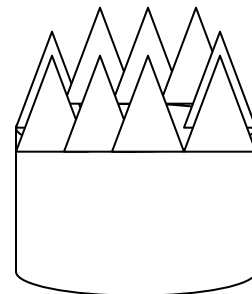


3. Staple the two sides together as shown. Attach "Tab A" on one part so that it overlaps "Tab A" on the other part.



4. Size crown to student's head to determine the amount of overlap when stapling the "B" tabs together.

5. Be sure to staple from inside out, so that staples do not pull student's hair. See directions for Patriot Tricorn if you'd like to add a "wig" to the crown.



Complaints Against the King Chart

| Complaint Number | Complaint |
|------------------|-----------|
| | |
| | |
| | |
| | |
| | |

Document Analysis



1. Type of document (circle one):

| | | |
|-------------------|---------------|----------|
| Newspaper article | Letter | Journal |
| Report | Declaration | Contract |
| Legal Document | Advertisement | Map |

2. Name of document:

3. Description of the document:

4. Who wrote the document?

5. When was it made?

6. Why do you think the document was written?

7. What are three important things you notice about this document?

8. What can you say about life during this time period by looking at this document?

9. What question do you have when you look at this document?

What Shall We Do?

By Linda Kidd

Page 1 of 3

- Stanza 1:** Colonists are angry
Stop telling us what to do
Ruled by the British
And King George too
- Refrain:** **Write a declaration**
Send a statement to the King
Declaration of Independence
Freedom it will bring
- Stanza 2:** Unfair laws they give us
And tell us to obey
Taxing tea unfairly
We need to have our say
- Refrain:** **Write a declaration**
Send a statement to the King
Declaration of Independence
Freedom it will bring
- Stanza 3:** We hate quartering the British
Soldiers in our home
We want to meet together
And be free to roam
- Refrain:** **Write a declaration**
Send a statement to the King
Declaration of Independence
Freedom it will bring
- Stanza 4:** It is time to break away
And build a new country
Establishing our own fair laws
Will give us liberty

Refrain: **Write a declaration**
 Send a statement to the King
 Declaration of Independence
 Freedom it will bring

Stanza 5: A government to protect our rights
 All men are equal they say
Life, Liberty, and Pursuit of Happiness
 These rights can't be taken away

Refrain: **Write a declaration**
 Send a statement to the King
 Declaration of Independence
 Freedom it will bring

Stanza 6: Thomas Jefferson, write it down
 It is up to you
 Tell the King we've had it
 England we are through

Refrain: **Write a declaration**
 Send a statement to the King
 Declaration of Independence
 Freedom it will bring

Stanza 7: When you're done we'll sign it
 Hancock will be the first
We know we risk our own lives and home
 But no freedom would be worse

Refrain: **Write a declaration**
 Send a statement to the King
 Declaration of Independence
 Freedom it will bring

Stanza 8: Now all men are created equal
 Women are equal, too
 No one is better than another
 We believe this to be true

New Refrain: **We wrote a declaration
Sent a statement to the King
Declaration of Independence
Today let freedom ring!**

Stanza 9: Now our Right to Life is precious
 We guard it all the time
 No one may harm or kill us
 We are protected from a crime

Refrain: **We wrote a declaration
Sent a statement to the King
Declaration of Independence
Today let freedom ring!**

Stanza 10: Now an opinion can be heard from all
 Right to liberty for mankind
 Free to meet and worship
 A petition can be signed

Refrain: **We wrote a declaration
Sent a statement to the King
Declaration of Independence
Today let freedom ring!**

Stanza 11: We want the Right to be happy
 A job that is right for me
 Free to buy and sell a home
 Own a business just for me

Refrain: **We wrote a declaration
Sent a statement to the King
Declaration of Independence
Today let freedom ring!**

Quotation from the *Declaration of Independence*

IN CONGRESS, July 4, 1776.
The unanimous Declaration of the thirteen united States of America.

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.

