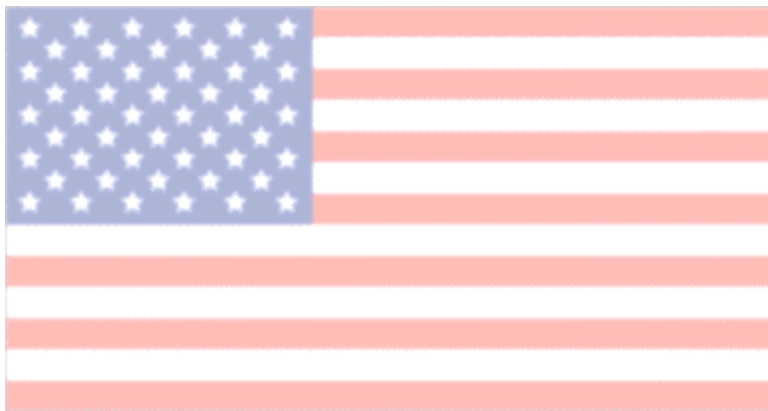


*Center for Technology and Teacher Education*

*Declaration of Independence*



Curry School of Education  
University of Virginia

Credits  
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## *Declaration of Independence*

### **Description of Module:**

- **Discipline:** Government
- **Specific lesson topic:** A Close Look at the First Two Paragraphs of the Declaration of Independence
- **Methodology:** Questioning/Teacher-Directed Inquiry

### **K-12 Objectives:**

1. Identify the key phrases of the first two paragraphs of the Declaration of Independence
2. Interpret the meaning of the key phrases in the Declaration of Independence
3. Develop and present group responses to the

### **Materials Needed:**

- Access to the Internet

**Procedures:**

1. Provide some background. Develop the problem concerning whether or not the principles in Declaration are realizable: Are the key ideas in the Declaration practiced in the U.S.? If so or if not, how does this affect our relationship with government? Are the ideals in the Declaration realizable?
2. Read the first two paragraphs of the [Declaration of Independence](#) to the students as they follow along. Present the five key phrases to the students.
3. Divide the class into groups of 3-4 and distribute the phrases and subsequent questions/assignments listed below.
4. Following the individual group presentations, recap major points that were made during the discussions and group presentations.

Specific directions for each group are below.

<a href="#">Group One</a>	<a href="#">Group Two</a>	<a href="#">Group Three</a>	<a href="#">Group Four</a>	<a href="#">Group Five</a>
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## Assessment

### *K-12:*

- Have each group design one reasonable pop quiz question. Combine the questions to form a quiz administered at the beginning of the next class.
- Have students write an essay in which they identify each of the key phrases covered in class and describe the meaning of each.
- For the next class period, facilitate students' role play of the founding fathers as they debated the Declaration before its publication. Distribute a rubric to students that illustrates how they are to identify and describe key phrases and make reasonable points regarding each phrase. Each student may choose to be a representative signed the Declaration.
- For homework, have students develop school rules related to some or all of the key phrases covered in the lesson.

### *Methods:*

- Have each student in the class write one or two paragraphs describing whether or not this lesson will be useful and suggesting where the lesson might need adjustment given diverse student populations.

## Related Resources: