LIBRARY OF CONGRESS – PATHWAYS
The Declaration of Independence Lesson Module

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Title:
Three Cheers for the Red, White, and Blue: Defining the Significance of the Declaration of Independence.

Theme: American Identity

Historical Period: The American Revolution
http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/

Lesson Module Overview: Students will actively learn about the journey of the creation of the Declaration of Independence. Students will explore and analyze primary resources from the Library of Congress such as images, documents, political cartoons, and posters to gain prior knowledge to apply into the following lessons. The lessons consist of researching the events that led up to the signing of the Declaration of Independence; analyzing and differentiating several drafts of the Declaration; deciphering the philosophy behind the Declaration of Independence; recognizing the symbolism and significance of the Fourth of July. After being expose to this information, students will apply what they learned to create their own Declaration of Independence, and go through the same process as their Founding Fathers.

Grade Range: Intermediate/Middle Level (5th-6th)

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LESSON MODULE

DAY 1

Title: Path to Independence

Learning Goals:

Knowledge
- Students will develop an understanding of what is the Declaration of Independence.
- Students will begin to understand the effects of the events leading up to the making and signing of the Declaration of Independence.
- Students will understand their researched event and explain how it influenced the making of the Declaration of Independence.

Skills
- Students will research a given event to each group of two leading up to the signing of the Declaration of Independence.
- Students will present a presentation to the class with a partner.

Dispositions
- Students will acknowledge the impact that the events had in the creation of the Declaration of Independence.
- Students will develop a deeper understanding about why it is important to have individual rights.

National Council for the Social Studies Themes:
http://www.socialstudies.org/standards/strands

Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

Power, Authority, & Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Individuals, Groups and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
**Materials Needed:**
Images 1-10 on a PowerPoint
Projector
Computers (1 per student or 1 per 2 students)
Internet
Library books (resources)
Whiteboard
Dry-erase Markers
Copies of empty KWL Chart (1 per student)
Assessment Checklist (Who, What Where, When, and How questions)

**Lesson Procedures:**

**Introduction**
1. Start the lesson out with a KWL chart for the Declaration of Independence. What do the students know, want to know, and learn (use this chart at end of unit) about the Declaration of Independence. Draw a giant KWL chart on the board, but also hand out the copies for the students to fill out individually. Add on to the facts that they already know in order to give the students an outline of what the Declaration of Independence is.
2. Define declaration- a statement that declares, or announces and idea. Define rights-freedoms that are protected by a government’s laws.
3. Ask the students if they know what events led up to the forming and signing of the Declaration of Independence.
4. Present the PowerPoint of the images 1-10 with the names of each event (Stamp Act, Townshend Act, Boston Massacre, Boston Tea Party, Intolerable Acts, First Continental Congress, Lexington and Concord, Second Continental Congress, Common Sense by Thomas Paine, and the Signing of the Declaration of Independence) and tell the class that they are going to create a presentation in pairs one event per group. Introduce the website glogster.com and have them create their presentation on this website.

**Development**
1. Write the following inquiry questions on the board: “Where did your event take place”, “Who was involved/affected”, “What happened”, “When did your event take place”, “How did this event influence the need for the Declaration of Independence”. Remind the students of their new vocabulary word, rights, and have them keep in mind how the people’s human rights were being addressed or misused during their event.
2. Remind students that they need to cite their sources and that they need at least two non-fiction book sources for this research presentation. Give the students the web addresses to student friendly websites, i.e. ebscohost.com, academickids.com, etc.
3. Allow students to research on the computer for and in the library. Be available for questions and guide students to good historical non-fiction resource books.

4. Give students time to review their PowerPoint and complete any unfinished ideas. Have the students practice their presentation and divide it out into who is going to say what.

**Culmination**

1. Have the students present to the class in order from the first to last event leading to the signing of the Declaration of Independence. Make sure to have the computer and projector up and ready for the presentations.

2. Encourage students to actively listen to the presentation by taking notes and writing down questions that they can ask at the end of the presentation.

3. Have students add to the learned section of their individual KWL chart where they will write three new things that they have learned throughout this lesson.