Los Angeles Unified School District
Elementary History-Social Science
Declaration of Independence Playing Cards

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|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------|
| <p>My uncle can own his own store.</p> | <p>My parents can buy a home.</p> | <p>My older brother can sell his car.</p> | <p>My sister can sell the paintings that she made.</p> |
| <p>My aunt invented a new video game and now she can sell her invention.</p> | <p>I have the right to live without fear of being hurt or killed.</p> | <p>I have the right not to be bullied at school.</p> | <p>I have the right to be protected and safe in my neighborhood.</p> |

V-26

Attachment H

Los Angeles Unified School District
Elementary History-Social Science
Declaration of Independence Playing Cards

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| <p>My family has the right to be safe.</p> | <p>I am free to worship at the church down the street that my parents chose for my family.</p> | <p>I can give my opinion in class.</p> | <p>My sister can meet with her friends in a club after school.</p> |
| <p>My cousin is free to meet with her friends and form a soccer team.</p> | <p>My uncle can sign a petition when he disagrees with our Governor.</p> | <p>If I have the skills, I can participate in sports like soccer, field hockey, or basketball and it doesn't matter if I am a boy or a girl.</p> | <p>Even though I am in a wheelchair, I can go into any public place easily.</p> |

V-27

Attachment H

Los Angeles Unified School District
Elementary History-Social Science
Declaration of Independence Playing Cards

| | | | |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <p>If I meet the requirements, I can run for President of the United States no matter the color of my skin.</p> | <p>If I meet the requirements, I can go to any University no matter what country my parents are from.</p> | <p>Life</p> | <p>Liberty</p> |
| <p>Pursuit of Happiness</p> | <p>“All men are created equal”</p> | <p>If I am a registered voter, I can vote in the election for President. It doesn't matter if I am male or female.</p> | <p>There are rules that we follow on the playground to keep us safe.</p> |

V-28

Attachment H

Declaration of Independence Playing Cards—Answer Key

| All men are created equal... | Right to life... | Right to liberty... | Right to the Pursuit of Happiness... |
|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| 1. If I meet the requirements, I can run for President of the United States no matter the color of my skin. | 1. I have the right to live without fear of being hurt or killed. | 1. I am free to worship at the church down the street that my parents chose for my family. | 1. My aunt invented a new video game and now she can sell her invention. |
| 2. If I meet the requirements, I can go to any University no matter what country my parents are from. | 2. I have the right not to be bullied at school. | 2. I can give my opinion in class. | 2. My uncle can own his own store. |
| 3. If I have the skills, I can participate in sports like soccer, field hockey, and basketball and it doesn't matter if I am a boy or a girl. | 3. I have the right to be protected and safe in my neighborhood. | 3. My sister can meet with her friends in a club after school. | 3. My parents can buy a home. |
| 4. Even though I am in a wheelchair, I can go into any public place easily. | 4. My family has the right to be safe. | 4. My cousin is free to meet with her friends and form a soccer team. | 4. My older brother can sell his car. |
| 5. If I am a registered voter, I can vote in the election for President. It doesn't matter if I am male or female. | 5. There are rules that we follow on the playground to keep us safe. | 5. My uncle can sign a petition when he disagrees with our Governor. | 5. My sister can sell the paintings that she made. |

V-29

Right to

Life

Right to Liberty

Right to the Pursuit of Happiness

All Men are
Created
Equal

Los Angeles Unified School District
Elementary History-Social Science
Fifth Grade Model Lesson 1: Extension A

How Would the People Have Voted?

MAIN STANDARD

5.5 Students explain the causes of the American Revolution.

FOCUS STANDARDS

5.4.7 Student will be able to explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5.6.3 Students will identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).

5.6.7 Students will understand how the ideals set forth in the *Declaration of Independence* changed the way people viewed slavery.

Before You Begin the Lesson

Teacher Background Information:

If a problem existed in a small town of the colonies, the town leader would call a town meeting. All the people of the town would come and talk about the problem and decide what was best for their town. This is called **direct democracy**, where the people themselves make the laws.

When the towns grew, **representative democracy** was used because it was no longer practical to have every member of a large city come to every meeting. Representatives were chosen to make decisions for the common good of the people.

These concepts of a democratic government are easily understood and used in a classroom or school. Town hall meetings (direct democracy) can be held to solve problems in a classroom. Representatives from each classroom (representative democracy) can be sent to student councils to make decisions for the whole school.

Preparing for the Lesson

The following attachments should be duplicated as indicated:

- A. Research Cards A1-A6:** Class will be divided into 6 groups. Each member of the group will need a copy of the same card.
- B. Research Cards B1-B6:** These cards have the same content as cards A1-A6 but have controlled vocabulary for easier access. Teacher will decide how best to use these cards.
- C. Town Hall Writing Guide:** 1 per group
- D. How to Conduct a Town Hall Meeting sheet:** 1 for student/delegate

Additional Materials:

1 tally sheet

Copy of the 18th century oil painting by John Trumbull, *Signing of the Declaration of Independence, July 4, 1776*.

