

STEPS IN THE LESSON	TEACHER REFLECTION
<p><u>Lesson 1: What is Equality-Building the Background</u> (1½-2 hours)</p> <p>Parallel Targeted: The Core Curriculum Parallel</p> <p>Description: In this lesson, students will explore the concept of equality individually, in small group, and in whole group discussions through journal writings and an anticipation guide. Students will make a K-W-L chart to ascertain their background knowledge on the time period in which the <i>Declaration of Independence</i> was written and then they will complete a jigsaw activity to gather more information on the time period and then conclude with a power point that shows what. For classwork or homework, students will memorize the self-evident portion of the Declaration of Independence. Memorizing the portion will not only allow students to have quick recall and reference to these self-evident truths but will also help student establish language arts connections as they consider selection of vocabulary, rhythm of words, and poetic devices used.</p> <p>Content (Including Standards & Objectives):</p> <ul style="list-style-type: none"> • Thomas Jefferson’s statement “all men are created equal” was a radical thought. • Thomas Jefferson was influenced by Enlightenment thinking. • His statement “all men are created equal” would have enduring implications. <p>Assessment:</p>	

STEPS IN THE LESSON	TEACHER REFLECTION
<p>Pre-Assessment-Journal Entry #1, Anticipation Guide (included) Formative Assessment-Journal Writing #2</p> <p>Introductory Activities Journal Entry #1- Informal Pre-Assessment <i>What do you think the phrase “all men are created equal” means?</i></p> <p>Have students write independently in their journals in response to the prompt. Afterwards, have students share their responses as a whole group.</p> <p>Teaching Strategies Oral Presentation</p> <p>Learning Activities Anticipation Guide</p> <ol style="list-style-type: none"> 1. Pass out one Anticipation Guide to each student. (included at end of lesson) 2. Explain to students that the first part of this guide will be completed independently. You will read each statement and then the students will decide if they agree or disagree with the statement. They are to write an “A” if they agree with the statement or a “D” if they disagree with the statement. There is a blank under each statement. In that area, students are to write at least one statement explaining <i>why</i> agree or disagree with the statement. 3. Guide students through the task by reading each statement and allowing 	<p>Say to students, “Does anyone know where we might find the phrase ‘all men are created equal’ and who wrote that statement? Over the next few weeks, you will become very familiar with that phrase and we will come back to it time and time again. Let’s begin by thinking about the idea of equality and what your understanding of equality is.”</p> <p>Make sure that students date journal writings so teacher and students can see how their thought process develops over time.</p> <p>It may be helpful to point out to students that it is alright if their individual statement is different from their group statement. Explain that after discussing statements with their groups they may come to a different layer of understanding, gain a new perspective or may be willing to concede a point to come to a consensus. Share that this is process that state and federal congresses or assemblies engage in when they consider pieces of legislation.</p>

STEPS IN THE LESSON	TEACHER REFLECTION
<p>time for students to respond.</p> <ol style="list-style-type: none"> 4. When all students have completed the guide, place them in heterogeneous groups of 3 or 4. They should take their anticipation guide and a pencil to meet with their group. 5. Explain to students that now they will work in small groups to reach a consensus about each statement. They must all arrive at the same opinion about each of the statements. Make it clear that at first, they may not agree; however, they must reach agreement. Either they will all agree with the statement or they will all disagree with the statement. Ask if there are questions. 6. Walk students through the first statement. After reading the statement, prompt groups with questions like- <i>do you all agree with this statement?</i> If students cannot reach a consensus, tell them to talk through it. If they still disagree advise them to move on to the next statement. 7. Move around the room as students work through the set of statements. Make sure students stay on task. 8. Lead a whole group discussion about the exploration. What is <i>equality</i>? How might we define it? Invite students and groups to share/debate their thoughts about the statements on the 	<p>Use the Anticipation Guide, journal writing, and subsequent discussions to evaluate student's understanding of the concept of equality. Do some seem to have a deeper understanding than others? This information will help you determine groupings and support needs in upcoming lessons.</p>

STEPS IN THE LESSON	TEACHER REFLECTION
<p>Anticipation Guide.</p> <p>9. Collection Anticipation Guides. Once you are done using the anticipation guides to evaluate students understanding, return the guides to their research portfolio.</p> <p>K-W-L Chart On a white board, divide the board into three sections. Label each column K-W-L. Students will likely be familiar with this method. Have them tell you if they know what K-W-L means. Hopefully, they will tell you What I Know, What I Want to Know, and What I Learned. They also have a chart which is included in the materials at the end of this lesson. Ask them to turn to their chart. Tell them that you want to know what they know about the 1700's and 1800's. Ask them to write under the K column, everything they think they know or might know particularly about what was going on in history during this time period. After a few minutes, ask them to share some of their ideas aloud and write them down on the board. You do not need to go into a lot of correcting or confirming at this point. Just write the ideas that you hear on the board. Later you will correct or further elaborate on happenings. Ask students if they know when the <i>Declaration of Independence</i> was written. Hopefully, they will say 1776. Ask them to include any information they may know about the Declaration of Independence. Who wrote it? When? Where? Etc. Next, tell students that in order to explore the power of the words written in the Declaration of Independence and to understand that document better, they have to know more about what was going on in</p>	