**Assessment**

1. While listening to the students presentations have an assessment checklist to make sure they answered, “Where did your event take place”, “Who was involved/affected”, “What happened”, “When did your event take place”, “How did this event influence the need for the Declaration of Independence”.
LESSON MODULE

DAY 2

Title: The Drafts of the Declaration of Independence

Learning Goals:

Knowledge
- Students will understand the key parts and words in the Declaration of Independence.
- Students will understand the ways in which the Declaration of Independence drafts were different from each other.
- Students will learn about the main people who worked on the Declaration of Independence.

Skills
- Students will participate in a draft analysis of the Declaration of Independence.
- Students will explore the first, middle, and last draft of the Declaration of Independence.

Dispositions
- Students will begin to develop an ability to evaluate different Declaration of Independence drafts and how they are an important historical topic.
- Students will engage in a class discussion on the Declaration of Independence and reflect their views in the form of a writing activity at the end.

National Council for the Social Studies Themes:
http://www.socialstudies.org/standards/strands

Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

Individuals, Groups and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Power, Authority, & Governance: Social studies programs should include experiences that provides for the study of how people create, interact with, and change structures of power, authority, and governance.

Civic Ideals & Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.
Materials Needed
First Draft written of the Declaration of Independence
Middle Draft of the Declaration of Independence
Final Draft of the Declaration of Independence
Paper
Writing Utensils
Marker Board
Markers

Lesson Procedures:

Introduction:
1. Begin today’s lesson by discussing the definition of the word draft with the class. After the class has said some responses, the teacher should define that it is a preliminary form of writing.
2. Then give each person a copy of the final draft of the Declaration of Independence. Have the students raise their hand if they find words they might not know in the Declaration of Independence.
3. Follow up this by putting words on a marker board (a max of 10) to keep the lesson moving and define them as a class on the board.
4. Explain to the class that they will be reviewing the first, middle, and final draft as a group with each other.

Development
1. Divide the class into groups of three and have them analyze each draft. The reason to have only three in a group is so everyone is reading something and not just sitting there. Then switch each draft until everyone in the group has read all three.
2. Have the students write down differences and similarities between the drafts individually so students can write down their thought process while reading.
3. Then have the students express their thoughts of the drafts to each member in their group explaining why they thought this way.
4. Point out how some phrases are different due to how John Adams helped change them after the first draft was written by Thomas Jefferson.
5. Then the teacher creates a chart on the marker board with a dividing line for similarities and differences in the different drafts.
6. Go through each class group and have them each group give one similarity and one difference they had when they reviewed the drafts.
7. Collect all the similarities and differences from the class and have the teacher relay them back to the class, and also possibly say some more similarities and differences to the class if there are ones not covered from the student’s reviews.

**Culmination**
1. Revisit the students’ original ideas about the drafts and have them add anything else to the class discussion they feel was missed out in the discussion.
2. Have the students individually write a one-page paper on the different drafts. The first half of the paper should be about what they thought the major similarities and differences were and what they revised in their own groups. The second half should be about what they thought of the Declaration of Independence and why do they think it is so important for the United States.

**Assessment**
1. As a closing assessment to the lesson, ask students to write down on a sheet of paper three things they learned about the Declaration of Independence from this lesson.
LESSON MODULE

DAY 3

**Title:** Thomas Jefferson’s Philosophy on the Declaration of Independence

**Learning Goals:**

**Knowledge:**
- Students will understand key people and the philosophy related to the Declaration of Independence.
- Students will learn the changes made during the drafting of the Declaration of Independence.
- Students will develop a working chronology of changes during the Declaration of Independence.

**Skills:**
- Students will begin drafting a document on their philosophy on life.
- Students will compare and contrast the changes made in the Declaration of Independence and how they changed the philosophy of the declaration.

**Dispositions:**
- Students will begin to develop an ability to evaluate multiple perspectives, think critically about the past, and grapple with the complexity of historical issues.