Each student may find a copy of this painting on:

- P. 349 of Open Court Anthology, 2002
- P. 113 of Scott Foresman, Our Nation
- P. 352 of Harcourt Reflections

Lesson

BIG IDEA

Our country was founded on the ideals of fairness, liberty, and human equality. The people of the United States have fought for these ideals throughout American history and continue to struggle for fairness, liberty, and equality today.

Objectives:

- ❖ Students will understand the people associated with the drafting and signing of the *Declaration of Independence*.
- ❖ Students will understand that many points of view existed in regards to independence.
- ❖ Students will understand that not all people of the Americas were represented.

Time Allotment: One day

Procedures

| Activities | Materials/ Notes | | | | | | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|--------------|--------------|---------|---------|----------|-----------|-----------|----------|---------|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Preview^[ALD] Preview the following vocabulary with diverse learners prior to teaching the lesson. This might be done in a small group during Independent Work Time (IWT) using English Language Arts (ELA) or English Language Development (ELD) vocabulary strategies.</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">citizens</td> <td style="padding: 2px;">government</td> <td style="padding: 2px;">independence</td> </tr> <tr> <td style="padding: 2px;">neutral</td> <td style="padding: 2px;">treason</td> <td style="padding: 2px;">delegate</td> </tr> <tr> <td style="padding: 2px;">illegally</td> <td style="padding: 2px;">merchants</td> <td style="padding: 2px;">subjects</td> </tr> <tr> <td style="padding: 2px;">wealthy</td> <td></td> <td></td> </tr> </table> | citizens | government | independence | neutral | treason | delegate | illegally | merchants | subjects | wealthy | | | <p>Note: Access Strategies for diverse learners, including English Learners, Standard English Learners, and Students With Disabilities are marked with the initials of the strategy being used. A list of these strategies, along with their definitions, can be found in the Instructional Guide Section IV: Lesson Planning Tools.</p> |
| citizens | government | independence | | | | | | | | | | | |
| neutral | treason | delegate | | | | | | | | | | | |
| illegally | merchants | subjects | | | | | | | | | | | |
| wealthy | | | | | | | | | | | | | |
| <ol style="list-style-type: none"> 1. Tell the students that at the time of the writing of the <i>Declaration of Independence</i>, one-third of the colonists really wanted independence, one-third did not want to be independent from England, and one-third had not yet made up their minds. Fifty-six men signed the <i>Declaration of Independence</i>. 2. Say, “Look at the painting of the signing of the <i>Declaration of Independence</i>. What is happening? Whom do you see? Whom do you not see?”^[VT] | <p>Materials: Copy of Trumbull painting</p> | | | | | | | | | | | | |

| Activities | Materials/ Notes |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Task: Say, “You belong to a specific group living during the 1770s. Your town’s delegate to the Second Continental Congress wants your opinion on whether to vote for or against independence. Your group must come to one opinion and be ready to give reasons for this opinion at a town hall meeting.”^[HX]</p> <ol style="list-style-type: none"> 1. Divide the class into 6 groups. Make sure there is at least one good reader in each group. Each student group will represent a specific group of people living in the colonies during this time period.^[CL] 2. Give the student groups their prepared research cards about the people they are representing. These leveled research cards support diverse learners.^[ScF] 3. Have students take turns reading the information from their research cards aloud in their groups. 4. Instruct students to decide on one opinion for their entire group and to be ready to share their decision and the reasons at the town hall meeting. <p>How to Reach Consensus: Choose a leader for the group. First discuss the information found on the research cards. The leader calls for a vote to see how members of the group would vote. Continue discussion if there is disagreement. See if there is a way for everyone to agree. The leader takes a second vote. If everyone within the group cannot agree, then majority rules.</p> <ol style="list-style-type: none"> 5. Tell students to prepare what they will say at the town hall meeting using the communication guide called the Town Hall Writing Guide. Each person in the group should prepare to speak.^[ScF] | <p>Note: Tell students that “role play” is when you pretend to be a person from the past and try to think the way that person would have thought. To prepare for a role play activity, you, the teacher, may want to pretend to be someone of the time period yourself and describe your ideas and feelings about independence.</p> <p>Attachment A: Research Cards, A1-A6. and/or Research Cards B1-B6</p> <p>Research Cards A1-A6 are written at grade level and require a higher level of critical thinking to access the content.</p> <p>Research Cards B1-B6 have the same content but have controlled vocabulary for easier access.</p> <p>Teachers may give out both A and B cards to each group for information. Teachers may also use the B-Cards for pre-teaching of content prior to the activity.</p> <p>One set of cards could also be used for homework after the activity for reinforcement of the content.</p> <p>Attachment C: Town Hall Writing Guide</p> |

