

Area/Skill - Social Studies	Cognitive Skill Level - Analysis	Correlation to Framework - 02.07, 02.08	Lesson Number - 21
<p>Activity Title - The Declaration of Independence</p> <p>Goal/Objective</p> <p>To summarize the three parts of the Declaration of Independence</p> <p>Lesson Outline Introduction</p> <p>Play an audio version of the “I Have a Dream” speech by Martin Luther King, Jr. or read the speech to the class. Point out the reference to the Declaration of Independence. Stress the importance of the Declaration of Independence as a statement of ideals and principals for all Americans as opposed to its original purpose—to gain support for the American Revolution.</p> <p>Activity</p> <p>Divide the students into three groups. Provide each group with a copy of the Declaration of Independence. Give each group a section of the Declaration of Independence—Preamble, Grievances, Conclusion. Tell each group that they are to summarize their section by developing a main idea and then identifying the major supporting details. Have the groups share their summaries with the class.</p> <p>Debriefing/Evaluation Activity</p> <p>Discuss the importance of the Declaration of Independence in American history and how its purpose has changed throughout the years. It is now a statement of American ideals rather than a listing of grievances.</p> <p>Have students use their summary statements to develop essays on the form and content of the document or to write an essay tracing the “Dream” for minorities from Revolutionary War days to the present.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Tape or copy of the “I Have a Dream” speech by Martin Luther King, Jr. • Copy of the Declaration of Independence • Paper and pencils
<p>Real-Life Connection</p> <p>Provide students with newspapers and magazines. Have them locate articles that support the ideals stated in the Preamble of the Declaration of Independence. Have the students share their articles with the class and identify which ideal they feel the article addresses.</p>			<p>Extension Activity</p> <p>Have students read the Preamble of the Declaration of Independence aloud. Have each student take a sentence from this section and rewrite it in his/her own words. Put all of the rewritten sentences together to form a “new” preamble. Compare and contrast the two writings.</p> <p>ESE/ESOL Accommodations</p> <p>Provide students with a list of words found in the Declaration that may be unfamiliar, along with their definitions.</p> <p>Use small group discussions to complete activities.</p> <p>Provide students with audio-tapes of King’s speech and the Declaration.</p>

GED 2002 Teachers' Handbook of Lesson Plans - Script

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Activity Title - The Declaration of Independence

Introduction

On the board, write the following words: unanimous, declaration, independence, self-evident, endowed, unalienable.

Say: today, we are going to listen to a very famous speech. It is commonly known as the “I Have a Dream” speech by Dr. Martin Luther King, Jr. Listen carefully to the words.

Play an audio recording of the speech to the class or read the speech aloud. *Ask:* What is the meaning of the following statement: “We hold these truths to be self-evident, that all men are created equal.”? *Say:* When the document from which this statement was taken - The Declaration of Independence - was written, “all men” referred to white men who were property owners. *Ask:* Who would have this included in this phrase in the 1700s? The 1960s? Today?

Main Activity

Say: Today, we are going to discuss an important document in American history - The Declaration of Independence. This document was originally written to gain support from France and other European countries during the Revolutionary War. However, like many of our historic documents, The Declaration of Independence is a changing document. Just like “all men are created equal” means something very different today than it did in the 1700s, this document is now seen as epitomizing American ideals, rather than being a list of grievances.

Say: Sometimes reading historic documents can be difficult. Today, we are going to put this historic document into our own words. Divide up into three groups. Each of your groups will be given a part of the Declaration to read (Preamble, Grievances, Conclusion). After reading your section, rewrite it using your own words. You will need to develop a main idea and at least four or five supporting details. You may either write your summary as a paragraph or in a list format.

Closure/Conclusion

After they have finished, have the students read their summaries to the class. Compare and contrast the summary to the original document. *Ask:* Has your summary identified the main idea of the section you read? Was it difficult to paraphrase your section? Why or why not? How is this section of the Declaration still important in today's world?

Follow-Up Lessons/Activities

Provide students with current newspapers and magazines. Have them find articles that support specific ideals found in The Declaration of Independence. Have the students report their findings to the class and share why they think the article supports a specific American ideal.