

Why take risks?



**The Declaration of Independence. 1776.
Copy of painting by John Trumbull, 1817-18**

Supporting Questions

1. What colonies were under British rule in 1775?
2. Was King George III a tyrant?
3. How was the Declaration of Independence a response to tyranny? Why did the authors of the Declaration of Independence include natural rights?

Declaration of Independence

Why take risks?	
Connection to Connecting Theme/Enduring Understandings	<p>Location: <i>Where people live matters.</i> Englishmen living an ocean away from their king felt excluded from decision-making and, as time passed, less like Englishmen.</p> <p>Beliefs and Ideals: <i>The beliefs and ideals of a society influence the social, political, and economic decisions of that society.</i> Colonists’ beliefs and ideals (e.g., having a voice in government, natural rights, being able to move beyond the Appalachian Mountains) affected the disagreements between England and the colonies.</p> <p>Conflict and Change: <i>When there is conflict between or within societies, change is the result.</i> Because the colonists did not feel like they had a voice, conflict was the result. The corresponding change was a whole new country.</p> <p>Distribution of Power: <i>Distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.</i> Initially, colonists were willing to live with the laws created by the English government. Eventually, their own values and beliefs led to new laws (the Constitution) and a different distribution of power (representative democracy/republic).</p>
GSE for Social Studies	<p>SS4H1 Explain the causes, events, and results of the American Revolution. d. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.</p> <p>SS4CG1 Describe the meaning of: a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)</p> <p>SS4E1 Use the basic economic concepts of ...opportunity cost...to illustrate historical events. a. Describe opportunity cost and its relationship to decision-making across time.</p>
GSE for ELA, Science, or Math (K-5)	<p><u>English/Language Arts</u> ELAGSE4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. ELAGSE4RI7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. ELAGSE4RI9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. ELAGSE4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow-up information, and make</p>



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	<p>comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>ELAGSE4SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>ELAGSE4SL3: Identify the reasons and evidence a speaker provides to support particular points.</p> <p>ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>ELAGSE5W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Math Standards for Mathematical Practice</u></p> <p>#2. Reason abstractly and quantitatively.</p>
<p>Connection to Literacy Standards for Social Studies and Social Studies Matrices</p>	<p><u>Information Processing Skills</u></p> <ol style="list-style-type: none"> 1. Compare similarities and differences 2. Organize items chronologically 3. Identify issues and/or problems and alternative solutions 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 7. Interpret timelines, charts, and tables 10. Analyze artifacts 11. Draw conclusions and make generalizations 14. Formulate appropriate research questions 15. Determine adequacy and/or relevancy of information 16. Check for consistency of information <p><u>Map and Globe Skills</u></p> <ol style="list-style-type: none"> 6. Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps 7. Use a map to explain impact of geography on historical and current events 8. Draw conclusions and make generalizations based on information from maps



Fourth Grade Social Studies Lab

Supporting Question 1	Supporting Question 2	Supporting Question 4
<ul style="list-style-type: none"> What colonies were under British rule in 1775? 	<ul style="list-style-type: none"> Was King George III a tyrant? 	<ul style="list-style-type: none"> How was the Declaration of Independence a response to tyranny? Why did the authors of the Declaration of Independence include natural rights?
Sample Instructional Activity	Sample Instructional Activity	Sample Instructional Activity
<p>Students will analyze a historical map of the British Colonies in North America.</p>	<ul style="list-style-type: none"> Students will create a timeline of the events leading up to the Declaration of Independence and decide what options King George III and the colonists had in response to each. Students will develop definitions of tyranny and abuse of power. Then, they will develop an argument about whether King George III was a tyrant. 	<p>Students will evaluate the creation of the Declaration of Independence and its contents through four primary sources: an original draft of the Declaration of Independence, a printed copy of the document that was shared in the colonies, an engraving of the team working on it, and an image of it being read in Boston.</p>
Featured Sources	Featured Sources	Featured Sources
<ul style="list-style-type: none"> Annotated Map of the British Colonies in North America with the Roads, Distances, Limits and Extent of the Settlements, 1775 	<ul style="list-style-type: none"> Print, The Stamp Act Denounced Print, The Destruction of Tea at Boston Harbor by N. Currier, 1846 Engraving, The Bloody Massacre Perpetrated in King Street, Boston, 3/05/1770 	<ul style="list-style-type: none"> Declaration of Independence with editing Dunlap Broadside of the Declaration of Independence Artwork: Reading of the Declaration of Independence from the east balcony of the Old State House Boston, Massachusetts- Engraving of the men writing the Declaration of Independence

