



Celebrate the Declaration of Independence Third Grade

The students will:

- Recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
- Use observations, inferences, and questioning to analyze a primary source image related to the Declaration of Independence.

TEKS:

(10) Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:

- (A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights;

Vocabulary:

- declaration
- Celebrate Freedom Week
- Declaration of Independence
- grievance
- Rights
- Consent of the governed

Materials:

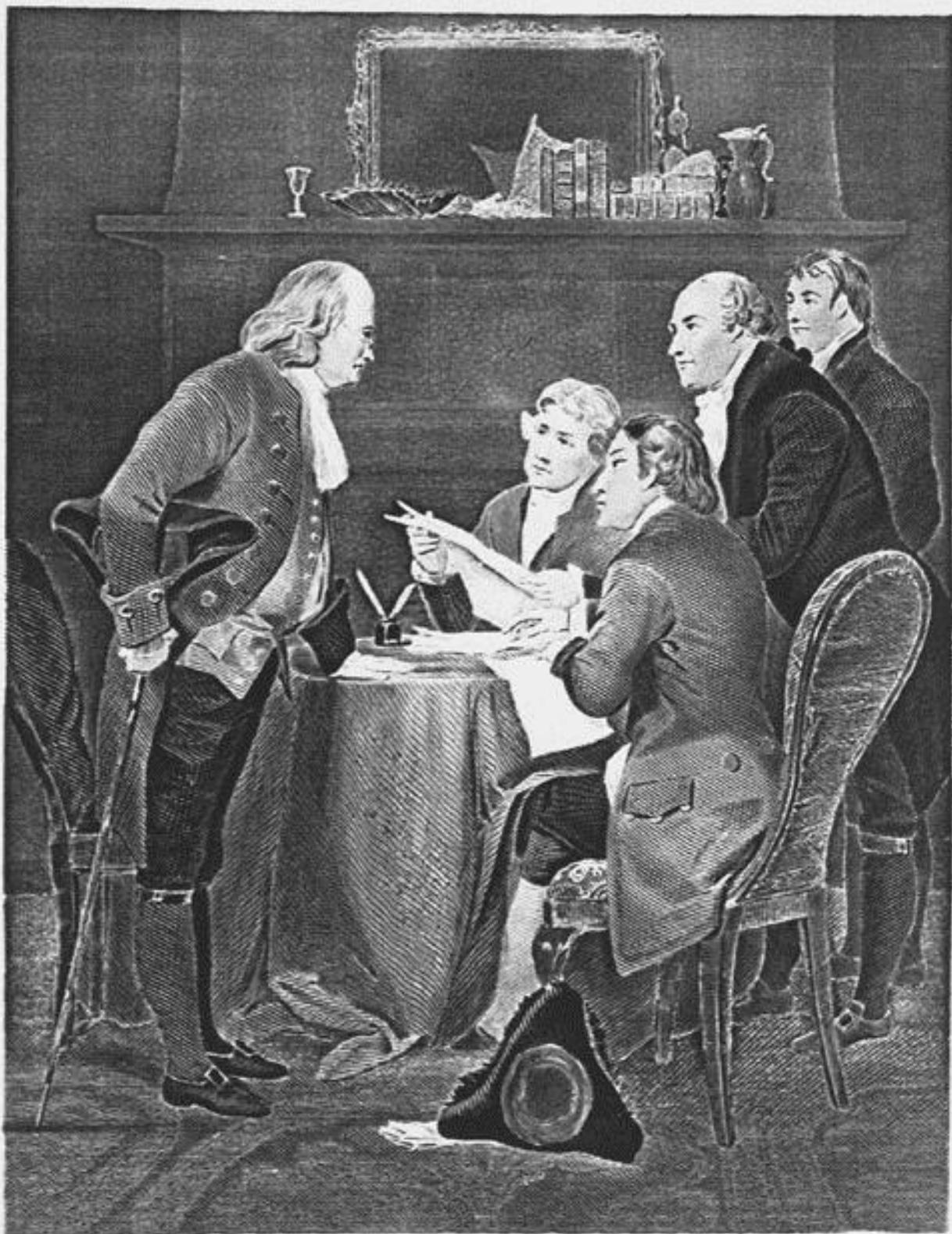
- [The Declaration Clarification Game](#)
- [Text of the Declaration of Independence](#)
- Drafting the Declaration of Independence Image (cut into 4 parts)
- [Drafting the DOI Background Information](#)
- [Lone Star Celebrates Freedom \(optional\)](#)
- [Reading the Declaration of Independence](#) (optional)

