

Kandy Hoover (Lawton, Oklahoma)
NEH Institute “Thomas Jefferson: Personality, Character, and Public Life”
July 13-August 8, 2008 i Boston, MA & Monticello, VA

LESSON 2

Analyzing the Declaration of Independence

Purpose:

The students will analyze the Declaration of Independence in order to get a better understanding of its meaning.

Lesson for: 8th grade United State History to 1877 class with both regular and special education students.

PASS Objectives for the Unit:

Social Studies

US History through 1877:

PASS Objective: III: Analyze and explain the sources of colonial Dissatisfaction and colonial responses that led to the American Revolution.

Lesson objective E. Analyze the ideological war between Great Britain and her North American colonies as expressed in Common Sense and the Declaration of Independence.

Lesson objective: Understanding of the basic ideas expressed in the Declaration of Independence and the reasons for writing the declaration of Independence.

PASS Objective IV. Recognize the significance of key Individuals including Thomas Jefferson during the American Revolution.

English Objectives:

Oklahoma Standard 1 Vocabulary- The student will expand vocabulary through word study, literature and class discussion.

Materials:

Copy of the Declaration of Independence (In our district it is in the textbook)
Poster board or butcher paper

Lesson:

Students will divide into groups and each group will be given a different part of the Declaration of Independence to analyze. The student must discuss the section that they are given. On poster board the students will write down their findings in their own words and drawings. The Students will report back to the class with the answers to the questions for their part of the Declaration of Independence.

Assessment: The students report to the class.

The will be graded on how well they worked as a group and the information that is presented.

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Questions to ask about each section

What is your section about?

Is there anything that stands out to you?

Is there anything that you would include or leave out?

Why do you think he wrote the particular words that are in your passage.

Suggested activities;

Students can memorize the Preamble of the Declaration of Independence

Students can each be given a different person that signed the Declaration of Independence and do a report on that person.

Example:

Edward Rutledge, John Hancock, Samuel Chase

Charles Carroll of Carrollton, George Wythe, Richard Henry Lee,

Thomas Jefferson, Benjamin Harrison, Thomas Nelson Jr.,

Francis Lightfoot Lee, Robert Morris, Benjamin Rush, Benjamin Franklin,

James Wilson, Caesar Rodney, Thomas McKean, Samuel Adams, John Adams,

Robert Treat Paine, Elbridge Gerry, Roger Sherman, Oliver Wolcott

The students can write a story about the Declaration of Independence

The students can do research events which led to the grievances against King George III.

The Stamp Act, Sugar Act, Intolerable Acts, Boston Massacre, Boston Tea Party, the Quartering Act,