**National Council for the Social Studies Themes:**
http://www.socialstudies.org/standards/strands

**Individuals, Groups, and Institutions:** Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

**Civic Ideals and Practices:** Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

**Materials:**
Draft of the Declaration of Independence
Markers
Chart Paper
Venn diagram

**Lesson Procedure:**

**Introduction:**
1. Yesterday, we looked at the different drafts of the Declaration of Independence. You were able to decode what the Declaration of Independence was actually saying. Thomas Jefferson was the main author of the Declaration.
2. When he was writing it he had a certain philosophy. What do you think philosophy means? Close, philosophy is a personal belief about how to live or how to deal with a situation.

3. I want you to turn to the person next to you and talk to them about what you think Thomas Jefferson’s philosophy was when he was writing the Declaration. What were his main points? (Give students 5 minutes to talk and write down their ideas.)

4. Prepare the photos of Thomas Jefferson and the drafts of the Declaration in the Appendix in this lesson module.

**Development:**

1. Prepare the primary resources in the Appendix in this lesson module. Search for additional information about some of the primary resources. (Make sure to glue the “clues” to the primary source on back of the source.)

2. Introduce the photo of Thomas Jefferson to the class. Provide students with the background the knowledge on why Thomas Jefferson was chosen to write the Declaration.

3. Organize students into partners or small groups. Give each partnership or small group 2 copies of the Declaration.

4. Provide students with the following guiding questions for analyzing the changes in the Declaration. Also have students think about the philosophy that Thomas Jefferson used with

**Guiding Questions for Analyzing Changes**

What is this resource?
Who helped create this or is involved in this resource?
When was this resource created?
What is happening in this resource? What we can learn from this resource?
What type of changes were made to the Declaration?
What does the Declaration tell people?

5. Give students time to critically analyze these changes. Encourage them to use additional resources (books, websites, articles) that you provide to research more information about the resource they have been given.

6. Give students time to finalize their research and prepare their own philosophy on life.

**Culmination:**

1. Have students come up in partnerships or small groups to present the changes they saw in the Declaration. The students will then present their philosophy on life (what they would use to write the Declaration).

2. As students are presenting, you as the teacher will write down the changes they found in the Declarations drafts, as well as each group’s philosophy.

3. Once all students have finished presenting their changes and philosophies, review the changes and philosophies. Help students begin to see connections between Thomas Jefferson's philosophy to their own.
**Assessment:**

1. Revisit the chart paper you have been using throughout the lesson to reflect on and add to the students’ learning.

2. Collect students’ responses to the guiding questions they answered about their primary sources. Evaluate these both formally and informally to check for student understanding.
LESSON MODULE

DAY 4

Title: *The Declaration of Independence*

**Learning Goals:**

**Knowledge:**
- The students will understand the terms “patriotism”, “symbolism”, and “treason”.
- The students will develop an understanding of why we celebrate Independence Day and what it allows our country to do.
- The students will understand the key people and events related to the signing of the Declaration of Independence.
- The students will know the 13 colonies and locate them on a map.

**Skills:**
- The students will participate in a role-play activity focused on the signing of a “classroom” Declaration of Independence.
- The students will relate to the previous lessons in this unit to create a classroom document (Jefferson’s Philosophy).
- The students will celebrate and share their Declaration of Independence with the rest of the 5th grade classrooms.

**Dispositions:**
- Students will have an appreciation for the foundation of freedoms that were established by our founding fathers of the United States of America.

**National Council for the Social Studies Themes:**
http://www.socialstudies.org/standards/strands

**Civic Ideals & Practices:** “Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.”

**Materials Needed:**
- Power Point
- Interactive White Board
- 13 Colonies Blank Worksheet (see in Appendix III)
- Costumes (colonial)
- Bulletin board materials (markers, construction paper, glue, scissors, tape)

**Lesson Procedures:**

**Introduction:**
1. Hook the students’ interest by having the outside door decorated as the outside of Independence Hall. The teachers will have to create this, not the students because there is
simply not enough time to do this as a classroom project. The teachers will need to work on it before and after school. Every fifth grade teacher will be dressed in colonial costumes and greet each student as they enter the room.

