

# Obs. Pillon updated The Decl. of Ind. - Units 11 & 12

Content Area: **Social Studies**  
Course(s):  
Time Period: **May**  
Length: **6-8 Weeks**  
Status: **Obsolete**

## Unit Overview

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Students examine items on Thomas Jefferson's desk, such as a letter and an invitation, to learn about the Declaration of Independence and the ideas, people, and events that led to this document. In the Preview, students identify well-known people of today who influence them. In a Social Studies Skill Builder, students read about the events leading up to the Declaration of Independence and restate, in their own words, key excerpts from the document. Groups create skits that capture the key idea of each excerpt. In Reading Further, students examine Jefferson's words and actions regarding slavery. In the Processing activity, students create a historical plaque to illustrate the issues facing Jefferson as he drafted the Declaration of Independence.

## Enduring Understandings

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The Declaration Of Independence is an important document that shaped the United States of America.

## Essential Questions

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What influences played into the drafting of the Declaration of Independence?

## Instructional Strategies & Learning Activities

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### Objectives

Social Studies ccss: 6.1.8.A.3.a, 6.1.8.D.3.b&c&d&e

- Identify the major events that led to the creation and approving of the Declaration of Independence.
- Examine and paraphrase key passages from the Declaration of Independence.
- Create short skits that capture important ideas from the Declaration of Independence.

Language Arts ccss: RI.5.10, 5.3, W.5.2, W.5.8, W.5.9, SL.5.1, SL.5.2, SL.5.6

- Present skits to explain key excerpts from the Declaration of Independence. (speaking and listening)

## Social Studies Vocabulary

Declaration of Independence, Second Continental Congress, Minuteman, militia, and equality

Day 1 \_\_\_\_\_ overview of chapter 11

Obj.: analyze the difference between patriots and loyalists

Mat.:

Proc.:

1. skim through and discuss pgs. 147 – 159 and discuss the different view points of the leaders – this will lead you into chapter 12

Assess: discussion

Day 2 \_\_\_\_\_ Preview of chapter 12

Mat.: interactive packet

Proc.:

1. Connecting to Prior Knowledge: Help students consider the people who influence the thoughts of Americans today.

- Have students brainstorm the names of political leaders, actors, musicians, writers, and other well-known people who affect how they and their friends and family members think and act. Discuss the ways in which the people they know more personally can also influence them.

- Have students complete the Preview in their Interactive Student Notebooks to identify two people who have influenced them. If time permits, invite volunteers to share their work.

2. Building Background Knowledge: Tell students that in this lesson, they will learn about the actions delegates at the Second Continental Congress took to move the colonies toward forming a new nation that would be independent of Great Britain. Students will also read about the key role Thomas Jefferson played at the Congress.

- Have students read Section 1 in the Student Text (pg. 161). Tell students they will learn about events that led to the approving of the Declaration of Independence.

**\*\*Before you move on to Jefferson's desk, read pg. 162 about the second continental congress. Have the students decide if they want to declare freedom or not; read from the cards and the students choose a side.**

Then read 12.3 pg. 163 and go over the impact that Thomas Paine had on the colonist's decisions. Using google draw, have the students create their own Common Sense – decide if colonists should declare freedom and give support evidence. Use pictures in addition to the text evidence.

- In the presentation project: Thomas Jefferson's Desk. Ask these questions: What do you see? What do people use a desk for? What objects do you see on the desk? What might be the purpose of these objects? Which items are the tools Jefferson wrote with? What does the seal on the envelope look like? What do you think the invitation might be for? Why might Jefferson have the booklet Common Sense on his desk? Tell students that the drawing represents the desk of Thomas Jefferson, the author of the Declaration of Independence, and that there are clues in the drawing that indicate some factors that influenced Jefferson's writing of this famous document.

Assess: discussion

Day 3 \_\_\_\_\_

Proc.:

1. In the presentation project: Writing the Declaration of Independence. Ask: What interesting details do you see in this painting? Who do you think these men might be? What do you think they are doing?
2. Explain that this scene shows delegates of the Second Continental Congress who were appointed to a special committee to draft a declaration of independence. Tell students that in this lesson, they will learn about the Declaration of Independence and the events that led to its writing and approval.
3. Have students turn to the Reading Notes in their Interactive Student Notebooks. Ask them to identify each item in the illustration of Jefferson's desk. Explain that they will complete missing parts of the items—such as part of the letter and part of the invitation—as they read about events that led to the Declaration of Independence.
- 4 Have students read and take notes to identify the major events that led to the creation and approval of the Declaration of Independence. Have students read Section 2 ( pg. 162) in their Student Text and record notes. Arrange students in mixed-ability groups of three. Ask students to find the item on their Reading Notes that matches the topic in Section 2, and discuss the item's connection to the section. Then have groups record notes by completing the "Invitation to the Second Continental Congress." Invite volunteers to share their completed invitations with the class. Use Guide to Reading Notes to evaluate their responses. Repeat this process for Sections 3 through 5.