Summative Performance Task	<p>PRODUCT/PRESENTATION</p> <p>Timeline: Choose the two most important events and create a drawing to show them.</p> <p>Writing: The worst thing King George III did to the colonists was...</p> <p>Writing: I would/would not sign the Declaration because...</p>
	<p>EXTENSION</p> <p>Students will research and select a political cartoon related to the Declaration of Independence. Using the NARA Cartoon analysis worksheet (available at https://www.archives.gov/education/lessons/worksheets/cartoon.html), students will evaluate its meaning.</p> <p>Research: What happened to the 56 men who signed the Declaration of Independence?</p>
Taking Informed Action	<p>Students will choose to sign the Declaration of Independence (or not) and create an argument to support their thinking.</p>



The Context

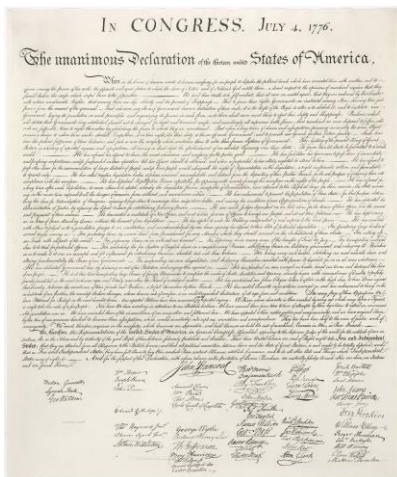
In 1607, the first permanent British settlement in North America was established at Jamestown in what is now Virginia. Over the next 160 years, European settlers braved the Atlantic Ocean and many other challenges to make a new home in the British colonies. By 1770, there were about 2.5 million people living in the colonies.

All colonists were considered British citizens. *Loyalists* were proud to be British citizens under the rule of King George III. *Patriots* were less satisfied, believing that King George III did not listen to them, taxed them unfairly, and allowed British governors independently to rule the North American colonies. For many years, some colonists worked to find a compromise while others engaged in rebellious acts, like the Boston Tea Party. King George III responded to rebellious actions by increasing troop presence and implementing stronger rules, like the Intolerable Acts.

In 1774, concerned citizens representing twelve of the colonies met at the First Continental Congress. Their goal was to gain the right to have representation regarding decisions related to taxes and to have the Coercive Acts repealed. They agreed to stop importing goods from Britain by December 1, 1774, and meet again in May 1775 if progress was not made. At the Second Continental Congress, colonial representatives created a document listing their concerns and sent it to King George III, hoping they could still work things out. He refused to even read it.

As a result of his actions over various issues, many colonists believed that King George III

was a tyrant. In 1775, the first military battles were waged at Lexington and Concord and at Bunker Hill in Massachusetts. The patriots had reached the point of rebellion.



Five men were asked to draft the Declaration of Independence. Thomas Jefferson was the primary writer, but Benjamin Franklin, Robert Livingston, John Adams, and Roger Sherman helped. They wanted to be sure to include information about natural rights, which are rights they believed we have just because we are born as human beings. In the document, the writers called them unalienable rights and identified them as “Life, Liberty, and the pursuit of Happiness.”

On July 4, 1776, 56 men spoke for the colonies and signed the Declaration of Independence, telling the world and King George III that the colonies were now a free and independent country and that he was not the boss of them.

To the British, the signers of the Declaration of Independence were committing treason, an action against the government that was punishable by death. Each signer risked his life and the loss of everything he owned just so he could stand up for the colonists. To King George III, the colonies did not have the right to become their own country. He was willing to go to war to prove his point. After July 4, 1776, the American Revolution was official.

Source: Print of the Declaration of Independence. Print #3 of the Declaration of Independence, 1976; 7/4/1776; Plates and Facsimiles of the Declaration of Independence, 1823 - 1951; General Records of the Department of State, Record Group 59; National Archives at College Park, College Park, MD.

<https://www.docsteach.org/documents/document/print-of-the-declaration-of-independence>

Complete your background knowledge with resources at the National Archives.

<https://www.archives.gov/founding-docs/declaration> and

The National Park Service:

https://www.nps.gov/revwar/about_the_revolution/timeline_of_events.html

An engaging music video that addresses the Declaration of Independence is called "It's Too Late to Apologize-A Declaration," At the end the musicians enjoy their freedom by playing instruments played in the 21st century.

