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Project Clio

**Unit:** 5<sup>th</sup> Grade Curriculum – What Tensions did America Face During the Revolutionary War Period?

**Lesson Plan**

***The Declaration of Independence*** (DI)

**Time Frame:** One hour and thirty-minutes

**AK. Standards addressed:** Government and Citizenship. P. 25 A.2 &3, B.1, Page 29-31, History, A. 7-9, B. 1d-e, C. 2-4, D. 3-5

**Social Studies Knowledge, Skills, and Dispositions:**

1. Students will understand that history relies on the interpretation of evidence.
2. Students observe how common sense argued for Independence from Britain.
3. Summarize the main ideas of the Declaration of Independence.
4. Students will be able to apply skills, interpreting, summarizing and synthesizing to understanding a historical record.

**Cooperative skills addressed:** Students will work in small groups or with a partner. (See Kagan book) Start with Inside-Outside Circle, or use the appointment sheet in back of the IAN.

**Materials needed for this lesson:**

Student Interactive Notebook, (IAN), crayons /color pencils,  
S.S. book, United States and Its Neighbors,  
Anthology resource book, pages 40-44, copies for each student,  
Overhead projector,

**Lesson Design:** Students are given the lesson question to answer telling you what they know about the lesson.

**1. Prior assignment/preparation**—Students have been exposed to Samuel Adams a True Patriot, and six other important colonists who had different ideas about independence. Such as Dunmore, Hutchinson, Boucher, Franklin, Adams etc.

2. **Opening Activity: Question;** Do you feel all people have equal rights, and chances for success today in our time? Student answers question. This is the pre-assessment of what student already know. Student will respond to the question using prior knowledge.

3. **Specific lesson:**

**Vocabulary:** mercenaries, petition, reason, revolution, Thomas Paine, Thomas Jefferson, Declaration of Independence,

**Lesson design:** Using the 5<sup>th</sup> grade S.S. book have students look in the lesson chapter at the vocabulary in their cooperative groups. Students will discuss the meaning. During language arts students will have been exposed to these words. They have a working definition, used them in sentences, written first draft short story, etc. Students have also read historical fiction with the vocabulary being used in the book. From the Anthology book students are given a copy of the Declaration of Independence. (Teacher has reads a variety of resources to give students pertinent background information about what lead up to the signing of the D. of I. These notes are also written in the IAN.) The primary document is teacher lead reading and/or volunteers. Discussion takes place after students interact with each other. This could be done with a partner or groups of three to four students. Teacher read or asks volunteers to read sections and discuss the meanings. Students write notes in their IAN and draw a picture, diagram, etc. that depict what they visualizes as being independent.

**Assessment:** Through discussion of the lesson, using observation while students are working in groups, teacher will move around the room and listen to the different conversations about the lesson. A good place for this to take place is when they are producing their visual that depicts how they have processed the information discussed as a whole group. They also share with each other during the time that we are note taking. I will also give them an opportunity to assess themselves.