STEPS IN THE LESSON	TEACHER REFLECTION
<p>the that time in history.</p> <p>Jigsaw Activity</p> <p>Divide students into groups of four. This is their reporting group. Each member of the group is going to research a different aspect of colonial life and events that were happening specifically in America in the thirteen British colonies at during 1776. The teacher will set up four centers, one on each of the assigned topics and provide books, primary source documents, bio sheets, etc. for students to read and review. If possible, use ipads or computers at the stations to go to sites such as www.history.org to research the topic further. After studying their assigned topics, students will return to their reporting groups to share what they learned about their topic. For instance, one member of the group will colonial life-what was daily life like?, what kinds of foods did they eat?, what kinds of clothes did they wear?, what was the religion?, education and trades-how were people educated?, who was educated?, what kinds of way did people earn their living?, political events-what major events were happening?, what form of government did they have?, who was involved in the government?, people-what famous people lived at this time?, what were the different groups of people? (i.e., small farmers, tradesmen, etc.). When students are done, open the discussion to the whole class and have them highlight some of the things they learned about their topic. Ask students what further questions they have? Ask them to write them down under the W section of the K-W-L column. Students will return to the K-W-L chart in future lessons to see what questions are answered and if any misconceptions or things they thought they knew have been confirmed or clarified.</p>	<p>If time allows, students can do a web quest for research on the internet or go to www.history.org. There are several wonderful links under the history tab. You might also go to your school or local library and check out several books on colonial times that students can use as extra resources. Jackdaw Publications has copies of primary resources that you can use in your classroom- https://www.jackdaw.com/p-408-story-of-the-declaration-of-independence.aspx. <i>The Story of the Declaration</i> is a great resource to use. Encourage students researching the same topic to work together and share resources.</p>

STEPS IN THE LESSON	TEACHER REFLECTION
<p>1776 Power point Presentation</p> <p>Show the teacher created power point that provides background knowledge and peaks students’ interests about what was happening in the world in 1776. It will also prepare them to lesson 2.</p> <p>Lesson Closure</p> <p>Journal Writing 2: Formative Assessment Why do you think Abraham Lincoln said that the words “all men are created equal” are the proposition to which the United States is dedicated?</p> <p>Homework: (optional) Students will memorize the five self-evident truths passage from the <i>Declaration of Independence</i>.</p> <p>Differentiation Based on Learner Need (Including AID) Since this is an introductory lesson, the pre-assessments will help the teacher structure future lessons according to learning needs, styles, and challenges.</p> <p>Novice-The novice will tend to look only for factual information. At this point they may not have a strong understanding of the concepts presented or be able to connect them to other aspects of history. It will be important for teachers to guide novices in their concept development and expose and relate them to other experiences and historical events with these concepts. The <i>Thinking Like A Historian Chart</i> that students will receive in lesson 2 will be a visual to help them to identify themes and ask relevant questions. Tangible experiences such as field studies, primary source documents and artifacts will help them.</p>	<p>The teacher created power point presentation notes some of the world powers and their governmental structures at the time but only in a cursory way. Students interested in world history and understanding why Jefferson’s statement was so radical will benefit from a closer look at the world political, economic, and social climate in the 1700’s.</p> <p>Many students may not have enough conceptual understanding at this point to fully answer this question but in the following weeks, it will be interesting for them to look back and see how their knowledge has developed.</p>

STEPS IN THE LESSON	TEACHER REFLECTION
<p>Apprentice-Though the apprentice will have a better understanding of key concepts that frame the study of history, they will still need guidance. Provide feedback to help students achieve a deeper understanding of concepts such as, cause and effect, human perspectives, patterns, etc. Encourage them to make connections to others events and perspectives.</p> <p>Practitioner-The practitioner will need less help with forming the deep level questions and making connections to other events and influences. The practitioner may need more advanced tools, technology, research resources, etc. Anticipate these needs.</p> <p>Expert-Students at this level will display an intense curiosity about history and see the topic in relationship to the framework of history. They may come up with an idea that the teacher may not have conceived. Work with them to find the supports that they need, mentors, experts in the field, etc. to continue and develop their self-selected interest in content and product.</p> <p>Grouping Strategies</p> <ul style="list-style-type: none"> • Individual • Whole Group • Small group discussions <p>Resources Journals Anticipation Guides Copy of <i>Declaration of Independence</i></p> <p>The Colonial Williamsburg Foundation www.history.org</p>	

STEPS IN THE LESSON	TEACHER REFLECTION
<p>Jackdaw Publications P.O. Box 503 Amawalk, NY 10501 https://www.jackdaw.com/default.aspx</p> <p>Monticello www.monticello.org Thompson, M. C. (2002). <i>Jefferson's truths</i>. Unionville, NY: Royal Fireworks Press.</p> <p>Products Discussion and writing from journal entries and anticipation guide, posters</p>	

Anticipation Guide

Name _____

Anticipation Guide-Equality

Self	Statement	Group
_____	Does all men are created equal mean the same thing as all men are equal under the law?	_____
_____	Equality is a goal society should strive to achieve.	_____
_____	Ensuring equal opportunity is the responsibility of the government.	_____
_____	Equal opportunity is the same as equality.	_____
_____	Equality is always fair.	_____
_____	Equality became a reality when Thomas Jefferson and the founding fathers signed the <i>Declaration of Independence</i> .	_____

What I **K**now

What I **W**ant to Learn

What I **L**earned