<https://www.youtube.com/watch?v=uZfRaWAtBVg>

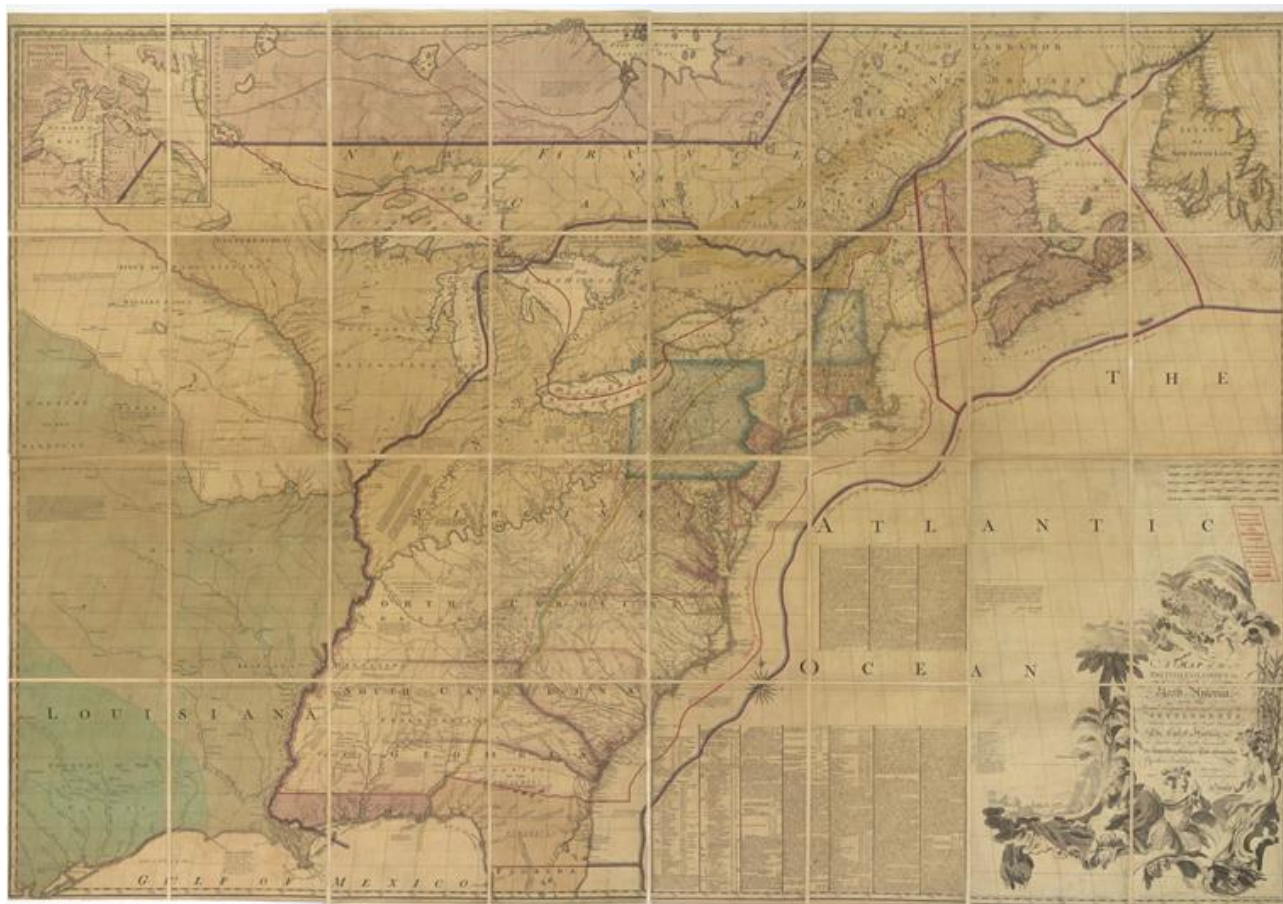
Documents

Document #	Source Information
Document 1	Annotated Map of the British Colonies in North America with the Roads, Distances, Limits and Extent of the Settlements, 1775 Source: The National Archives, Records of Boundary and Claims Commissions and Arbitrations, Record Group 76 (Students can zoom in on this map at the online link to see details.) https://www.docsteach.org/documents/document/annotated-map-of-the-british-colonies-in-north-america-with-the-roads-distances-limits-and-extent-of-the-settlements
Document 2	Painting, <i>The Stamp Act denounced</i> Source: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA https://www.loc.gov/item/2006679820/
Document 3	Destruction of tea at Boston Harbor; Source: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA . (Students can zoom in on this painting by going to the link.) https://www.loc.gov/resource/cph.3b52022/
Document 4	Engraving, <i>The bloody massacre perpetrated in King Street, Boston 3/05/1770</i> Source: The National Archives, Records of the Office of the Chief Signal Officer, Record Group 111. (Students can zoom in on this picture to see details.) https://www.docsteach.org/documents/document/the-bloody-massacre-perpetrated-in-king-street-boston
Document 5	Franklin, Jefferson, Adams, Livingston and Sherman. Copy of engraving after Alonzo Chappel, 1776. (Students can zoom in on this picture to see details.) https://www.docsteach.org/documents/document/drafting-the-declaration-of-independence-the-committee-franklin-jefferson-adams-livingston-and-sherman-copy-of-engraving-after-alonzo-chappel
Document 6	<i>The Declaration of Independence</i> Thomas Jefferson (1743–1826). "Original Rough Draught of the Declaration of Independence." Page 3. Holograph with minor emendations by John Adams and Benjamin Franklin, June 1776. Manuscript Division, Library of Congress. http://www.loc.gov/exhibits/treasures/tr00.html#decl
Document 7	Dunlap Broadside [Declaration of Independence] Source: National Archives, Dunlap Broadside [Declaration of Independence]; 7/4/1776; Records of the Continental and Confederation Congresses and the Constitutional Convention, Record Group 360. https://www.docsteach.org/documents/document/dunlap-broadside Transcript available at: https://www.archives.gov/founding-docs/declaration-transcript National Archives, Reading of the Declaration of Independence from the East balcony of the Old State House, Boston, Massachusetts July 18, 1776. Copy of artwork; 1931 - 1932; Records of Commissions of the Legislative Branch, Record Group 148. https://www.docsteach.org/documents/document/reading-of-the-declaration-of-independence-from-the-east-balcony-of-the-old-state-house-boston-massachusetts-july-18-1776-copy-of-artwork
Document 8	The Declaration of Independence. 1776. Copy of painting by John Trumbull, 1817-18 Source: The Declaration of Independence. 1776. Copy of painting by John Trumbull, 1817-18.; 1931 - 1932; Records of Commissions of the Legislative Branch, Record Group 148. https://www.docsteach.org/documents/document/the-declaration-of-independence-1776-copy-of-painting-by-john-trumbull-181718

