

Teacher Name - Sarah Shaw School – Thomas Jefferson Elementary School
 Subject Area - Social Studies Grade/level – Fifth Grade



Adventures of the American Mind Northern Virginia Alexandria Summer Curriculum Writing 2004 Lesson Plan Template

Title of Lesson	EXTRA! EXTRA! The Honorable Mr. Jefferson Declares our Independence from Britain!
Unit Topic	Revolutionary War – Forming of a New Nation
Enduring Understanding	<p>As a result of this lesson, students will understand:</p> <ul style="list-style-type: none"> - The first step to forming our own nation was declaring our independence from England. - Over time, people have used writing to protest their government, state their beliefs, and effect desired changes
Content Knowledge	<p>As a result of this lesson, students will know:</p> <ul style="list-style-type: none"> - The role of Thomas Jefferson as a founder of our nation, specifically as the author of the Declaration of Independence. The fact that he went through many revisions in creating the document that was finally adopted on July 4, 1776. - The reasons behind the colonists’ desire to be independent from Britain
Skills	<p>As a result of this lesson, students will be able to:</p> <ul style="list-style-type: none"> - Find and know the 5 W’s for the Declaration of Independence - Paraphrase the meaning of the document into their own words - Compose a letter to King George about the reasons for colonist discontent
SOLs addressed	<p><u>Virginia Studies</u> VS.5 The student will demonstrate knowledge of the role of Virginia in the American Revolution by a) identifying the reasons why the colonies went to war with England as expressed in the Declaration of</p>

	<p>Independence;</p> <p>b) identifying the various roles played by Virginians in the Revolutionary War era, with emphasis on <i>George Washington</i>, <i>Thomas Jefferson</i>, <i>Patrick Henry</i></p> <p><u>United States History to 1877</u> Revolution and the New Nation: 1770s to the Early 1800s USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by</p> <p>a) identifying the issues of dissatisfaction that led to the American Revolution;</p> <p>b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence, <i>with emphasis on the ideas of John Locke</i>;</p> <p>c) describing key events and the roles of key individuals in the American Revolution, with emphasis on <i>George Washington</i>, <i>Benjamin Franklin</i>, <i>Thomas Jefferson</i>, <i>Patrick Henry</i>, and <i>Thomas Paine</i>;[*]</p>
Length of Lesson	Three to Four 1 hour, 15 minute class periods. (Depending upon student pacing.)
Overview of lesson	During this lesson, students will examine primary source documents in cooperative groups to determine their meaning, put this meaning into their own words, and individually draft a letter to King George, from the point of view of a Patriot, expressing their reasons for wanting independence.
Prior Knowledge	<ul style="list-style-type: none"> - Who Thomas Jefferson was, where he was from, and his importance in Revolutionary War history. - The colonists move towards independence in the 1770s as a result of English laws (Stamp Act, Townshend Acts, Intolerable Acts) - The events of Stamp Act Congress and the First Continental Congress.
Resources needed	Library of Congress Resources with title and permanent URL:

* SOL items in italics are not addressed in this lesson.

Fragment of an Idea – Jefferson’s first written brainstorming on a document declaring independence

<http://www.loc.gov/exhibits/treasures/trt002.html>

We Hold These Truths to be Self-Evident – Jefferson’s draft of the Declaration of Independence. (actual document)

<http://www.loc.gov/exhibits/treasures/trt001.html>

Printed version of Declaration of Independence.

[http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field\(DOCID+@lit\(bdsdcc02101\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field(DOCID+@lit(bdsdcc02101)))

Reflections on the Declaration – Letter from Jefferson 50 years after the Declaration was ratified, reflecting upon its purpose.

<http://www.loc.gov/exhibits/treasures/trt005.html>

A Looking Glass for 1787 – Political cartoon about the divisiveness of the time period (Tories and Patriots)

<http://www.loc.gov/exhibits/treasures/trt050.html>

Join or Die – Benjamin Franklin political cartoon

[http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq\(@field\(NUMBER+@band\(cph+3a12149\)\)+@field\(COLLID+cph\)\)](http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3a12149))+@field(COLLID+cph)))

The able doctor; or America swallowing the bitter draught. – Political cartoon of the English forcing themselves and their laws upon the colonies.

[http://memory.loc.gov/cgi-bin/query/r?ammem/awhbib:@field\(NUMBER+@band\(cph+3a01875\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/awhbib:@field(NUMBER+@band(cph+3a01875)))

A Society of Patriotic Ladies – Political cartoon characterizing loyalist women.

[http://memory.loc.gov/cgi-bin/query/r?ammem/awhbib:@field\(NUMBER+@band\(cph+3a15070\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/awhbib:@field(NUMBER+@band(cph+3a15070)))

A Dose for the Tories (song lyrics) – Patriotic song denouncing the Tory position.

