**INQUIRY BASED LESSON PLANS**

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| **Teacher:**  **Jennifer Watson**  **Kristy Thurmond** | **Expected length of lesson:**  (one week) 45-minutes sessions | **Lesson Topic:**  **Declaration of Independence** | **Unit:**  **One** |

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|  | **Standards-Based Instructional Focus** | **Targeted Content Standards/**  **Element:**  (Include the entire standard) | SS4H1(d) Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.  SS4DG1(a) Describe the meaning of natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness) | | |
|  | **Targeted Literacy Skills or Standards:** (include as many as your lesson incorporates) | ELAGSE4RI3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text | | |
|  | **Targeted SS Matrices:** (include as many as your lesson incorporates) | Information Processing  3. Identify issues/problems and alternative solutions  5. Identify main idea, detail, sequence of events, and cause/effect in social studies context  10: Analyze artifacts | | |
|  | **Inquiry Question (or what you would like the students answer)?**  (\*Teachers may present the question or require students to develop questions and narrow down to this one). | Specific Questions: Who wrote the Declaration of Independence?  How was the Declaration of Independence written and why was it necessary?  How was the writing of the Declaration of Independence a response to tyranny and the abuse of power?  What is the meaning of the natural rights in the Declaration of Independence (life, liberty, and the pursuit of happiness)  INQUIRY QUESTION: Why did the American colonists want to be free from England? | | |
|  | **Key Vocabulary:**  Words important for understanding content and skills (ex: Tier 2 and 3 words) | **tyranny**  **declaration**  **pursuit**  **liberty**  **natural rights** |  |  |
|  | **Learning Targets**  (I-Can Statements)  \*\*\*At the end of the week, what will students know and what will students be able to do? | | **Foundational:**  I can explain the causes of the American Revolution.  I can explain the events of the American Revolution.  I can explain the results of the American Revolution.  **Mastery:**  I can explain the writing of the Declaration of Independence. I can identify who wrote the Declaration of Independence. I can explain why the Declaration of Independence was written  I can explain how it was a response to tyranny and the abuse of power.  **Extension:**  **Directions for the 5E Portion:** Attach all 5E resources to the back of this plan in order of use. Please indicate how long you plan for each session to take. Include in your description a notation of the literacy standards or Social Studies Matrices for the activity which they align with. | | |
|  | **ENGAGE**  Describe how the teacher will capture students’ interest.  What kind of questions should the students ask themselves after the engagement? | | **(Day 1 30-45 minutes)** Teacher will display a picture of the original Declaration of Independence on screen. Teacher will give an “old” paper copy to each group or partner  (can be found at <http://www.ushistory.org/declaration/document/index.html>).  Students will use latex gloves and magnifying glasses to explore the document. Students will Think-Pair-Share to complete the “I See, I Think, I Wonder” (see attached) activity in small groups, then review information as a whole group.  Expected questions from “I wonder”:  “Why was it important to the colonists to break away from England?”  “Why was this document written and who wrote it?”  “Who was this document written for?”  “What does the words in this document mean?”  “Why is this document important?”  “How old is this document?”  \*\*\*As a whole group, decide which question you will try to answer over the course of the lesson. You want to help them choose a question most like: “Why did the American colonists want to be free from England?” | | |
|  | **EXPLORE**  Describe what hands-on/minds-on activities students will be doing.  List “big idea” conceptual questions the teacher will use to encourage and/or focus students’ exploration | | **(Day 2 30-45 minutes)**  Students will be broken up into groups of 5 Together they will answer: a. who wrote the Declaration of Independence? b. How it was written – what are the parts? c. Why it was necessary? d. How was it a response to tyranny and abuse of power? e. Describe the meaning of natural rights listed)  **Resources for specific segments:**  **a.** <https://www.congressforkids.net/Independence_declaration_1.htm>, text p.166-169  **b**. <https://www.congressforkids.net/Independence_declaration_1.htm>, text p.166-169  **c.** kid-friendly version of Declaration of Independence, text p.166-169  **d.** kid-friendly version of Declaration of Independence, text p.166-169  **e.** text p.166-169, Webster’s Dictionary  \*\*\*You can add extra resources such as a textbook, a DOI reader, or other classroom items if you would like students to get more information on the topic.  Then, groups will become an expert on either the 3 natural rights or ONE grievance listed in the DOI.  Using the Kid Friendly DOI or the original (depending on your class) have each group explain their natural rights or their grievance in their own words and draw a picture to represent that grievance. This can be done on a large sheet of paper or a poster sized sheet.  Teacher will float from group to group observing the process and monitoring for necessary interventions. | | |
|  | **EXPLAIN**  Student explanations should precede introduction of terms or explanations by the teacher. What questions, resources, or strategies will the teacher use to help students connect their exploration to the concept under examination?  List higher order thinking questions which teachers will use to solicit *student* explanations and help them to justify their explanations.  Describe how the teacher will clarify the content or skill. | | **(Day 3 30- 45 minutes)**  Students will complete the **EXPLAIN** portion once they have gathered information on their segment and return to their original Jigsaw groups to teach them what they have learned. Students will use the guided notes sheet to record what they are hearing from their peers. Throughout this teaching and learning process, students will be encouraged to ask questions for clarification. Each student must ask at least one question of each presenter. Teacher will float from group to group observing the process and monitoring for necessary interventions.  The teacher may want to have some direct instruction here if students are struggling, if many students are absent on the “Explain” day, or just to reinforce what they learned during their examination of the document. | | |
|  | **ELABORATE**  Describe how students will develop a more sophisticated understanding of the concept.  What vocabulary will be introduced and how will it connect to students’ observations?  How will students make real-life connections? | | **(Day 4 30-45 minutes)**  Student groups/Teacher can also create a T-chart on the advantages and disadvantages of being independent from England.  Possible advantages might include freedom from the ruling of the king and promotion of democracy, while disadvantages might include fighting the largest military in the world and lack of established economic infrastructure to support war effort. Students and teacher will be able to make a much longer list showing the disadvantages. This illustrates the dire risk that colonists decided to take when declaring their independence. After completing the T-chart, students will write a 3-5 sentence reflection on this question: “Why did the colonists want to be free from England? Would you have taken the same risk if you had been a colonist? Why or Why Not?”  AND/OR (these activities can be done in stations)  After the teacher gives an example of how this letter should look - Independently, students will write a letter to King George from the perspective of an American Colonist wanting to separate from England’s government. They will use modern day language to explain the following:  1. At least two reasons why they want to be free from England  2. At least two ways King George has abused power  3. At least two hopes they have for their new government  \*\*\*Sentence starters or a letter format can be given to students who need that ype of outline. However, it is preferable that students try to write the letter on their own.  AND/OR (these activities can be done in stations)  After the teacher gives an example of how this letter should look – Independently, students will write a letter to the colonists from the perspective of King George. In this letter, they must explain the following:  1. At least two reasons the King would like for them to remain under his rule  2. At least two ways the colonists have rebelled against his rule  3. If he will change his ways of ruling or not and why. | | |
|  | **EVALUATE**  How will students be evaluated THROUGHOUT the lesson?  How will students demonstrate that they have mastered the learning target(s)? | | **(Day 5 30– 45 minutes)**  Students will be evaluated on their knowledge through formative assessments throughout, specifically and especially during the “elaborate” activities. | | |

