

| STEPS IN THE LESSON | TEACHER REFLECTION |
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| <p data-bbox="235 243 727 275"><u>Lesson 5: Drafting the Declaration of</u></p> <p data-bbox="235 281 423 312"><u>Independence</u></p> <p data-bbox="235 319 350 350">(1 hour)</p> <p data-bbox="235 401 472 432">Parallel Targeted:</p> <p data-bbox="235 438 618 470">The Core Curriculum Parallel</p> <p data-bbox="235 476 644 508">The Curriculum of Connections</p> <p data-bbox="235 514 586 546">The Curriculum of Practice</p> <p data-bbox="235 590 399 621">Description:</p> <p data-bbox="235 627 837 1020">In this language arts integrated lesson, students will examine the three part structure of the <i>Declaration of Independence</i>. Jefferson began the declaration with the self-evident truths about human nature, followed by the train of abuses imposed on the colonists by King George, and concluded with the resolution of the united colonies to be free and independent states. Students will listen to an audio version of the Declaration from the Monticello Sea of Liberty website https://seaofliberty.org/explore/declaration-independence-audio/1220 and consider the tone, usage and carefully chosen vocabulary.</p> <p data-bbox="235 1173 837 1276">Students will then briefly review what a primary resource is and then they will go to the Library of Congress website http://myloc.gov/Education/OnlineActivities/Pages/onlineactivities/Declaration/default.html</p> <p data-bbox="235 1283 837 1713">to locate the full interactive text of Jefferson’s original rough draft of the Declaration of Independence. In this on-line activity, students will work with a partner, students to consider whether all of the changes suggested in the <i>Declaration</i> were improvements or were some of Jefferson’s original sentences better? They will create a new document based on their beliefs and reasoning and then defend their choices.</p> <p data-bbox="235 1761 808 1793">Content (Including Standards & Objectives)</p> <p data-bbox="235 1799 323 1831">Skills:</p> <ul data-bbox="332 1837 824 1869" style="list-style-type: none"> • How do we evaluate the evidence? | |

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| <ul style="list-style-type: none"> • What are primary and secondary source documents? • How do we examine and interpret primary and secondary source documents? • How do we distinguish between relevant and irrelevant information? • Establishing a defense of a position. • Analyze the author’s use of text structure and word choice. <p>Assessments Formative- oral defense of newly created draft</p> <p>Introductory Activity Ask students what a Primary Source Document is? Why do historians consider them valuable and more reliable than secondary sources?</p> <p>Teaching Strategy: On-line Simulation</p> <p>Learning Activities Play the audio of the Declaration of Independence from the on-line Monticello Sea of Liberty website https://seaofliberty.org/explore/declaration-independence-audio/1220. Have students listen to the tone and vocabulary of the document.</p> <p>Students will now experiment with using a primary source document on-line. The steps and explanation of the activity are adapted from the Library of Congress website.</p> <p>Online Activity: Rewriting the Rough Draft of the Declaration of Independence June 19, 2012 by Stacie Moats</p> | <p>Refer to lesson 3 and the Primary Source Document reference in the appendix for review. Perhaps show them different types of documents and have students identify which ones would be considered Primary Source Documents and why.</p> <p>You may want to provide students with a list of vocabulary words and their meanings from the <i>Declaration of Independence</i> as a resource for this activity. Suggest to students that again we see the influence of Thomas Jefferson’s worldview. In the Declaration, Jefferson did not claim to the ideas were unique to him but rather ideas of Locke and other Enlightenment thinkers. Other men such as Benjamin Franklin, John Adams, and other leaders of the Continental Congress help edit and revise the Declaration. Jefferson’s main contribution was his eloquence of expression. His knowledge of Greek and Latin are evident in his choice of words with Greek and Latin roots.</p> |

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The Declaration of Independence: Rewriting the Rough Draft online activity

[The Declaration of Independence: Rewriting the Rough Draft,](http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/rough-draft/)

[\(http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/rough-draft/\)](http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/rough-draft/) an online activity from the Library of Congress, challenges students to explore evidence of the creative process behind one of our nation's founding documents using close reading and analysis skills. Through this ready-to-use, hands-on activity, students can observe details of Thomas Jefferson's "original Rough draught" of the Declaration of Independence—his handwriting, notations, cross-outs, and scribbles. They may be surprised to discover that even our nation's Founding Fathers wrote drafts.