| Activities | Materials/ Notes |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>6. Choose a student to play the role of the delegate and to run the town hall meeting according to the written directions which you will give to him or her. While the student groups are practicing, the delegate should be preparing what he or she will say and the order in which he or she will call the groups. The delegate needs to prepare a tally sheet to count the votes as they are given.</p> <p>7. Have the delegate call the town hall meeting to order. The teacher or delegate should read the rules/norms to the members of the town hall meeting. Let the delegate run the meeting as much as possible.</p> <p>8. Tally the votes. If the vote comes out against independence, ask the class how that could have happened. (Many of these groups were not represented at the actual vote.)</p> <p>Tally the votes again. This time count only the votes of the people who would have actually been allowed to vote (merchants and landowners). The results of this vote should be for independence.</p> <p>9. Tell the students that the signers of the <i>Declaration of Independence</i> took a big risk signing this document. The British let the fifty-six signers know that they would be punished for their treason. Indeed, twelve of the signers had their homes burned while twenty lost their businesses and property.</p> <p>Let each student (as him or herself) vote for or against independence. Is the outcome different or the same? Why?</p> <p>10. Debrief the role play activity with your students. Ask, “How did it feel to take on the role of another person? What did you learn from playing this role?”</p> | <p>Attachment D: How to Conduct a Town Hall Meeting page</p> <p>Materials: Tally Sheet</p> <p>Note: Explain to the students that this particular town hall meeting would never have occurred in reality. Only the votes of the men who owned land would have counted. The delegates who voted for the <i>Declaration of Independence</i> represented their colonies in the voting without holding town hall meetings. The opinions of other people such as slaves, women, and Native Americans living during this time period would not have been asked or heard.</p> |

Independence for Slaves

In 1776, most African Americans were slaves on colonial plantations, which were large farms. African Americans wanted freedom, too. They wanted liberty from their lives as slaves. They believed that “all men were created equal” meant them too.

In 1775, Virginia’s British governor, Lord Dunmore passed a law called a proclamation, that said he would give freedom to any slave who fought in the King’s army. He formed an army of at least 300 African Americans who were loyal to King George III. They wore a patch that said “Liberty to Slaves.” By the end of the Revolutionary War, between twenty and thirty thousand African Americans had helped the British in some way against the colonists.

Many African Americans chose to fight on the side of the American patriots. Many, like the men in the First Rhode Island Regiment, were promised their freedom as a reward for fighting the British.

Peter Salem was a slave in Massachusetts. He was given his freedom when he enlisted in the American Army. He fought the British at the Battle of Concord. He was one of three dozen African Americans who fought at the Battle of Bunker Hill.

Unfortunately, only some slaves who fought were given their freedom after the war. Many had to go back to their masters.

Crispus Attucks was a runaway slave. He was shot and killed by British soldiers in what was called the Boston Massacre in March 1770. He has been known as a hero and patriot for giving his life for liberty.

Phillis Wheatley was an African who was seven years old when she was taken from her family and brought to America as a slave. She was bought by the Wheatley family who taught her to read and write. Phillis began to show her ideas and feelings through the poetry that she wrote. She told about her hopes for freedom in the poems she wrote. She called for freedom from England and from slavery. Phillis Wheatley was America's first published African American author.

American Indians in 1776

The Proclamation Line of 1763 was announced by King George III. It said that all lands west of the Appalachian Mountains belonged to the American Indians and the colonists could not move into that land. Any colonist who already lived there was told to leave.

King George made this proclamation, or statement, to end the fighting between the colonists and the American Indians living on the frontier. Colonists continued to move onto this land which made the American Indians living there angry. But many American Indian tribes decided to stay neutral, neither for nor against Independence, because they liked to trade with both the British and the Americans. They decided to let the "white men fight it out."

Some American Indian tribes agreed with the British. Chief Logan of the Mingo tribe joined with the British. He was angry because members of his family were killed by some American settlers. So he fought against the Americans. He worked hard to keep settlers from moving onto his land. Most Indian groups in the Southern colonies such as the Cherokee and Creek also sided with the British.

A Mohawk tribe leader known as Joseph Brant or Thayendamegea thought that the American Indians would lose their land if the Americans won their Independence. He fought against the Americans in hopes that he would keep them from settling on his land. He became a British officer during the War for Independence. He worked to get other tribes to join with him and then led them in raids against American communities.

