

FLCHE-TPS Lesson 4 Grade 5

Why the *Declaration of Independence*?

It's Elementary, My Dear: Primary Sources in the Elementary Classroom

Enduring Understandings:

- British subjects came to the new world to start a new life, forming the Thirteen Colonies.
- The Declaration of Independence helped to start a new nation.

Essential Questions:

- What led to the Declaration of Independence?

Vocabulary/Targeted Skills: history, evidence, political cartoon, King George, Boston Massacre, Benjamin Franklin, Stamp Act

Unit Assessment/Culminating Unit Activity/Success Criteria:

Students will write an essay answering the essential questions, using evidence to support their claims.

<u>Lesson:</u> Why the <i>Declaration of Independence</i> ?	<u>Time:</u> 50-100 min (1-2 days)
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Standard(s):

Florida Social Studies Standards:

SS.5.A.1.1 Use primary and secondary sources to understand history.

SS.5.A.4.4: Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.

SS.5.A.5.1: Identify and explain significant events leading up to the American Revolution.

SS.5.A.5.3: Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.

Florida Language Arts Standards:

LAFS.5.RI.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

LAFS.5.RI.1.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

LAFS.5.RI.1.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

LAFS.5.RI.2.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

LAFS.5.RI.2.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

LAFS.5.RI.2.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

LAFS.5.RI.3.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

LAFS.5.RI.3.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

LAFS.5.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Content Purpose:

Students will analyze primary and secondary sources to learn how to think historically.

Assessment/Evaluation (for this lesson):

Primary Source Analysis Tools worksheet, Historical Thinking Notes Template, class discussion and student's writing samples.

Reading Materials/Primary Source links:

The 13 Colonies in the Revolutionary War by Rebecca Beatrice Brooks

<https://historyofmassachusetts.org/american-revolution/>.

The bloody massacre perpetrated in King Street Boston on March 5th 1770 by a party of the 29th Regt. / engrav'd, printed & sold by Paul Revere, Boston

<https://www.loc.gov/pictures/item/2008680173/>

Join or Die, Benjamin Franklin 1754 <https://www.loc.gov/item/2002695523/>

William Samuel Johnson. "Declaration of Rights and Grievance," October 19, 1765.

<http://www.loc.gov/exhibits/creating-the-united-states/revolution-of-the-mind.html#obj1>

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<http://americaninclass.org/sources/makingrevolution/crisis/text3/stampactresponse1765.pdf>)

The Horse America Throwing His Master. Westminster: Wm. White, August 1779

<http://www.loc.gov/pictures/resource/ppmsca.33532/>

Declaration of Independence 1776 (First Printed Copy)

<https://www.loc.gov/resource/rbc0001.2004pe76546/?sp=1>

Use Primary Source Evidence template (#2)

<http://historicalthinking.ca/historical-thinking-concept-templates>

Teacher's Guides and Analysis Tool

<http://www.loc.gov/teachers/usingprimarysources/guides.html>

Suggested Procedures:

1. Review with students the history of the colonies before their independence using the excerpt from *The 13 Colonies in the Revolutionary War* by Rebecca Beatrice Brooks <https://historyofmassachusetts.org/american-revolution/>.
2. Display the following sources, one by one, for the students to see. Give students the *Analysis Tool* <http://www.loc.gov/teachers/usingprimarysources/guides.html> worksheet, for each source. With teacher guidance, have students complete the worksheets.
 - The bloody massacre perpetrated in King Street Boston on March 5th 1770 by a party of the 29th Regt. / engrav'd, printed & sold by Paul Revere, Boston <https://www.loc.gov/pictures/item/2008680173/>
 - *Join or Die*, Benjamin Franklin 1754 <https://www.loc.gov/item/2002695523>
 - William Samuel Johnson. "Declaration of Rights and Grievance," October 19, 1765. <http://www.loc.gov/exhibits/creating-the-united-states/revolution-of-the-mind.html#obj12>
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<http://americanainclass.org/sources/makingrevolution/crisis/text3/stampactresponses1765.pdf>)
 - The Horse America Throwing His Master. Westminster: Wm. White, August 1779 <http://www.loc.gov/exhibits/creating-the-united-states/revolution-of-the-mind.html#obj26>
3. Have students write notes (*Use Primary Source Evidence template #2* <http://historicalthinking.ca/historical-thinking-concept-templates>) about each source to help guide them later with their writing.
4. When teacher feels that students comprehend the sources, divide students into small groups. Give each group/table a copy of the *Declaration of Independence-First Printed Version* <https://www.loc.gov/resource/rbc0001.2004pe76546/?sp=1>. Have students locate excerpts from the *Declaration of Independence* that support each source they analyzed, writing them down in their notes.
5. Complete the lesson by having students write an essay using the following prompt, using evidence from the sources and their notes, to answer the essential question: *What led to the Declaration of Independence?*
 - Prompt: *You have just analyzed multiple sources relating to the independence of colonist from Great Britain. Think about how each of these sources were either the cause or effect of the writing of the Declaration of Independence. Now, write an expository essay which explains what led to the Declaration of Independence. Use multiple sources as evidence in your essay.*

Extensions:

Have students use their geography skills while studying some of the first maps of the New Nation. <http://www.loc.gov/exhibits/mapping-a-growing-nation/>

Continue the conversation by connecting the Declaration of Independence by reading primary sources found here: <http://www.loc.gov/exhibits/declara/declara4.html>

Have students link the Declaration of Independence to the Constitution.
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/>

Compare/Contrast the Declaration of Independence with these handouts.
<https://www.loc.gov/exhibits/creating-the-united-states/creating-the-declaration-of-independence.html>

References:

“Library of Congress.” *The Library of Congress*, United State Government, Mar. 2019, loc.gov/. <https://www.loc.gov/>

“Teacher's Guides and Analysis Tool.” *Library of Congress*, United State Government, Mar. 2019, www.loc.gov/teachers/usingprimarysources/guides.html.

“Historical Thinking Concept Templates.” Historical Thinking Concept Templates | Historical Thinking Project, Centre for the Study of Historical Consciousness, Apr. 2019, historicalthinking.ca/historical-thinking-concept-templates.

“CRISIS.” Stamp Act Crisis, 1765-1766, Repeal of Stamp Act, American Revolution, Primary Sources for Teachers, America in Class, National Humanities Center, America in Class® from the National Humanities Center, Mar. 2019, americainclass.org/sources/makingrevolution/crisis/text3/text3.htm.