Teaching Strategies:

1. Introduce the lesson by asking students:
 - a. Have you ever been mad at someone for things they did?
 - b. Give some examples of what you were mad about.
 - c. How did you handle the situation?
 - d. Did it get any better?
 - e. What if (principal's name) came in here right now and said that we have to always walk in line in ABC order? What if he/she told us that we could only use the restroom on Mondays and Fridays? We would not like these rules at all, and some of them we wouldn't even be able to follow.

2. Tell students - A long time ago before the United States was a country, people who lived here were known as Colonists. The Colonists were from other countries like Britain (England) and still had to follow the rules of the King of Britain, who lived very far away! They were given rules like you had to pay taxes (money for goods/services) for things like tea - which they LOVED, paper, and other things they used a lot. They were also forced to let British soldiers live in their homes. Can you imagine being kicked out of your bedroom for a stranger to sleep there? The Colonists were not happy and they wanted to do something about it, so they came together and wrote the Declaration of Independence - a letter to the King of Britain, listing what they were mad about and declared war against Britain.
3. Because it's Celebrate Freedom Week, we want to recite part of the Declaration of Independence. Recite together: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
4. Play the game on LRE website - [The Declaration Clarification Game](#)
5. Divide your class into 4 groups to analyze the photo - Quadrant Photo Analysis - See [Drafting the DOI Background Info](#)
 - a. Cut the photo into 4 equal parts (quadrants). Students work in each group will analyze 1 quadrant per group. Note: Each group will have a different quadrant.
 - b. Looking at one quadrant only, group members will answer these questions:
 - i. What do I observe?
 1. Students list ONLY what they see
 2. Stick to basic observations, no inferences here.
 - ii. What do I infer?
 1. Students can now list what they THINK is happening
 2. based on evidence from the photo
 - iii. What questions do I still have?
 1. what do you wonder about?
 2. what other information do you need to understand this photo better?
 - c. Share out with class
 - i. quadrant 1 group shares quadrant 1 and the information they listed
 1. ask the class - does this quadrant help you understand your quadrant better?
 2. what other information would help you understand the whole photo?
 - ii. quadrant 2 group shares quadrant 2 and the information they listed
 1. ask the class - does this quadrant help you understand your quadrant better?
 2. what other information would help you understand the whole photo?

- iii. quadrant 3 group shares quadrant 3 and the information they listed
 - 1. ask the class - does this quadrant help you understand your quadrant better?
 - 2. what other information would help you understand the whole photo?
 - iv. quadrant 4 group shares quadrant 4 and the information they listed
 - 1. ask the class - does this quadrant help you understand your quadrant better?
 - 2. what other information would help you understand the whole photo?
 - d. View whole photo as a class and discuss any other details not addressed
6. Share with class that this photo is the “Drafting of the Declaration of Independence”. These 5 men worked together to write a legal document to tell the King of England that they were not happy with what he was doing to the colonists.
7. Remember the passage we said aloud earlier - it’s from the Declaration of Independence, written by the 5 men in the image. Write this phrase on the board - “that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights”. This phrase is important to us still today. Have students draw a picture of what that means to them and write a sentence explaining their drawing. You can share these aloud or hang in the hallway/classroom.



DRAFTING THE DECLARATION OF INDEPENDENCE.

THE COMMITTEE—FRANKLIN, JEFFERSON, ADAMS, LIVINGSTON AND SHERMAN.