

<b>Topic</b>	Declaration of Independence/Thomas Jefferson
<b>Lesson Title:</b>	Modern Day TJ: Understanding the Declaration of Independence
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. Students will translate a historical document into modern-day language.</li> <li>2. Students will summarize the four parts of the Declaration of Independence in their own words.</li> </ol>
<b>Mississippi Social Studies Framework Connections</b>	SS 6.6.a: Compare and contrast the essential ideas of various historical documents that are important in shaping the values of American Democracy.
<b>NCSS Theme (2)</b>	<b>Civic Ideals and Practices</b>
<b>CCSS ELA or CCSS ELA SS</b>	CCSS.ELA-Literacy.RI.6.4 CCSS.ELA-LITERACY.RH.6-8.2, 6-8.4 CCSS.ELA-LITERACY.WHST.6-8.2, 6-8.2.A, 6-8.2.C, 6-8.2.D
<b>Assessment</b>	<p><b>Formative:</b> Student ability to paraphrase historical text and actively contribute to the group effort.</p> <p><b>Summative (Group):</b> Presentation will be evaluated on accuracy of paraphrasing and contextualization.</p> <p><b>Summative (Individual):</b> A summary written in paragraph and bulleted form will be evaluated based on student knowledge of the events leading to the Declaration of Independence, and knowledge on what each section means.</p>

**Procedures:**

**1. Before**  
(5 min)

TTW assign each student to a set of prearranged desks. Four groups of four.

TTW fabricate a story about not understanding something another said. Something to the effect of.... *So, I was at my post during hall duty this morning and a student came to me and said, "Mrs. Baldwin, my new kicks are fly, ain't they?!" "I don't understand... Did his legs have wings? What was he trying to tell me?"* After students get a brief chuckle out of the story, and set me straight: He was saying "My new shoes are cool, aren't they?"

TTW encourage students to come up with another line of translation (to get the point across). Examples they come up with might include: That's tight = That's cool; You killed it! = You did a great job!, etc.

TTW explain that today's lesson is very similar to how they just helped me; however, the translation or paraphrasing process will be in reverse.

(5 min)

TTW assign each of the four groups a separate section of the Declaration of Independence to read in their textbooks. Students will read their section silently and Think-Pair-Share with their group members as to what they think the passage means.

TTW provide focus questions/project goals for students to think about and be able to answer or have successfully completed upon the closing of the activity.

"Recall causes and events that led to the writing and signing of the Declaration of Independence." (DOK 1)

"What was the purpose of the Declaration of Independence?" (DOK 1)

"Develop a logical argument, using events as evidence, as to why colonies wanted independence from British control." (DOK 3)

"Construct a modern rendition of the Declaration of Independence." (DOK 3).

**2. During**  
(10 min)

TTW project the Gettysburg Address on the board. We will look at the first sentence for example: Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. Students will give interpretations of the meaning, and the teacher will take suggestions. Finally, a paraphrase similar to the following will come of it: 87 years ago, when these old dudes came here from Britain, they came over with the idea that America should be independent and that we all deserve the same stuff because we're all cut from the same cloth.

TTW provide the students with a copy of the Declaration of Independence. (The students are in prearranged groups [4 groups of 4], but each student gets their own copy of the Declaration of Independence and a highlighter. Each group will have one iPad for word look up purposes.)

TTW make the connection of the example done with the Gettysburg Address to the instructions of the assignment for a modern day Declaration of Independence.

TSW refer to cause and effect T-table of events leading up to the Declaration of Independence (made last class). This chart will help with situational references or phrases in the declaration.

(20 min)

TTW instruct groups to work collaboratively and synthesize each given section of the document by putting it into modern day terms, just as we did with the Gettysburg Address example. Scrap paper may be used to work on sentences and jot down ideas, but only one page per group will be turned in. When everyone is complete, we will have an entirely revamped Declaration of Independence that will be combined and displayed next to a reproduction of the original document, and signed by all of the students in the classroom – just as they did on the original.

TTW provide group-guided, differentiated instruction as needed to help along concepts and relating ideas as responses to certain events. Also, students will be reminded to look up any unknown words on the iPad. (and also write the words down that are looked up for future reference.)

TTW check for understanding with each group prior to the read aloud by reading their progress and making sure their interpretations are correct.

### **3. After**

(5 min)

TSW assign a group leader to read their section of the modern Declaration of Independence.

TTW call on the groups' leaders to read according to assigned section, so the "new" document will be read in order from start to finish.

TTW give praise to the hard work and great ideas toward the project. Let students know a copy of the "new" Declaration of Independence with all of their signatures will be made so they can each have a copy in their notebooks.

TSW write for an individual assessment. In one paragraph, explain some events that led to the writing and signing of the Declaration of Independence. Below the paragraph, number 1 – 4, and briefly explain each of the four sections of the Declaration of Independence without looking at your notes.

### **4. Assessment**

- a. Rubrics
- b. Checklists

- Group presentation will be evaluated based on accuracy of paraphrasing and contextualization as well as cooperatively working as a group.

- Individual writing assessment will be evaluated based on the following criteria:

- Student can determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (ELA RH6-8.4)
- Student uses two or more events leading up to the Declaration of Independence.
- Student accurately labels and describes each of the four parts of the document.