Some American Indian tribes did choose to help the colonists in their fight against the British. The Americans had hoped to get the help of the Iroquois nation. But only the Oneida and the Tuscarora tribes fought on the side of the Americans. These tribes hoped that when the Americans won their independence their land would be protected, but that is not what happened.

Independence and the Merchants

A merchant is someone who owns a store. John Hancock was a rich merchant living in Boston. He believed strongly in freedom for the colonies. He did not like the British trade laws. He thought Americans should trade with any country they wanted, not just England. He also didn't like to pay British taxes. So he would smuggle, sneak into the country illegally, goods from the other countries into Boston.

One time, a British tax man wanted to inspect John Hancock's ship, the *Liberty*. When the tax man went onboard, John Hancock's crew locked him in a cabin. The British were angry and took away the *Liberty* and never gave it back. John Hancock was the first signer of the *Declaration of Independence*.

Oliver DeLancey was a rich New York City merchant. He was a Loyalist which means he was on the side of the British. He needed British goods for his store. He used British trading ships to carry his goods. His ships used the route between New York City and Great Britain that was protected by the British Navy. He lost business and money when the Americans protested against the British laws and taxation.

George Clymer was a rich merchant in Philadelphia. His “dearest wish” was for his country to become independent. His company supplied the American army with gunpowder. George Clymer also helped the militia, the American army, by supplying tents, flour, and corn for the soldiers.

William Prentis was a merchant in Williamsburg, Virginia. In 1774, the Continental Congress voted to stop importing all British goods, especially tea. But William Prentis had already ordered two chests of tea for his store. When the tea was delivered, some Patriots in Yorktown came to the ship and tossed the tea into the York River. They criticized Prentis for importing the tea. Prentis had to publish an apology in the *Virginia Gazette* newspaper. Even though he had this problem, Prentis still sided with the Patriots for independence.

Loyalists in the Colonies

People, known as Loyalists, stayed loyal, or faithful, to England and King George III for many reasons. Many rich landowners and merchants thought their businesses would be hurt if they went against the King. Merchants needed the goods from England for their stores to sell to their customers. Some people had relatives living in England. Would you want to go to war against your grandparents?

Other people had gone to school in England, so they felt very close to the country. Some Loyalists had been appointed to their jobs by the King and they were worried they might lose their jobs if the colonies were independent. Some people did not want war, period. Others believed that they were the King's subjects and going against their King was treason.

John Randolph of Virginia was a Loyalist. He believed that the colonists should show more loyalty to the King than to "hotheads" from the colonies, like Patrick Henry or Samuel Adams. He called the Patriots in Boston "lawbreakers." John Randolph studied law in London and thought of England as his home. Other members of the Randolph family were Patriots.

Thomas Hutchinson was a very unpopular Loyalist living in Boston, Massachusetts. He was the Lieutenant Governor of Massachusetts. Like John Randolph, he believed that the call for independence was the work of "hotheads" like Samuel Adams and his Sons of Liberty.

Hutchinson was unhappy with the Patriots because they wrecked his home to protest the Stamp Act. The Patriots also blamed him for the Boston Massacre. They believed that Thomas Hutchinson could have stopped it by forcing the British troops to leave Boston. He told the patriots he would charge them with treason against the King if there was anymore violence.

Joseph Galloway was a Loyalist from Pennsylvania. He did not like the Stamp Act or the trade laws but he did not want independence from England. He believed that Great Britain did give the people great liberty. He looked for ways to keep the colonies part of Great Britain. He made a plan called Galloway's Plan of Union. His plan was a compromise. He had the idea to make an American Parliament that would work together with the British Parliament. But British Loyalists and American Patriots could not compromise.

Research Card A5

Independence for Wealthy Landowners

All colonists, rich and poor, had to decide if independence from England would give them a better life. It was a hard decision. If they made the wrong decision they could lose everything they had. Some rich people were Loyalists, or faithful to the King, because they were happy with what they had. They were afraid that they might lose their businesses if the colonies became independent. However, many signers of the *Declaration of Independence* were rich men who believed they would be more successful if their country had its own government.

Carter Braxton was named after his grandfather, Robert Carter, who owned forty-two plantations, or very large farms. Carter lived a very prosperous, or happy and rich, life. He worried that the war for independence would get in the way of his comfortable way of life. And he worried that the Americans could not win a war against the powerful British nation. In fact, just three months before he signed the *Declaration of Independence*, he wrote a letter that said America was not ready for independence. He did change his mind and actually helped the American army by giving them salt, uniforms and blankets.