Document 1: Annotated Map of the British Colonies in North America with the Roads, Distances, Limits and Extent of the Settlements, 1775

Document Use in this Lab: Analysis of this map is used to help students understand the composition and geography of the British colonies in North America as the American Revolution began.

Source: The National Archives, Records of Boundary and Claims Commissions and Arbitrations, Record Group 76.
<https://www.docsteach.org/documents/document/annotated-map-of-the-british-colonies-in-north-america-with-the-roads-distances-limits-and-extent-of-the-settlements>



Document 2:

The Stamp Act Denounced

Document Use in this Lab: This image can be used with the timeline as a review of events leading up to the Declaration of Independence. For a more detailed evaluation, students can analyze this document using Appendix C, or the teacher can share it as students finalize the timeline using the PowerPoint provided with the lab.

Source: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

<https://www.loc.gov/item/2006679820/>



Document 3:

The Destruction of Tea at Boston Harbor

by N. Currier, 1846

Document Use in this Lab: This image can be used with the timeline as a review of events leading up to the Declaration of Independence. For a more detailed evaluation, students can analyze this document using Appendix C, or the teacher can share it as students finalize the timeline using the PowerPoint provided with the lab.

Source: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA;
<https://www.loc.gov/resource/cph.3b52022/>



Document 4:

The Bloody Massacre Perpetrated in King Street, Boston, 3/05/1770

Document Use in this Lab: This image can be used with the timeline as a review of events leading up to the Declaration of Independence. For a more detailed evaluation, students can analyze this document using Appendix C, or the teacher can share it as students finalize the timeline using the PowerPoint provided with the lab.

Source: The National Archives, Records of the Office of the Chief Signal Officer, Record Group 111.

<https://www.docsteach.org/documents/document/the-bloody-massacre-perpetrated-in-king-street-boston>



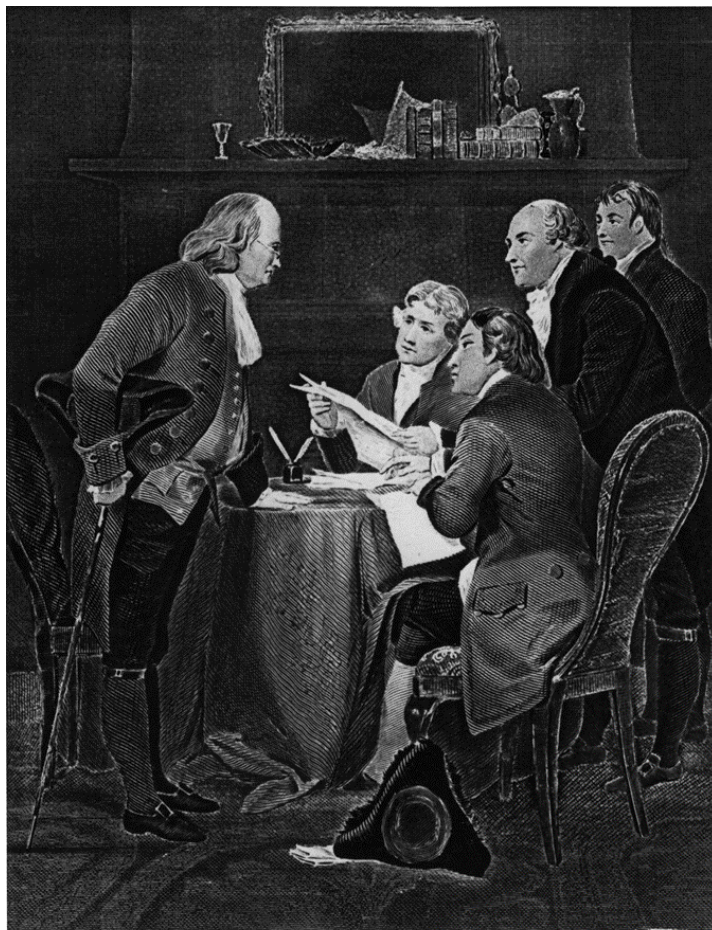
Document 5:

Drafting the Declaration of Independence. The Committee - Franklin, Jefferson, Adams, Livingston and Sherman. Copy of engraving after Alonzo Chappel. 1776

Document Use in this Lab: This engraving can be used to reinforce the concept of collaboration and the colonists' desire to hear the diverse views of different colonies.