	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/amss:@field(DOCID+@lit(as103140))</p> <p><i>Magna Britania her colonies reduced</i> – Benjamin Franklin’s drawing and words denouncing the British treatment of her colonies. http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+14201700))</p> <p><i>A view of the obelisk erected under Liberty-tree in Boston on the rejoicings for the repeal of the ----- Stamp Act 1766.</i> – Paul Revere’s engraving of the colonist reaction to the repeal of the Stamp Act by England. http://memory.loc.gov/cgi-bin/query/r?ammem/awhbib:@field(NUMBER+@band(cph+3a23468))</p> <p><i>Liberty. In the form of the goddess of youth; giving support to the bald eagle</i> – Painting depicting Liberty as a woman, walking over chains and other items, feeding an eagle. http://memory.loc.gov/cgi-bin/query/r?ammem/awhbib:@field(NUMBER+@band(cph+3a17616))</p> <p>Other resources</p> <p>Handouts: Media Analysis Tool Artifact 1 Artifact 2 Tool Codebreaker! Collaborative Work Skills: Analyzing Artifacts Extension Analysis Questions Letter Writing Rubric</p> <p>United States: Adventures in Time and Place. Anthology. MacMillan/McGraw-Hill, New York, 1997. pp. 62 – 66. Declaration of Independence by Thomas Jefferson, 1776.</p>
<p>Process of lesson</p>	<p><u>Day 1 –</u></p> <ol style="list-style-type: none"> 1. Place the students in heterogeneous “Artifact Discovery Teams” (cooperative groups of 3-4 students each). Give each team a different artifact 1 to examine (there are 8 of

them, 'A' through 'H'). Also, give each team a Media Analysis Tool sheet. Ask them to examine their artifact with their team to determine its meaning and significance and write their thoughts on the sheet. Have each team share with the class about their artifact and their observations.

2. Give each team a copy of Fragment of an Idea (Jefferson's first written brainstorming on a document declaring independence) and a copy of the Artifact 2 sheet. Have the students fill out the sheet using the artifact. After completion, have teams share and discuss. Do not reveal the true nature of the document yet – leave this for the next lesson!

Day 2 -

3. Briefly review the contents of the previous lesson. Have each student write their guess as to what this document is on a piece of paper. Collect all slips in a basket. In a dramatic fashion, reveal the true identity of Artifact 2. Review slips quickly with the class to see if there were any accurate guesses. Also, make sure to point out the many crossed-out items and revisions. (This is a great example of a working rough draft!)
4. Put class back into their Artifact Discovery Teams. Give each team a copy of one page from We Hold These Truths to be Self-Evident (Jefferson's draft of the Declaration of Independence). If available, also give each team gloves and magnifying glasses. (You may be able to get gloves from your school nurse and magnifying glasses from a science teacher.)
5. Instruct the students to read the document in front of them. Their task is to take each paragraph of the text and put it into their OWN team's words. They should either write their ideas VERY neatly, or if laptops are available, you may choose to have them type their thoughts.

	<p>6. Once a team is done, provide them a copy of the appropriate corresponding pages from MacMillan/McGraw-Hill’s United States: Adventures in Time and Place Anthology, the Declaration of Independence by Thomas Jefferson, 1776 on pages 62 through 66. YOU MUST OBTAIN PERMISSION FROM THE PUBLISHER IN ORDER TO USE THESE MATERIALS. If these materials are not available, as an alternative, you may opt to review each team’s paraphrase to ensure accuracy.</p> <p>7. Once all teams have completed their task, have each team read their own version out loud to the class in the correct order.</p> <p><u>Day 3 –</u></p> <p>8. Provide each student with a copy each team’s paraphrased version of the Declaration of Independence. (If you have access to the MacMillan McGraw-Hill materials, you may wish to use this ‘plain English’ version of the Declaration of Independence for this part of the lesson.) Instruct the students that based upon the artifacts they have reviewed and examined over the past two lessons, they are to write a letter to King George reflecting the sentiments of the colonists contained in the Declaration. Give them a copy of the rubric by which they will be graded and review the assignment expectations.</p> <p>9. Once students complete their letters, they should revise and edit their work with a partner. One option for this revision process is using team TAG – tell something you like, ask a question, give a suggestion. Once the revisions are complete, students may write or type their final draft. The students should fill out a rubric sheet as a self-evaluation once their draft is complete.</p>
<p>Evaluation</p>	<p><u>Day One –</u></p> <p>Evaluation will consist of successful completion of artifact analysis by each team and student completion of a self-</p>

evaluation cooperative group rubric.

Group Analysis of Artifacts

Evaluate the groups: When the students are working in cooperative groups, use the Collaborative Work Skills : Analyzing Artifacts rubric. Give one copy to students and review the items. They will complete the rubric at the end of class as a self-evaluation.

Day Two –

Evaluation will consist of successful completion of artifact analysis by each team, sharing analysis with the class, and student completion of a self-evaluation cooperative group rubric.

Group Analysis of Declaration

Evaluate the groups: When the students are working in cooperative groups, use the Collaborative Work Skills : Analyzing Artifacts rubric. Give one copy to students and review the items. They will complete the rubric at the end of class as a self-evaluation.