Day 5 \_\_\_\_\_

- 5 Have students examine excerpts from the Declaration of Independence. Explain that the Declaration of Independence was written in the formal language of the late 1700s and is, therefore, difficult for speakers of modern English to understand. Tell students their task will be to translate the document into language that a fifth grader can easily understand.
- 6 Have groups read the first excerpt in Section 6 and identify difficult words. Ask them to discuss the difficult words in their groups and to use context clues to try to determine each word's meaning.
- 7 Have students review the words on Student Handout A: Glossary for the Declaration of Independence. Pass out one copy of Student Handout A to each group. Explain that many of the difficult words in the excerpt are on this list. Help students review the terms for the first excerpt to make sure they understand them.
- 8 Have students paraphrase the first excerpt. Ask students to carefully read the first excerpt again. Next, have them use the second page of the Reading Notes in their Interactive Student Notebooks to paraphrase the excerpt in simple words. Then have students close their books, and ask volunteers from several groups to share

their answers with the rest of the class. Have students make any necessary changes to accurately record the paraphrased excerpt in the appropriate space on their Reading Notes. Refer to the Guide to Reading Notes for suggested responses.

Day 6 & 7 \_\_\_\_\_ skits and summary

9 Have students create and present skits to explain key excerpts from the Declaration of Independence.

Tell students they will create a skit to present the meaning of the excerpt they choose to the rest of the class. The skits will help students process the difficult information. Pass out Student Handout B: Preparing Skits for the Declaration of Independence and review the directions. Encourage them to be creative in acting out their excerpts.

Present to class

11 Have students read the Summary (pg. 167) in the Student Text to review what they have learned.

Day 8 \_\_\_\_\_ Reading Further

1 In the presentation project: Presenting the Declaration of Independence.

Ask the following visual discovery questions to help students analyze this scene:

- What do you see?
- Who do you think these men are?
- Why do you think some of the men are standing in the center of the scene?
- What do you think they are doing?

2 Explain that the men in the center of the painting are presenting the draft of the Declaration of Independence to the leaders of the Second Continental Congress. The delegates in the committee that wrote the draft are standing in front of the desk. From left to right they are: John Adams, Roger Sherman, Robert Livingston, Thomas Jefferson (holding the draft), and Benjamin Franklin. The man seated behind the desk is John Hancock, the president of the Congress. Artist John Trumbull sketched the men and the room from life.

There are portraits of 42 of the 56 signers and 5 other Patriots in the painting. Ask: What emotions do you think the men are feeling? Why?

3 Have students read Reading the Further in their Student Text. Ask: Was Thomas Jefferson in favor of or opposed to slavery? Have students give examples of Jefferson's words and actions to support their opinions.

Point out Jefferson's use of metaphor in his words on the third page of the Reading Further feature: "As it is, we have the wolf by the ears. We can neither hold him nor safely let him go." Remind students that the dispute

about slavery was widespread among the colonists at this time.

4 Have students complete the Reading Further in their Interactive Student Notebooks. Refer to the Guide to Reading Further for suggested responses. If time permits, have students share their examples of Jefferson's words and actions for and against slavery.

No test

## **Integration of Career Readiness, Life Literacies and Key Skills**

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Students meet these standards by working cooperatively and presenting.

WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.2	Identify how you might like to earn an income.
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT	Critical Thinking and Problem-solving
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.DC.1	Explain the need for and use of copyrights.
TECH.9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
TECH.9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

## **Technology and Design Integration**

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Students will use Google draw to create pamphlets.

CS.3-5.8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
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## **Interdisciplinary Connections**

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Students will write and perform plays based on their research on the Declaration of Independence.

LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.3	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.
LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.SL.5.1	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.
VPA.1.3.2.C.1	Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
VPA.1.3.2.C.CS1	Plays may use narrative structures to communicate themes.

## Differentiation

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- Understand that gifted students, just like all students, come to school to learn and be challenged.
  - Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
  - Consider grouping gifted students together for at least part of the school day.
  - Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
  - Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
  - Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components:**
  - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
  - Process – how the student will acquire the content information.
  - Product – how the student will demonstrate understanding of the content.
  - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

### **Differentiation occurring in this unit:**

- Use of different resources to match the readiness levels of the students when working on the activities in the daily lessons.
- Respond to students' needs for reteaching, reinforcing, and extending learning.
- Use of a variety of instructional strategies to engage students in learning.
- Question prompts to promote student engagement
- Use discussion to promote collaboration among students
- Adjust instruction based on formative tasks/assessments

Tiered worksheet for students needing assistance.

Enrichment opportunities to explore concepts further, such as finding additional examples of concepts covered in the unit, adding illustrations, etc.

Mixed ability grouping to assist students needing support.

### **Modifications & Accommodations**

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Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

#### **Modifications and Accommodations used in this unit:**

IEP and 504 accommodations will be utilized.

### **Benchmark Assessments**

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**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

#### **Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

#### **Additional Benchmarks used in this unit:**

Chapter tests

Teacher made assessments

## **Formative Assessments**

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Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

### **Formative Assessments used in this unit:**

discussion

worksheets

presentations

## **Summative Assessments**

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**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

### **Summative assessments for this unit:**

Tests

Writing and performance of Plays

## **Instructional Materials**

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Social Studies Alive! Series

Interactive Notebooks

Transparencies

Maps

Additional books on the topic are available in the classroom

Computers

## Standards

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SOC.6.1.8.A.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
SOC.6.1.8.D.3.b	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
SOC.6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
SOC.6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
SOC.6.1.8.D.3.e	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.