Source: Franklin, Jefferson, Adams, Livingston and Sherman. Copy of engraving after Alonzo Chappel, 1776. National Archives, Records of the Bureau of Public Roads, Record Group 30. (On the website, students can zoom in on this picture to see details.)

<https://www.docsteach.org/documents/document/drafting-the-declaration-of-independence-the-committee-franklin-jefferson-adams-livingston-and-sherman-copy-of-engraving-after-alonzo-chappel>



DRAFTING THE DECLARATION OF INDEPENDENCE.

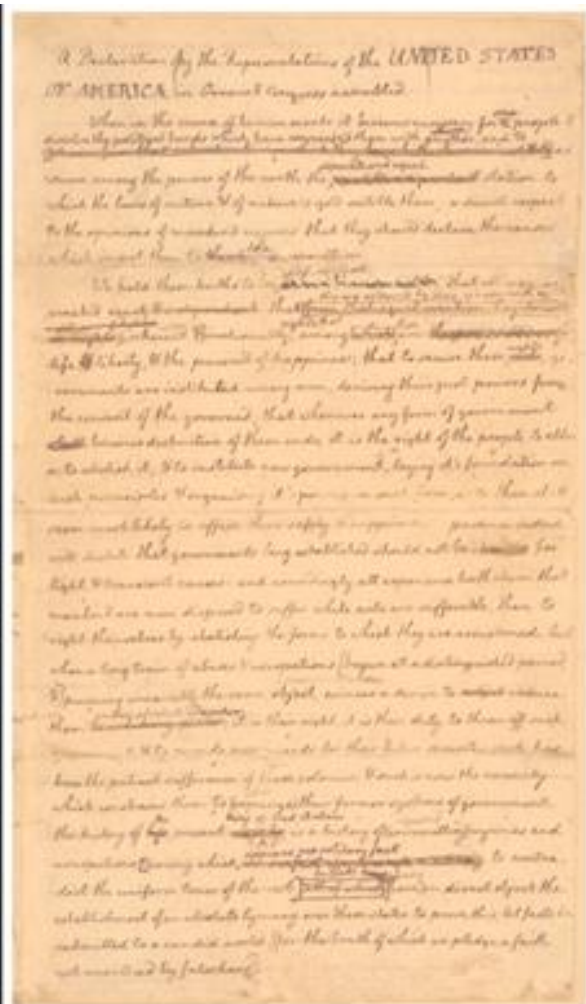
THE COMMITTEE—FRANKLIN, JEFFERSON, ADAMS, LIVINGSTON AND SHERMAN.

Document 6:

“Original Rough Draught of the *Declaration of Independence*”

Source Information: Thomas Jefferson (1743–1826). "Original Rough Draught of the Declaration of Independence." Page 3. Holograph with minor emendations by John Adams and Benjamin Franklin, June 1776. Manuscript Division, Library of Congress (2); <http://www.loc.gov/exhibits/treasures/tr00.html#decl>

Document Use in this Lab: This document is used to show the changes made in the text of the Declaration of Independence. It can be used as evidence of the writing and revising process, as well as the fact that historical documents are frequently written in cursive.



Thomas Jefferson (1743–1826). "Original Rough Draught of the Declaration of Independence." Page 1. Holograph with minor emendations by John Adams and Benjamin Franklin, June 1776. Manuscript Division, Library of Congress (2). <http://www.loc.gov/exhibits/treasures/images/decl1.jpg>

Page 1 of the original draft of the *Declaration of Independence*. All five pages can be accessed at this link:

<https://www.loc.gov/exhibits/treasures/tr00.html>

Another copy, which students can zoom in on is available at

https://www.loc.gov/resource/mjtj1.001_0545_0548/?sp=1

Document 7: Dunlap Broadside Declaration of Independence, 7/4/1776 and Reading of the Declaration of Independence from the East balcony of the Old State House, Boston, Massachusetts July 18, 1776.

Document Use in this Lab: With teacher guidance, students will locate key parts of the document that address the 4th grade standards. The teacher will share the photo to help students understand how it was shared with the public.