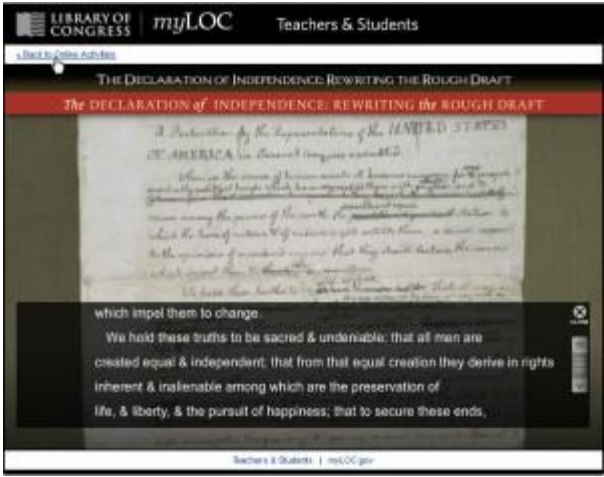
Students may also be interested to learn that Jefferson gave his original rough draft of the Declaration of Independence to others, including Benjamin Franklin and future president John Adams, for editing [Rewriting the Rough Draft](http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/rough-draft/)

[\(http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/rough-draft/\)](http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/rough-draft/) prompts students to examine edits in a section of Jefferson's draft. For each edit, they must choose between Jefferson's original text and the edited text. Through this process, students create a new draft and, after finding all of the edits, can compare their draft of the

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This on-line activity is clearly outlined and leads students step by step to the final produce. Tip: Preview ahead of time to make sure all flash and interactive features are accessible. Students also need to have access to printing.

This is an opportunity to share with students that even a brilliant writer such as Jefferson was subject to editorial scrutiny. Can you imagine Thomas Jefferson sitting in the Continental Congress while they edited his draft? He did not like it? How did the edits improve the document or did it?

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| <p>Declaration side-by-side with the first printed version.</p>  <p>A transcription showing revisions in The Declaration of Independence: Rewriting the Rough Draft online activity</p> <p>By helping students to critically examine evidence of the creative process that produced the Declaration of Independence, this online activity demonstrates the importance of language, tone and word choice. For example, even a seemingly insignificant change in wording, such as replacing “a people” with “one people,” dramatically altered the meaning and expression of our nation’s democratic principles, first declared to the world in this document.</p> <p>Invite pairs of students to try their hand at rewriting the Declaration through the online activity. Afterwards, review all of the edits together as a class, asking students to compare and defend each of their editing choices. Which version—Jefferson’s original text or the edited text—did they select and why?</p> <p>Lesson Closure Journal Writing/Exit Ticket- In a letter to Richard Henry Lee almost fifty years after he wrote the Declaration, Jefferson</p> | <p>The teacher should use the discussion that ensues as a formative assessment. Listen to their reasons and defense of their choices to determine their understanding.</p> |

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| <p>wrote, “This was the object of the Declaration of Independence. not to find out new principles, or new arguments, never before thought of, not merely to say things which had never been said before; but to place before mankind the common sense of the subject; in terms so plain and firm as to command their assent, and to justify ourselves in the independant stand we are compelled to take...Jefferson’s thoughts were not new but the expression was all his.</p> <p><i>How do you think word choice and structure impacted Thomas Jefferson’s message and its reception?</i></p> <p>Grouping Strategies Students will work in pairs to complete draft.</p> <p>Resources Vocabulary Guide Sheet (optional but recommended) Computers Printer Printed version of the Final Declaration of Independence</p> <p>Sherry Moat’s lesson plan On-line lesson from the Library of Congress http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/rough-draft/</p> <p>Products Newly created <i>Declaration</i> drafted through interactive choices. Oral defense of <i>Declaration</i></p> <p>Differentiation Based on Learner Need (including AID)Resources Novice-Students who are not as proficient with word choice, grammar structure and tone as well as ones who are still developing in their</p> | |

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| <p>conceptual understanding may need extra support with this lesson. Continue to give them practice in the skill and perhaps pair them with a more proficient student as they work their ways through the exercise in this lesson. They will likely benefit from the tangible experience this lesson provides. The discussion between partners will provide insight into understanding as well as help increase understanding.</p> <p>Apprentice-The apprentice will be further along in their understanding and practice. The apprentice will be able to connect concepts to the structure and understand the subtleties of meaning and will enjoy the tangible expression of displaying their knowledge and understanding in this interactive activity. The discussion between partners and their consensus of changes or not will demonstrate their conceptual understandings.</p> <p>Practitioner-The practitioner will demonstrate an appreciation for word choice, placement and its impact upon the meaning. They will be able to work through all exercises independently or with a partner and may be a good resource for working with novices and even apprentice to develop in their practice and appreciation.</p> <p>Expert- The expert will demonstrate an appreciation for word choice, placement and its impact upon the meaning. They should be able to masterfully defend their choices in the presentation of their newly created draft. The experts especially may enjoy the extension activity.</p> <p>Extension Activities: Have students watch the DVD Thomas Jefferson's World (15 minutes) available from www.monticello.org The story portrays Thomas Jefferson's worldview and the influence of his world changing ideas not only on our own country but around the world.</p> | <p>If you want to go more in-depth into the grammatical structure and vocabulary used into the <i>Declaration of Independence</i>, consider a further study with Michael Clay Thompson's book <i>Jefferson's Truths</i>.</p> |

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| <p>For more details about the story behind the edits, interested students may read Jefferson's Rough Draft of the Declaration of Independence: A Primary Source Starter (http://blogs.loc.gov/teachers/2011/06/jefferson%E2%80%99s-rough-draft-of-the-declaration-of-independence-a-primary-source-starter/).</p> <p>Lesson Closure Presentations of revisions and with oral defense of choices. Exit ticket.</p> | |