The Lee family of Virginia was very rich. Richard Henry Lee didn't even need to get a job. He liked to spend his time reading and going to parties at different plantations. He believed in the rights of the colonies. He became a member of the Continental Congress. Richard Henry Lee was one of the first lawmakers who wanted independence. He said "that these United Colonies are, and of right ought to be, free and independent States."

George Washington was a Virginia gentleman. He owned Mount Vernon and enjoyed fox hunting and dancing. He did not like being told what to do by British Parliament. In 1765, Washington told a friend that Parliament "hath no more right to put their hands into my pocket, without my consent, than I have to put my hands into yours for money." He believed in liberty for the colonists. He was the General in charge of America's new army and led it to victory during the Revolutionary War.

Thoughts of the Women of 1776

The women of 1776 were very important. When their husbands were called away from the farms and homes to be a part of the militia, or army, the wives had to take charge of the family. The women had to make sure the children had enough food to eat and the taxes were paid. They also had to make sure the work was done in the fields. Many women worried that there would be fighting with the British if the colonists declared their independence. They worried about the safety of their husbands, their brothers and their sons if the colonists went to war.

Many women agreed with their husbands that it was not fair to be taxed by England without representation, or say. In Edenton, North Carolina, fifty-one women got together and signed a paper written by Penelope Barker. The paper said that the women refused to drink tea from England or wear clothes made from British cloth. This was called the Edenton Tea Party. Daughters of Liberty also served coffee instead of tea. They spun their own cloth instead of buying British cloth.

Abigail Adams wanted independence for the colonists and for women too. She did not like it that women did not have any rights and they had to listen to their husbands.

She wrote to her husband, John Adams, "I long to hear that you have declared an independency and, by the way, in the new Code of LawsI desire you would Remember the Ladies ...for whilst you are proclaiming peace and good will to Men, you keep absolute power over Wives."

Mercy Otis Warren wrote a play in 1773. In the play she made fun of the British governor of Massachusetts. In her play, she lets the British know that someday the colonists would fight for their freedom.

Research Card B1

Slaves in 1776

In 1776, most African Americans were slaves on colonial plantations, or large farms. African Americans wanted freedom, too. They wanted liberty from their lives as slaves. They believed that “all men were created equal” meant them too.

Slaves wanted to be free. They wanted respect and to have the same rights as other citizens.

The British leaders told the slaves that if they ran away and joined the British army that they would get freedom. The British thought the slaves would want to get back at their masters for keeping them as slaves. Thirty thousand African Americans helped the British in some way in the fight against the colonies.

Some African Americans fought on the side of the American colonists. Many were promised their freedom as a reward for fighting against the British. Unfortunately, only some slaves who fought were given their freedom after the war. Many had to go back to their masters.

Research Card B2

American Indians in 1776

King George III announced that all land west of the Appalachian Mountains belonged to the American Indians and the colonists could not move onto that land. The American Indians liked that idea. They did not want the American colonists to settle on their lands. They did not want independence for the American colonists. They fought on the side of the British in hopes they could keep their land.

Some American Indians also liked to trade with the British so they did not want independence for the colonies.

But many American Indian tribes decided to stay neutral, neither for nor against independence, because they liked to trade with both the British and Americans. They decided to let the "white men fight it out."

Research Card B3

Merchants in 1776

A merchant is someone who owns a store. Merchants had different points of view. Some merchants did not like the British trade laws. Some did not like to have to pay the British taxes. Some thought Americans should be able to trade with any country they wanted, not just England. Some storeowners would smuggle, or sneak their goods into the country illegally, so they would not have to follow the King's rules. They wanted independence from England.

Some merchants were on the side of the British. They needed British goods for their stores. Goods are the items for sale in a store. They used the British trading ships to carry their goods from England to the colonies. The merchants used the route between New York City and England that was protected by the British Navy. They did not want to be independent.

Some merchants lost business and money when the Americans protested against the British laws and taxes. Some people would not buy their tea so the merchants lost money. Some women would not buy cloth so the merchants lost money. These merchants did not want independence.

Research Card B4
Loyalists in 1776

People known as Loyalists stayed loyal, or faithful, to England and King George III for many reasons.

Many rich colonists thought their businesses would be hurt if they went against the King.

Merchants, or storeowners, needed the goods from England for their stores to sell to their customers.