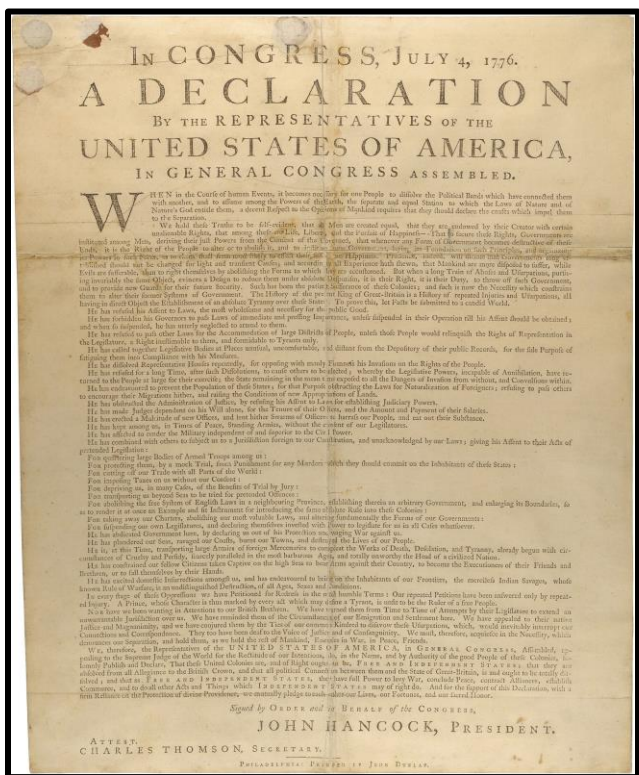
Sources: National Archives, Dunlap Broadside [Declaration of Independence]; 7/4/1776; Records of the Continental and Confederation Congresses and the Constitutional Convention, Record Group 360.

[https://www.docsteach.org/documents/document/dunlap-broadside-\[declaration-of-independence\]](https://www.docsteach.org/documents/document/dunlap-broadside-[declaration-of-independence]); Transcript available at: <https://www.archives.gov/founding-docs/declaration-transcript>

Note: At the first link, there is additional background information about the Declaration of Independence.

National Archives, Reading of the Declaration of Independence from the East balcony of the Old State House, Boston, Massachusetts July 18, 1776. Copy of artwork. 1931 - 1932 ; Records of Commissions of the Legislative Branch, Record Group 148.

<https://www.docsteach.org/documents/document/reading-of-the-declaration-of-independence-from-the-east-balcony-of-the-old-state-house-boston-massachusetts-july-18-1776-copy-of-artwork>

