## Learning Experience Plan

Subject: **Social Studies** Grade level: **7th**

Unit: **American Revolution** Length of LEP (days/periods/minutes): **20 Minute Class**

Topic: **Declaration of Independence**

Content Standards: (include only standards addressed in this LEP)

* 7.5 – Growing tension over political power and economic issues fueled a desire and movement for independence from Great Britain. The Declaration of Independence summarizes American political ideas regarding rights and the purpose of government.
  + 7.4.d – Civic values and individual rights were debated among the American colonists, reflecting different perspectives about a potential separation from Great Britain.
  + 7.5.e – Some American colonists outlined their grievances against British policies in various ways and ultimately called for separation from Great Britain in the Declaration of Independence.
  + 7.5.f – The Declaration of Independence continues to represent American political ideals and values regarding representative government and natural rights.

Literacy Standards: (include only standards addressed in this LEP)

* + Reading:
    - (#2): Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
    - (#4): Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
    - (#5): Describe how a test presents information (e.g., sequentially, comparatively, casually)
    - (#8): Distinguish among fact, opinion, and reasoned judgment in a text.
  + Speaking & Listening:
    - (#1): Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.

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| **Learning Experience Outcomes** (knowledge/skills)  Students will:   * Students will review and interpret the Declaration of Independence in order to grasp what the colonist did to form a new country. | | | **Learning Experience Assessments**   * Students will be asked to put a section of the Declaration of Independence into their own words and right their meaning behind their words. | |
| **Differentiation** (What will you do to meet the needs of students at these different levels?) | | | | |
| **Approaching**   * Making sure they see the Declaration of Independence in their own words so they can describe it * Also, class room discussion lets them interact with their peers, giving them more knowledge | | **On-level** | | **Beyond**   * Can be the “experts” in this lesson, providing more feedback. * Also, can interact with students on a more personal level than the teacher, * Can act as an extension of the teacher. |
| **Curriculum Integration** (Does this lesson correlate with any other content area? Describe.) | | | | |
| **Materials** | **Procedures/Strategies** | | | |
| White Board, Marker  Pencil/Pen, Paper, White Board, Marker  White Board, Marker, Pencil/Pen, Paper  White Board, Maker, Paper, Pencil/Pen  Pen/Pencil, Paper | **Day 1** (add additional days as needed)  Daily Protocol – Have 2-3 events that happened that day in history, ask the class “What is happening in the world today”  Sponge Activity (activity that will be done as students enter the room to get them into the mindset of the concept to be learned) – Having the Declaration of Independence on the whiteboard, with the title “What does this stand for?” above it.  Anticipatory Set (focus question/ that will be used to get students thinking about the day’s lesson) – What role did the Declaration of Independence have on the American Revolution? Role it has today?  Activating Prior Knowledge (what information will be shared with/among students to connect to prior knowledge/experience) – Having the Declaration of Independence on the board, the teacher uses explicit cues to have their students show what they know about the Declaration of Independence from fourth grade. Some of these cues would be “this document was signed on July 4, 1776” and “life, liberty, and the pursuit of happiness.” This would help the students get fully engaged into learning about the Declaration of Independence.  Direct Instruction (input, modeling, check for understanding)   1. Daily Protocol    1. 2-3 “things that happened today in history”    2. “What is happening in the world today?” 2. Introduce Students to the Guiding Question(s) for the Day    1. What is the Declaration of Independence?    2. What role did it play in the American Revolution?    3. What role does it play today? 3. Activating Prior Knowledge on the Declaration of Independence    1. Direct students to the whiteboard       1. Ask them what this is    2. Ask students to raise their hands on what they know about the document, providing cues if they get stuck       1. “this document was signed on July 4, 1776”       2. “life, liberty, and the pursuit of happiness”    3. While students give answers, write them on the board    4. Encourage students to bounce ideas off each other, to work together so they can get as many details as possible    5. Once everybody’s ideas are on the board, teacher instructs them to write it in their notes 4. Start the Lesson    1. Lead up to Declaration of Independence       1. Stamp Act (1965)          1. Taxed the colonists for pretty much anything coming into the colonies. Started the hatred of the British on the part of the colonists       2. Boston Massacre (1770)          1. First time a British solider short colonists, and they were unarmed. Famous Paul Revere painting of this. Started the uproar against the British       3. Boston Tea Party (1773)          1. In response to another tax, this time on tea, a couple of colonists, dressed as Native Americans, get on to a boat and dump tea into the Boston Harbor, leading to the blockade of Boston       4. First Continental Congress (1774)          1. Delegates from each and every colony come to meet at Philadelphia to talk about the state of the colonies. Ponder independence       5. Battle of Lexington & Concord (1775)          1. Start of the American Revolution, “shot heard around the world”       6. Second Continental Congress (1775)          1. Come to the agreement that the colonies shall strive for independence, start drafting the Declaration of Independence. 5. The Declaration of Independence    1. “We hold these truths to be self-evident, that all men are created equal.”       1. What is this saying?          1. Ask class, see what they have to say       2. It is saying that all men are the same, no matter of race, gender, economic status, etc.    2. “that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”       1. What is this saying?          1. Ask class, see what they have to say       2. Why did Thomas Jefferson put “pursuit”    3. “And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.”       1. What is this saying?          1. Ask class, see what they have to say       2. America will work if everyone is willing to work together for a common good 6. Declaration of Independence Role Today    1. Civil Rights and amendments    2. Most sacred document    3. American Dream 7. Exit-Slip or Homework (Depending on Time)    1. Count class off by threes       1. #1 = “We hold these truths to be self-evident, that all men are created equal.”       2. #2 = “that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”       3. #3 = “And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.”    2. Depending on their number, they take this section of the Declaration of Independence and put it into their own words       1. Also give a 1-2 sentence reasoning behind their own words.   Guided Practice (how students will demonstrate their grasp of new learning)   * Activating Prior Knowledge of Declaration of Independence * Class Discussion * Note-Taking   Independent Practice (what students will do to reinforce learning of the lesson)   * Exit-Slip: Students will be asked to put a section of the Declaration of Independence into their own words and right their meaning behind their words.   Closure (action/statement by teacher designed to bring lesson presentation to an appropriate close)   * Finish Class by showing how you this one document has stood the test of time. | | | |
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