Some people had relatives in England. Would you want to go to war against your grandparents?

Some people had gone to school in England so they felt very close to the country and did not want to be independent.

Some Loyalists had gotten their job from the King and they were worried they would lose their jobs if the colonies were independent.

Some people did not like war, period.

Some people believed that they were the King's subjects and going against the King was treason. Treason is against the law.

Research Card B5

Wealthy Landowners in 1776

All colonists, rich and poor, had to decide if independence from England would give them a better life. It was a hard decision. If they made the wrong decision they could lose everything they had.

Some rich people were loyalists, or faithful to the King, because they were happy with what they had.

Many large landowners thought they might lose their businesses if the colonies became independent.

However, many signers of the Declaration of Independence were rich men who believed they would be more successful if their country had its own government.

Many rich landowners such as George Washington believed in liberty for the colonists and equal rights. He did not like being told what to do by the British Parliament.

Research Card B6

Women of 1776

The women of 1776 were very important. When their husbands were called away from the farms and homes to be a part of the army the wives had to take charge of the family.

The women had to make sure the children had enough food to eat and the taxes were paid. They had to make sure the work was done in the fields.

Women worried that there would be fighting against the British. They worried about the safety of their husbands, their brothers and their sons.

Women agreed with their husbands that it was not fair to be taxed by England without representation, or say. Some women refused to drink tea from England or wear clothes made from British cloth.

One woman named Abigail Adams thought that if all men were created equal then all women should be created equal, too.



Town Hall Writing Guide

We are the _____

living in 1776.

It is our opinion that you should vote _____

independence. We believe this for three reasons.

The first reason is:

The second reason is:

The third reason is:

That is why we believe that:



How to Conduct a Town Hall Meeting

- ❖ You are your town's delegate to the Second Continental Congress. You want your town's opinion on whether to vote **for** or **against** independence.
- ❖ Make a tally sheet to count the votes as they are given.
- ❖ Write down in what order you will call on the 6 groups to speak:

- ❖ When your teacher tells you that it is time, call the town hall meeting to order.

Write what you will say to call the meeting to order:

- ❖ **Next, read these rules to the members of the meeting:**

1. Each group will have a 2 minute time limit to tell us whether you vote **for** or **against** independence and the reason for your vote.
2. No one may interrupt when a group member is speaking.
3. Each group must respect the opinions stated by the other groups.

- ❖ Then, call on the first group to speak and set the timer.
- ❖ After all the groups have spoken, tally the votes.

Los Angeles Unified School District
Elementary History-Social Science
Fifth Grade Model Lesson 1: Extension B—Assessment

Step into the Picture

MAIN STANDARD

5.5 Students explain the causes of the American Revolution.

FOCUS STANDARD

- 5.5.3** Students understand the people and events associated with the drafting and signing of the *Declaration of Independence* and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.
- 5.4.7** Student will be able to explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.
- 5.6.3** Students will identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
- 5.6.7** Students will understand how the ideals set forth in the *Declaration of Independence* changed the way people viewed slavery.

Before You Begin the Assessment

Note:

This assessment is to be given after teaching both Model Lesson 1 and Extension A. Teacher should make a model of the final product before beginning the lesson.

Preparing for the Assessment

The following attachments should be duplicated as indicated:

- A. Teacher Directions for the Step into the Picture Activity:** As needed
- B. Step into the Picture Rubric:** As needed
- C. The People Vote Writing Guide:** As needed
- D. Assembly Room Picture:** One per student

Additional Materials:

White 8½ x 11 construction paper: One sheet per student
12x17 construction paper of any color: One sheet per student
Glue, scissors, pencils, crayons, markers for each student
A model of the final product made by teacher prior to the assessment

Assessment

BIG IDEA

Our country was founded on the ideals of fairness, liberty, and human equality. The people of the United States have fought for these ideals throughout American history and continue to struggle for fairness, liberty, and equality today.

Objectives:

- ❖ Students will show their understanding of the different perspectives of the *Declaration of Independence* held by the people who lived during 1776.
- ❖ Students will demonstrate their knowledge of key ideals, or rights, present in the *Declaration of Independence* (all men are created equal and the rights to life, liberty, and the pursuit of happiness.)
- ❖ Students will apply the rights found in the *Declaration of Independence* to themselves and to life in the present.