2. Have the students sit in the desks as they enter the room (will be set up as the inside of Independence Hall). The teacher will ask the class to explain what they have learned thus far in this unit-recall previously learned information. The students will be asked to explain the 13 colonies-what they represent, have they heard of them before, what are the names, etc. Then the students will be asked to place the 13 colonies on a map (provided by the teacher).

3. The teacher will give a brief informative session over the 13 colonies. The teacher will introduce the interactive Power Point to the students. The teacher will have slides that stop and ask the students essential questions that they will break off into small groups and discuss before discussing as a whole class- “what is the fourth of July? What does it mean to you? To our country?”

4. In order for the students to have a better understanding and feeling for why the 13 colonies wanted to create their own nation, the teacher will announce to the class that they will be living in colonial times, before July 4, 1776. “Oh, class, I almost forgot, we are all living in the colonial times before July 4th, 1776. As a reminded you are not living in the United States of America. We are under the government of Great Britain. Due to us being ruled by another country, they have decided that anyone with the birthday in January, February, and March will have to dance every time they want to speak. The people who have an older brother or sister will have to stand up every time they want to speak.” (Based on the class, the teacher can create restrictions based on her students) The class while have to follow the new rules throughout the Power Point. The students will have the chance to feel what it’s like to be controlled by others-they will want to break free. Once the Power Point has been completed there will be a giant image projected on the board of the inside of Independence Hall. All fellow fifth grade teachers will meet in the room and reenact the process of the Declaration of Independence.

**Development**

1. Students will have already been informed on the Declaration of Independence from the previous three lessons. This lesson will act as an integrative activity and follow-up session. In other words, the previous three lessons will be tied into this lesson.

2. The teacher will go over the words treason, patriotism, and symbolism. “What do these words mean?” “Have you heard any of these words before?” The teacher will cover the meaning of the three vocabulary words in the Power Point-providing examples and pictures.

3. Support students developing an understanding of the term, perhaps using a dictionary or online dictionary source on the interactive whiteboard. The definition will be discussed and the class will create their own meaning of the word based the provided examples of the term (Ex. “Patriotism”)

4. The students will be asked critical thinking questions throughout the Power Point. The students will have to base their thinking on the three previous lessons in this unit and possible experiences they have had in their life. The students will use express their findings, opinions, and ideas through classroom discussion.
5. If the students are stuck or need some assistance the teacher will remind the students to think back to the previous lessons in the unit and use their new knowledge to make complex interactions with what they now know or have learned.
6. Inform the students that they will be creating their own Declaration of Independence at the end of the lesson so they need to think of what they want to change (after being assigned to dance, stand up, etc., when speaking). The students should refer to the third lesson-Jefferson's Philosophy to help them create a class Declaration.

Culmination
1. The classroom will be created as a visual learning center. Meaning, the classroom environment is going to be set-up as Independence Hall. The students will have to use the information learned in all three lessons previously to complete the final product in this lesson-classroom Declaration of Independence.
2. Students will be surprised to know they will have a celebration at the end of the creation and signing and their Declaration of Independence. The teachers will provide snacks and punch for the students to enjoy. The students will be encouraged to discuss the outcome of this lesson and what they have learned from it. After the celebration is complete, the class will come together and discuss their views, opinions, likes, and dislikes about this unit.

Assessment
1. Ask students to complete a “Check-Out Slip” where they write two new things that they learned during today’s lesson and one question about the topic. Use these to influence your planning for future lessons.
2. The students will complete the 13 colonies map that was introduced at the beginning of the lesson. The students will have to label the colonies and name the states they represent today.
Lesson Module Day 1

1. **Image**
   Stamp Act

![Stamp Act Image]
To the PUBLIC.

As I am convinced that my refusing to store my Goods, was wrong; I do promise and consent, That they shall be deposited in the public Store with other Goods which were imported contrary to the Non-importation Agreement;--which I hope will appease the Minds of my injured Fellow Citizens, and convince them that I do not regard sacrificing my private Interest for the Good of the Public.

Simeon Coley.

