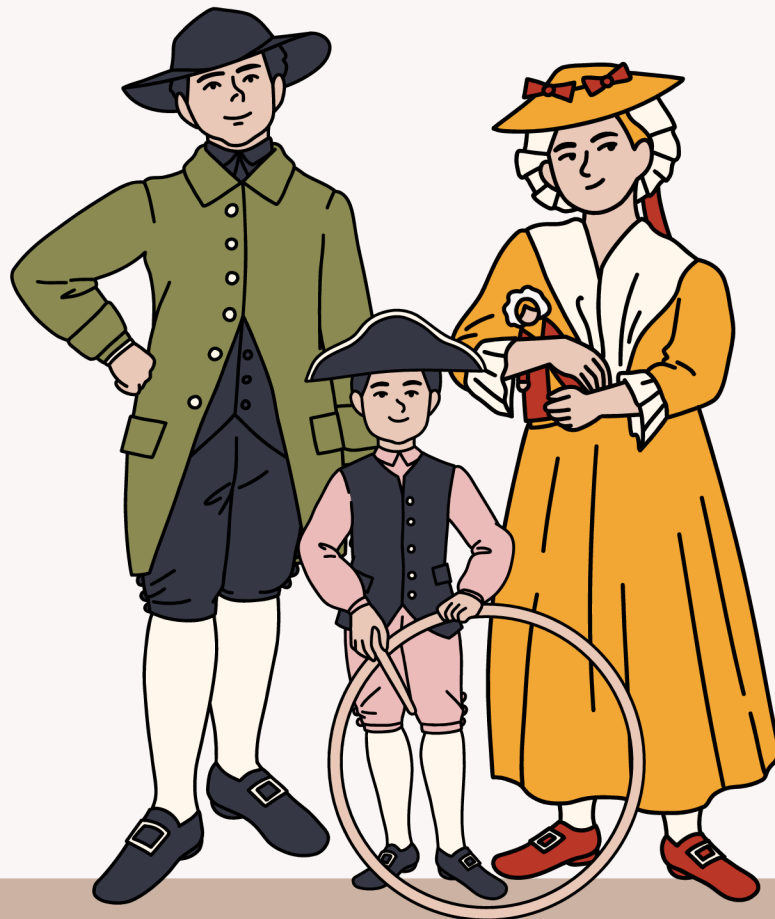


# Creating a New Country



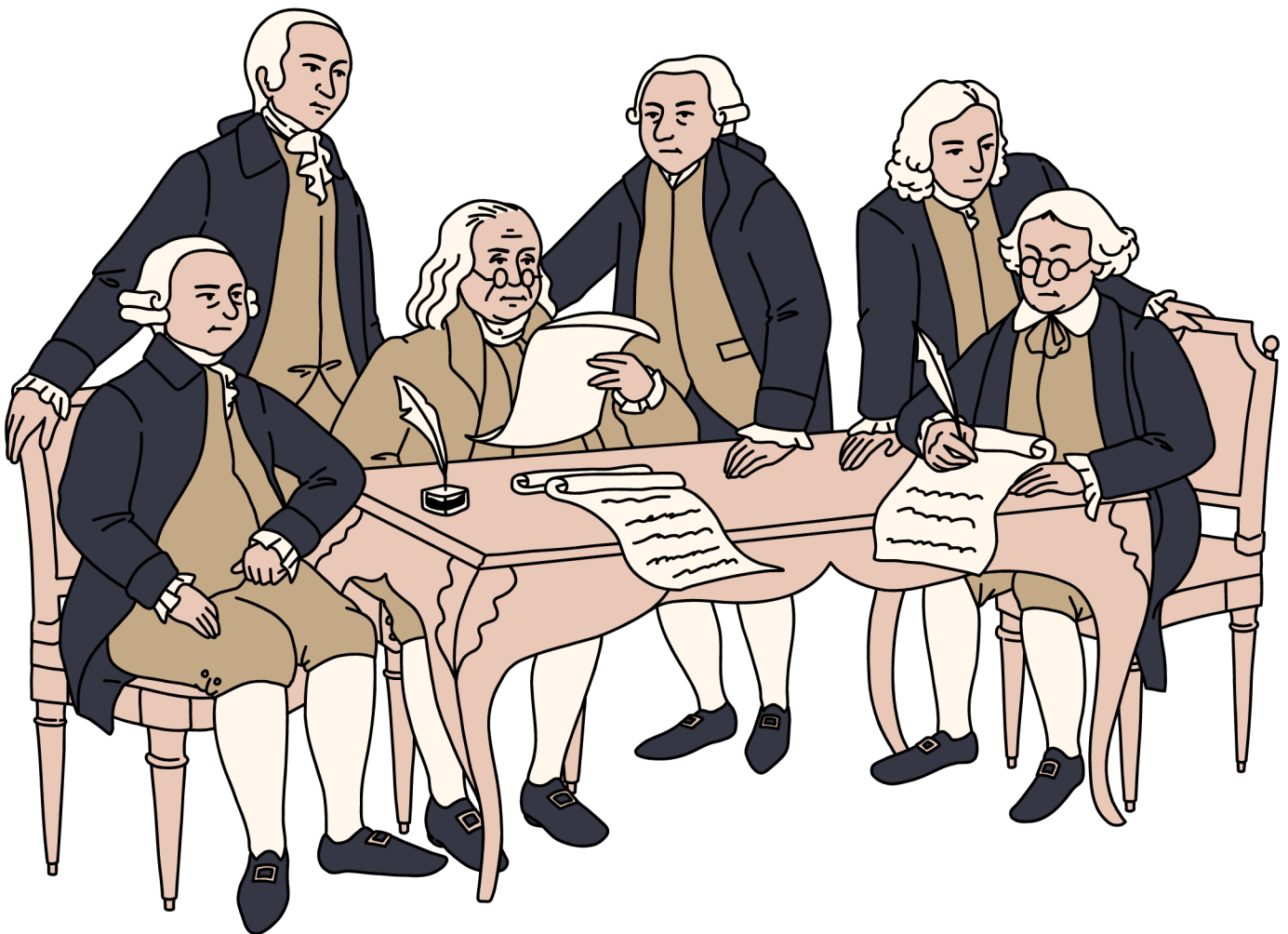
# resource information

## **Standards:**

- ALCOS.2010.SS.3.10
- ALCOS.2010.SS.5.8

## **Objectives:**

- I can explain why the colonists wanted to break away from England.
- I can explain the basic structure of the Declaration of Independence.
- I can explain the why independence would be a difficult decision.



# lesson plan

## **Engage:**

- Bell Ringer
  - Why did the colonists want independence from England?

## **Explore:**

- "When does it go too far?"
  - Partners read stories about the school bullies and how the students that are their targets finally have enough and decide they won't take it anymore. After answering the attached questions, have pairs think about the pattern of bullying and how it could be compared to the actions of England towards the colonists leading up to the Revolutionary War. Share out and add to the chart paper.

## **Explain:**

- Previous knowledge needed
  - Students have previously learned about several laws passed by Parliament, Boston Massacre, reactions of colonists to both, Boston Tea Party, Continental Congress, and Sons of Liberty
- Quick review and addition of the Declaration of Independence as the last cause
- Pairs review issues that led to the decision to declare independence; choose one they think they would have been the most upset about and explain why. Put on post-it and put on board to discuss as a whole group.
- Give students an abridged version of the Declaration of Independence. Read the first paragraph to model and do think-aloud; pairs read the second and third paragraphs and discuss; individuals read the last two paragraphs and summarize, then share.
  - Individually choose one of the reasons listed in the Declaration they think is most important for declaring independence; share with your partner; share out and put it on the class chart.

# lesson plan

## **Elaborate:**

- As a group lead students in a PMI (plus, minus, interesting chart) about the pros and cons of declaring independence. Class discussion about how constructing support for a position using factual information and evidence is an important skill

## **Evaluate:**

- Individually students complete RAFT: Role—one of our state's delegates to the Second Continental Congress; Audience—entire Continental Congress; Format—speech; Topic—why we should or should not declare independence .

## **Extend:**

- Pairs share their speeches, then write a summary paragraph about how they compared their perspectives about declaring independence