Time Allotment: One day

Procedures

| Activities | Materials/Helpful Hints |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Using Open Court handing-Off procedures,^[GQ]conduct a class discussion having students respond to the following questions:^[GQ]</p> <ul style="list-style-type: none"> • Why are the rights found in the <i>Declaration of Independence</i> important to you today? • How do these rights relate to the fairness/unfairness questions we talked about at the beginning of the lesson? <p>2. Using the model^[TM] that you made, and Attachment A, give students step-by-step directions for completing this activity. Answer any questions that students may have.</p> <p>3. Students who need additional support may use the communication guide called The People Vote Writing Guide which also includes a list of people of the time period that students may choose from in completing the assessment.^[ScF]</p> <p>4. Students will work independently on the assessment. A rubric is provided.</p> | <p>Note: Access strategies for diverse learners, including English Learners, Standard English Learners, and Students With Disabilities are marked with the initials of the strategy being used. A list of these strategies, along with their definitions, can be found in the Instructional Guide, Section IV: Lesson Planning Tools.</p> <p>Note: Scott Foresman presents a debate between Loyalists and Patriots as the culminating unit activity. OCR 2002 presents a persuasive essay as the unit writing project.</p> <p>Attachment A: Teacher Directions for the Step into the Picture Activity Attachment B: Step into the Picture Rubric Attachment C: The People Vote Writing Guide Attachment D: Assembly Room Picture</p> <p>Additional Materials:</p> <ul style="list-style-type: none"> • Teacher Model of final product • 12x17 colored construction paper • 8½ x11 white construction paper to be used to draw pictures of people • Glue, scissors, pencils, crayons, markers <p>Note: Explain to students that the photograph shows the room in Independence Hall where the <i>Declaration of Independence</i> was signed. We can still visit Independence Hall in Philadelphia, Pennsylvania. This is also the room that was in the painting the students analyzed earlier in the lesson.</p> <p>Note: Students may use all classroom charts, graphic organizers, and journal entries generated throughout the model lesson and extension to complete this assessment.</p> |

Teacher Directions for the Step into the Picture Activity



Teachers should follow these directions when making a model of the final product and when explaining the activity to the students.

1. Choose one or more persons from the 1776 town hall meeting from Extension A. (This person does not need to have a name.)
People from town hall meeting: African American slave, merchant, woman wealthy landowner, American Indian, Loyalist.
2. Draw, cut out, and paste this person onto the picture of the Assembly Room of Independence Hall (Attachment D).
3. Glue the Assembly Room picture to a 12"x17" piece of colored construction paper, leaving room below the picture to glue on the writing portion of this activity.
 - A. On writing paper, identify the person and say whether he or she votes for or against independence.
 - B. Write what this person would be thinking or saying about independence and write one reason why he or she would be thinking that.
4. Next, draw a picture of yourself. Cut it out and glue it onto the Assembly Room picture.
 - A. Choose one ideal or goal found in the *Declaration of Independence*. On writing paper, tell what this ideal is and give at least one reason why this ideal is important to you in your own life now.
5. Glue what you wrote about your person and yourself onto the construction paper, below the Assembly Room picture.
6. Write in complete sentences using history vocabulary. Attachment C has a list of the people from the town hall meeting and provides additional support for students who need help with their writing.

Step into the Picture Rubric

- 4 Student has:
- ✓ chosen more than one person from the town hall meeting to add to the photograph.
 - ✓ chosen an opinion for each town hall person with at least one thoughtful reason to support the opinion.
 - ✓ included him/herself in the photograph and written more than one logical connection to the *Declaration of Independence* for his/her own life.
 - ✓ written and defined one ideal.
 - ✓ shown outstanding, thoughtful effort in the work.
- 3 Student has:
- ✓ chosen one person from the town hall meeting.
 - ✓ chosen an opinion for the town hall person and given at least one correct reason to support the opinion.
 - ✓ written and defined at least one ideal.
 - ✓ included him/herself in the photograph and written at least one sentence that makes a logical connection to the rights found in the *Declaration of Independence* to his/her own life.
- 2 Student has
- ✓ not supported opinions with correct reasons.
 - ✓ not made connection to the *Declaration of Independence* that is clear or logical.
 - ✓ not show time or effort in work.
- 1 Student's response is incomplete or student did not follow directions.



The People Vote

Writing Guide

Choose from these people of the time period:

African American slave
merchant
woman
wealthy landowner
American Indian
Loyalist

THEN

1. As a (_____) living in 1776,
Choose from above list
I vote _____ independence because:

Now

2. One of the ideals found in the *Declaration of Independence* is _____. This ideal is still important to me today because:

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Attachment D