Afternoon, 2 o'Clock.
3. **Image**

1770 Boston Massacre
4. **Image**  
   Boston Tea Party
5. **Images**
Intolerable Acts
6. **Image**
1774 First Continental Congress
7. Image
1775 Lexington and Concord
8. **Image**

1775 Second Continental Congress
COMMON SENSE;
ADDRESS TO THE
INHABITANTS
OF
AMERICA,
On the following interesting
SUBJECTS.
II. Of Monarchy and Hereditary Succession.
III. Thoughts on the present State of American Affairs.
IV. Of the present Ability of America, with some miscellaneous Reflections.

Man knows no Maker save seeing Heaven,
Or those whom choice and common good ordain.

THOMSON.

PHILADELPHIA;
Printed, and Sold, by R. BELL, in Third-Street.
MDCCCLXVI.
10. **Image**

Signing of the Declaration of the Independence
Lesson Module Day 2

11. Image
First Draft
IN CONGRESS, JULY 4, 1776.

A DECLARATION
BY THE REPRESENTATIVES OF THE UNITED STATES OF AMERICA,
IN GENERAL CONGRESS ASSEMBLED.

WHEN in the Course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the Earth, the Separate and Equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the Causes which impel them to the Separation.

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, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall from time to time seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly it has been the constant Experience of mankind, that new broods are little short of the old evils, which they were, in some degree, created to prevent; while the patience of the People, under these necessities, is outwardly longer than it is to be expected that a People will be patient, but if it is not, it is their Duty, to throw off such Government, and to provide new Guards for their future Safety. Such has been the patient Sufferance of their Citizens, and such is now the necessity which compels them to alter their former System of Government. The history of the present King of Great-Britain is a history of repeated Injuries and usurpations, all having in direct Object the Establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid World.

He has refused his Assent to Laws, the most wholesome and necessary for the public Good.

He has forbidden his Governors to pass Laws of immediate and pressing Importance, unless suspended in their Operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the Accommodation of large Districts of People, unless those People would relinquish the Right of Representation in the Legislature, a Right inseparable from them, and connected with their future Security.

He has called together Legislative Bodies at Place of their choosing, unaccompanied, and distant from the Deputies of their public Records, for the sole Purpose of carrying into Execution Laws, of which he had given no Front, and he had not approved, by taking the Votes of his Assent thereto, nor deigning to pass them.

He has dissolved Representative Bodies repeatedly, for opposing with manly Firmness his Injunctions on the Right of the People.

He has refused for a long Time, after such Injunctions to cause others to be elected; whereby the Legislative Powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the meantime exposed to all the dangers of Invasion from without, and Convulsions within.

He has endeavored to prevent the Population of these States; for that Purpose obstructing our Laws of Naturalization of Foreigners; refusing to pass others to encourage their Migrations hither, and raising the Conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judicature Powers.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people, and eat out their Substance.

He has kept among us, in Times of Peace, Standing Armies, without the Consent of our Legislatures.

He has affected to render the Military independent of and superior to the Civil Power.

He has combined with others to subject us to a Jurisdiction foreign to our Constitution, and unacknowledged by our Laws; giving his Assent to their Acts of pretended Legislation:

For quartering large Bodies of Armies among us:

For protecting them, by a Mock Trial, from Punishment for any Misdemeanor which they should commit on the Inhabitants of these States:

For cutting off our Trade with all Parts of the World:

For imposing Taxes on us without our Consent:

For depriving us, in many Cases, of the Benefits of Trial by Jury:

For abolishing the free System of English Laws in a neighboring Province, establishing therein an Arbitrary Government, and enlarging its Boundaries, so as to render it at once an Example and a Mechanism for introducing the same absolute Rule into other Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with Power to legislate for us in all Cases whatsoever.

He has abdicated Government here, by declaring our first Proclamation and Waging War against us.

He has plundered our seas, ravaged our Coasts, and burned our towns.

He has endeavored to prevent the Population of these States; for that Purpose obstructing our Laws of Naturalization of Foreigners; refusing to pass others to encourage their Migrations hither, and raising the Conditions of new Appropriations of Lands.