<https://www.archives.gov/founding-docs/sign-the-declaration>

**JIGSAW INSTRUCTIONS**

You have been given a section of the Declaration of Independence to research in your expert groups.

1. Read your section aloud with your group.

2. Discuss what you think your section means.

3. Each person will write what they think the section means in their own words on a sticky note.

4. Share your writing with your group.

5. Using input from all group members, write your section of the Declaration of Independence in your own words on your poster. Draw a picture to represent your section on your poster as well.

When you are put in your teaching groups:

1. Each person will explain what their section of the DOI was all about (in their own words). They will show their poster to the group to help explain their section.

2. While students are teaching/presenting, the other group members will take notes on the Jigsaw Activity Guided Notes sheet.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Declaration of Independence Guided Notes for Jigsaw Activity

(SS4H1d, SS4CG1a)

1. Who wrote the Declaration of Independence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other:

1. What are the meanings of the three natural rights of the Declaration of Independence? Explain

-the right to life \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- the right to liberty

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-the pursuit of happiness

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Other:

1. Explain two GRIEVANCES listed in the DOI other than the one your researched.

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Other reasons they wrote the DOI:

1. How is the Declaration of Independence a response to the abuse of power by King George III? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. List two important reasons why the colonists wanted to break away from England.

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Other reasons:

\*\*\*Use the back of this sheet for any other notes you need to jot down!

Template for King George Letter

Dear King George,

My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I respectfully wish to discuss\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with you.

I would like for our colonies to separate from England because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

You have not really been the best king recently… My main complaints are that you

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If you will allow our colonies to separate from your rule, it is my hope that we will be able to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Sincerely,