University of Mary Division of Education

Miss Laura Kopp

Block I May 2015

**Grade Level: Fifth**

**Subject(s) Area: Reading and Social Studies**

**Materials Needed:**

* Social Studies textbook & notebook, pencil, Chapter 12 worksheet

**Standards: (North Dakota)**

Reading

* RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

Social Studies

* 5.4.3 Identify the purpose and importance behind documents leading up to the writing of the United States Constitution and the Bill of Rights (e.g., Magna Carta, English common law, English Bill of Rights, Declaration of Independence, Articles of Confederation)

**Objectives:**

* Students can infer a person’s opinion from reading a text.
* Students can quote a text to answer questions

**Learning Activities:**

1. Gather the class to the front with their social studies notebook
2. The teacher will review information covered in the past two days

-Colonists verse loyalists

What caused the colonists to break into these two groups?

-Introduction 12.1 – Yesterday we were introduced to the Declaration of Independence. Why did Congress want to draft this document? For what reasons?

Told why the colonies had the right to be free from British rule

1. Today, we will be learning more about how the colonists decided to draft the Declaration of Independence and the process of writing and approving it.
2. Students will be directed to read sections of chapter 12: The Declaration of Independence (They will have questions to answer about their section; 2 each)
3. Discuss the expectations of students:

-Read the section

-Use the text by quoting accurately to answer the questions

-Students should be prepared to give a short summary of their section to the class (the summary should include key vocabulary and main points)

1. The class will gather back up front and discuss each section:

-One student will provide a short summary of the section, including key vocabulary and main points

-The questions will then be answered. Section 1 will go first, section 2, and so on.

-The teacher will use the projector to write down student’s answers, other students will be expected to copy them on to their worksheet

1. Making inferences. Students will then be instructed to copy down the following question in their social studies notebook:

-Was Thomas Jefferson in favor or opposed to slavery?

-Students could make a t-chart of listing reasons why Jefferson would be for and reasons why he would be against

-Direct students to look at the handout, give a quick overview and send them out in groups of three to read the handout and answer the question on a piece of paper to turn in

**Assessment:**

* Declaration of Independence worksheet
* “Was Thomas Jefferson in favor or opposed to slavery?”

**Reflection:**

* What did I do well?

-Guided discussion after students read the text and answered questions, opportunity for further discussion and for students to clarify any confusions

-Alignment with the standards

* If I were to teach this lesson again, what would I change?

-Have another activity or know what to have students to work on when they complete the questions

-More instruction/review on the Deceleration of Independence

-Integration with another subject, writing about how the Deceleration of Independence was first drafted, why it was needed

Chapter 12 – The Declaration of Independence

READ THE DIRECTIONS:

Each student will be assigned to read a section on his or her own. Find the section you were assigned to and answer the questions. Use the textbook to help you find the answers. Your answer should be supported from the information in the textbook.

Section 12.2 The Second Continental Congress

1. Why did the Second Continental Congress have to take place?
2. Why was it a difficult decision to declare independence?

Section 12.3 Thomas Paine and *Common Sense*

1. Why do you think *Common Sense* so easily motivated more Colonists to want independence?
2. Was Thomas Paine in favor of a new government? If yes, what type of government do you think it will be?

Section 12.4 Writing the Declaration of Independence

1. What does the Declaration of Independence explain?

1. Why was Thomas Jefferson chosen to write a draft of the Declaration of Independence? (what qualities did he have)

Section 12.5 Approving the Declaration of Independence

1. What event brought about the excitement of many colonists’ on July 4th, 1776?
2. What kinds of emotions do you think Patriots and Loyalists were experiencing when the Declaration of Independence was approved and signed by Congress?

Section 12.6 The Declaration of Independence

1. Why did the colonists feel they needed to write the Declaration of Independence?
2. What rights of the people were included in the Declaration of Independence?