He is, at this Time, transporting large Armies of foreign Mercenaries to complete the Works of Death, Desolation, and Tyranny, already begun with circumstances of Cruelty and Perfidy, scarcely paralleled in the most barbarous Age, and totally unworthy the Head of a civilized Nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the Executioners of their Friends and Brethren.
Lesson Module Day 3

14. **Image**
   Thomas Jefferson
APPENDIX II:
BIBLIOGRAPHY AND WEBSITE LISTING
OF RESOURCES FOR STUDENTS AND TEACHERS

Bibliography of Children’s Literature


Webliography of Supporting Online Resources for Students

Academic Kids – Database
A link for student to use for research.
http://academickids.com/

Ben’s Guide to the U.S. Government for Kids – Information Website
A link for students to use for research on the Declaration of Independence in the point of view of Ben Franklin.

Kid Info: History of the American Revolutionary War – Resource Page
A link with interesting articles and facts about the American Revolutionary War.
http://www.kidinfo.com/american_history/american_revolution.html

Resources for US Middle Schools – Database
A link for student to use for research. This site is founded by EBSCO.
http://www.ebscohost.com/us-middle-schools

Social Studies for Kids – Information Website
A link for students to use for research on Thomas Jefferson.
http://www.socialstudiesforkids.com/wwwww/us/thomasjeffersondef.htm

The American Revolution for Kids – Information Website
A link for students to use for research on the Declaration of Independence.
http://revolution.mrdonn.org/declaration.html

Webliography of Supporting Online Resources for Teachers

Declaring Independence: Drafting the Documents – Timeline
A site that gives the chronology order of events in drafting the declaration.
http://www.loc.gov/exhibits/declara/declara2.html

Dictionary – Patriotism
Helpful resource to create a strong vocabulary
http://dictionary.reference.com/browse/patriotism
**Revolutionary War Timeline – Timeline**
A site that gives the chronology order of events of the Revolutionary War Period.
http://www.ushistory.org/declaration/revwartimeline.htm

**The Charters of Freedom – Resources**
There are student friendly printable drafts of the Declaration of Independence.
http://www.archives.gov/exhibits/charters/declaration.html
APPENDIX III:
Lesson Module Day 4
Power Point Presentation

Independence Day!

What’s the Big Deal?!?

“All Men are Created Equal”

Library of Congress
What does the 4th of July mean to you? To the USA?

- July 4th, 1776
  - Adoption of the Declaration of Independence
    - Second Continental Congress
      - Delegates from the 13 colonies
  - Declared independence from the Kingdom of Britain to establish the 13 colonies as its own nation
    - USA

- Independence?
  - Freedom from being ruled by someone else
  - America chose to rule themselves

- Deals with the complex problem of slavery and equality

- National day for The United States of America
• “4th of July”

• On the 4th only two people signed the Declaration of Independence
  ○ John Hancock and Charles Thompson

• On August 2nd, 54 others signed the Declaration of Independence

• Totaling to 56 signatures in all

• Although the document was finalized August 2nd, 1776, it remains as the fourth of July because it was adopted that day

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**The Fourth of July**

• Federal holiday
  ○ 1870

• Celebrates our history, government, and USA traditions
  ○ Fireworks, parades, BBQs, fairs, speeches

• Symbol of **Patriotism**
  ○ Devoted love, support, and defense of one’s country (loyalty)
**Symbolism** - uses symbols to represent or express qualities or ideas.

**Significance...**

- Sets forth basic ideas of freedom and equality
- Dangerous to sign, **treason** to the Great Britain
  - Going against own government, disloyalty, overthrow, betrayal
- Equal rights for all
  - Boys VS Girls, skin color, age, etc.
- Independent
- Pursuit of Happiness
The United States of America never would have created the Declaration of Independence? Where would we be now?

- Discuss with a partner what you believe would happen
- Be prepared to share your answers with the rest of the class

What if....
Worksheet
http://content.scholastic.com/content/media/products/52/0439504252_bw88_xlg.jpg