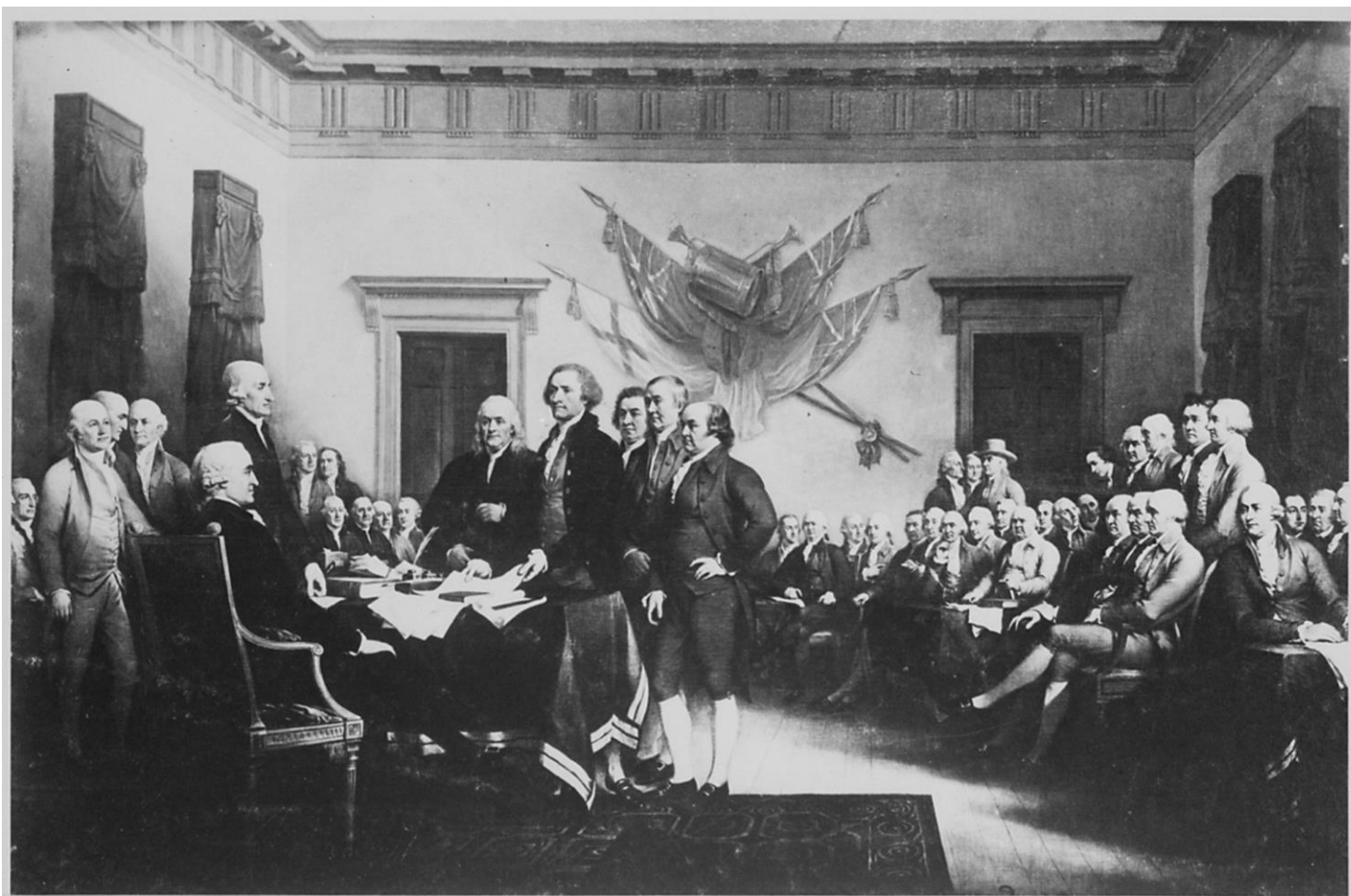


Document 8: The Declaration of Independence. 1776. Copy of painting by John Trumbull, 1817-18.

Document Use in this Lab: This painting can be used with either the question set (What do you see? What do you think you know? What are you curious about?) or with the Painting Analysis Worksheet (Appendix B).

Source: The Declaration of Independence. 1776. Copy of painting by John Trumbull, 1817-18.; 1931 - 1932; Records of Commissions of the Legislative Branch, Record Group 148.

<https://www.docsteach.org/documents/document/the-declaration-of-independence-1776-copy-of-painting-by-john-trumbull-181718>



Opening Activity-What would you be willing to take a risk for?

Signing the Declaration of Independence in 1776 was an incredibly risky venture. It was considered an act of treason, punishable by death, since it meant the signer was speaking against the British government. Even if a signer was not sentenced to death, the British government could take away whatever he owned. If a signer lost his home, farm, and/or business, he would be unable to feed his family or himself. While other signers might help him, townspeople who saw themselves as Englishmen and supported the king could also make life really difficult.

Students will evaluate a series of risks and consequences to determine which risks they would be willing to take and which they would avoid. Then, they will evaluate the opportunity cost of the easiest risk and the most difficult risk. First, the teacher and students should define the term, *risk*. (A risk is something you choose to do that can have a good or bad outcome.)

Next, students should respond to the following questions. It would be more compelling if the risk was more specifically defined in each case, based on the students in your class.

- Would you be willing to take a risk if you had to sit alone at lunch for the day? For the rest of the year?
- Would you be willing to take a risk if it meant you earned a bad grade on a homework assignment? On your report card?
- Would you be willing to take a risk if it meant your best friend would no longer like you? If no one in your grade level liked you?
- Would you be willing to take a risk if it meant that you had to give up your pet?
- Would you be willing to take a risk if it meant that your parents would be disappointed in you?
- Would you be willing to take a risk if it meant you and your family had no place to live tomorrow?
- Would you be willing to take a risk if it meant that you had nothing to eat unless you got food from someone else day after day?
- Would you be willing to take a risk if it meant that your family would have to walk everywhere they went?
- What would be the most difficult thing for you to give up in order to take a risk?

Choose the one risk that would be the easiest to take. What is the opportunity cost of taking it?

Choose the one risk that would be the most difficult to take. What is the opportunity cost of taking it?

Then the teacher will introduce the topic to be addressed in this lab. Students will write two research questions related to the topic.

Sample Instructional Activities/Assessments

The British Colonies in 1775

- Students will explore the 1775 map prepared from the notes of King George III. (An evaluation form is provided in Appendix A.) It works best if students can zoom in on the document. The map is available at <https://www.docsteach.org/documents/document/annotated-map-of-the-british-colonies-in-north-america-with-the-roads-distances-limits-and-extent-of-the-settlements>.
- The class will discuss results. The teacher will extend the conversation to include identification of the colonies and the fact that the British also claimed lands in what is now Canada.
- Students will create a list of the colonies under British rule in 1775. The class will discuss result, including what is the same and what is different based on a map of the United States and Canada today.
- Further Discussion: How did location affect the decisions colonists made in 1775? By trading with England, what was the opportunity cost (in terms of other countries)? Who would have been the next best choice to trade with? (A globe or map of Europe and the colonies will be needed for this.) The major trading partners at this time period would have been France, Spain, the Netherlands, and England.

GSE Standards and Elements

SS4H1 Explain the causes, events, and results of the American Revolution

d. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.

SS4E1 Use the basic economic concepts ofopportunity cost...to illustrate historical events.

a. Describe opportunity cost and its relationship to decision-making across time.