Presentations to Class

When students present their ideas to the class about their part of the Declaration of Independence, look for the following items as assessment. Tell the class this is what you are looking for when they present. 1. Is what they are sharing in their own words? 2. Did they get the main points of their section? 3. Are the students actively attentive to all presenters?

Day Three –

Evaluation will consist of successful completion of the letter to King George, student completion of a self-evaluation letter writing rubric, and teacher completion of a letter writing rubric upon review of the student's final work.

Letter to King George

Use the Letter to King George rubric to evaluate this product. The students should fill out one rubric as a self-evaluation upon

	<p>completion of the task. The teacher will also complete a rubric, grading the student's completed work.</p>
<p>Extension Activities</p>	<p><u>Extension Activity 1</u> - Provide each student a copy of <u>Reflections on the Declaration</u> (a letter from Jefferson 50 years after the Declaration was ratified, reflecting upon its purpose.) With their Artifact Discovery Teams, students should read the letter, and determine the 5 W's (who wrote it, when and where was it written, what is the author saying and why did the author write it).</p> <p><u>Extension Activity Sheet</u> Give each student a typed-written copy of the Declaration of Independence and a copy of the Extension Sheet.</p> <p><u>Role-reversal!</u> How did the British respond when they received the Declaration of Independence? What was the public response to the colonists' statements, complaints, and demands?</p> <p>Write a letter back to Thomas Jefferson from King George in response to the Declaration of Independence.</p>
<p>Possibilities for Differentiation</p>	<ul style="list-style-type: none"> - Ensure cooperative groupings are heterogeneous in nature. - Use the "code-breaker" for unfamiliar terms in the Declaration of Independence, review these terms before lesson (e.g. – shewn = shown). - Provide the "plain English" version of the Declaration of Independence (from MacMillian/McGraw-Hill resource) when students are asked to paraphrase the document. - Provide an outline for the Letter to King George.

Name: _____

<p>Objective Observations Describe what you see in the artifact -- the forms and structures, the arrangement of the various elements. Avoid personal feelings or interpretations. Your description should help someone who has not seen the image to visualize it.</p>	<p>Subjective Observations Describe your personal feelings, associations and judgements about the image. Always anchor your subjective response in something that is seen. For example, "I see...., and it makes me think of"</p>
<p>Knowledge What do you know about this time period or event?</p>	<p>Interpretation What can you conclude from what you see?</p>
<p>Questions you now have about the artifact:</p>	

CODE BREAKER!

impel = drive

evident = clear

endowed = given

inalienable = undeniable

deriving = getting

just = legal

abolish = get rid of

institute = create

dictate = say

transient = temporary

shewn = shown

disposed = likely

sufferable = tolerable

accustomed = used to

usurping = taking over

invariably = always

evinces = shows

despotism = tyranny

tyranny = cruel
leadership

candid = honest

HE = King George

assent = agreement

relinquish = give up

inestimable = very
valuable

formidable = frightening

depository = collection

fatiguing = very tiring

incapable = unable

convulsion = fit

endeavored = attempted

obstruct = block

hither = here

appropriations =
assigning

tenure = term

multitude = large
number

substance = food

quartering = giving
housing

imposing = putting upon
others

depriving = denying

plundered = robbed

ravaged = destroyed

perfidy = lying

barbarous = savage

constrained = forced

executioners = killers

insurrections = revolts

redress = fixing

magnanimity = fairness

conjured = asked

disavow = reject

inevitably = certainly

consanguinity =
ancestor relationship

acquiesce = agree

denounce = criticize

rectitude = correctness

absolved = released

levy = declare

conclude = end

brethren = brothers

Collaborative Work Skills : Analyzing Artifacts

Student Name: _____

CATEGORY	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

Date Created: **Aug 04, 2004 04:06 pm (CDT)**

Name: _____

Analyzing the Declaration of Independence

1. Who wrote the Declaration of Independence?
2. When was the Declaration of Independence ratified?
3. What was the name of the group who approved the Declaration of Independence?
4. What are the unalienable rights listed in the Declaration of Independence?
5. What does the Declaration say is the right of the people. "... whenever any form of government becomes destructive...?"
6. Why was the Declaration of Independence such an important document?

Letter-Writing : Dear King George,

Student Name: _____

CATEGORY	4	3	2	1
Content Accuracy	The letter contains at least 5 accurate facts about the topic.	The letter contains 3-4 accurate facts about the topic.	The letter contains 1-2 accurate facts about the topic.	The letter contains no accurate facts about the topic.
Salutation and Closing	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
Capitalization and Punctuation	Writer makes no errors in capitalization and punctuation.	Writer makes 1-2 errors in capitalization and punctuation.	Writer makes 3-4 errors in capitalization and punctuation.	Writer makes more than 4 errors in capitalization and punctuation.
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.

Date Created: **August 05, 2004**