Literacy Standards

GSE for English/Language Arts

ELAGSE5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions to clarify or follow-up information, and make comments that contribute to the discussion and link to the remarks of others.

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

ELAGSE4SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies Matrices

Information Processing Skills

1. Compare similarities and differences

6. Identify and use primary and secondary sources

11. Draw conclusions and make generalizations

Map and Globe Skills

6. Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps

8. Draw conclusions and make generalizations based on information from maps

Enduring Understanding

Location: Where people live matters.

Sample Instructional Activities/Assessments

Breaking Free of Tyranny

Causes of the Revolution

- The purpose of this activity is to help fourth graders decide whether the colonists needed to break away from England. In order to answer the overarching question for this activity (Was King George III a tyrant?), students will evaluate why the colonists were unhappy with King George III and what they tried before writing the Declaration of Independence.
- As a review, students will use event cards (Appendix B) to create a timeline of events leading up to the Declaration of Independence. (NOTE: There are more events than those named in SS4H1, but each card highlights the event and the date the event happened, and is a key to the cause/effect component of events in the Revolutionary Era.)
 - Discussion questions: Looking back over the timeline, is there evidence of discontent on the part of colonists? How do you know? (creation of groups to protest, like the Sons and Daughters of Liberty; the Boston Tea Party; creation of the term taxation without representation; Battles of Lexington and Concord)
 - What else could colonists have done to resolve their disagreements?
 - Does it seem like things are getting better or worse in 1775?
 - The teacher will discuss what actions were available to the king and to the colonists (Appendix C). Whether you are King George III or a colonist, you will be taking a risk.
 - Students will work individually or with a partner to choose the top two responses for each event based on options on the response card. Students will think about what the colonists wanted and how King George III might have reacted.
 - Did the king give in to the colonists?
 - Did they have the power to decide?
 - Did the king listen to them when they were unsatisfied with the British government? Did the colonists really have a choice?
 - What were the risks associated with each choice?
- The class will discuss results and possible alternatives that are not on the list. (An overview of the events is available for teachers at <https://www.archives.gov/founding-docs/declaration-history> .)
- The class will develop definitions of tyranny and abuse of power. The history of the word, tyranny, can be accessed at http://etymonline.com/index.php?allowed_in_frame=0&search=tyranny .
- Students will meet in small groups to discuss/debate whether they have enough information to determine if the king was a tyrant who abused his power. If so, they will make a decision. If not, they will conduct additional research related to their area(s) of concern. They will also discuss whether the information they are evaluating tells the same story. Is there consistency of information?
- Teams will write their vote and reason(s) on a sticky note and place it on the wall in the “Yes” or “No” place designated for it. Then, the whole class will discuss results.
- Formative Assessment: At the end of the activity, students will complete the timeline shown in Appendix B. Then, they will choose the two most important events and depict them. (Appendix D)
- Summative Assessment: Students will write an opinion essay in response to this prompt...The worst thing King George III did to the colonists was...

Fourth Grade Social Studies Lab

Declaring Independence

- The colonists believed that King George III was a tyrant and that, despite their best efforts, independence had to be the next step. They chose five people (Thomas Jefferson, Benjamin Franklin, Robert Livingston, John Adams, and Roger Sherman) to write the statement explaining their argument.
- The teacher will share the engraving (Document 6) (<https://www.docsteach.org/documents/document/drafting-the-declaration-of-independence-the-committee-franklin-jefferson-adams-livingston-and-sherman-copy-of-engraving-after-alonzo-chappel>). The teacher or students will make notes (either as individuals, in groups, or whole class) in response to these questions: What do you see? What do you think you know? What are you curious about?
- A specific research questions is: What colony did each man represent? The class or groups can then discuss the results of their research and why those particular people were chosen.
- The teacher will share the draft of the Declaration of Independence and ask students to compare the process undertaken by Jefferson and the group with the writing process in their class. What is the same? What is different? Is the draft neat? Was it perfect the first time they tried to write it? Did everyone on the committee agree with what was written throughout the process?
- What is the meaning of the word, declaration? (Good opportunity to highlight a link to declarative sentences) And Independence? (*in* means *not*; *depend* means *hang*; www.etymonline.com is a good resource for roots-based analysis of these words.)
- The teacher will share the Dunlap Broadside of the Declaration of Independence (Document 7), explaining that this is how important news was shared in a time before phones, TV, and the Internet. Using the transcription of the Declaration of Independence at <https://www.archives.gov/founding-docs/declaration-transcript> the teacher will guide students as they locate and identify the key components of the document.
NOTE: In the PowerPoint associated with this lab, these items are identified on a copy of the broadside.
 - Why was this written? (“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 (“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”).
 - Natural/Unalienable rights (“Life, Liberty, and the pursuit of Happiness”)
 - The king as a tyrant (“A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.”)
 - Becoming an independent country (“That these United Colonies are, and of Right ought to be FREE AND INDEPENDENT STATES; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as FREE AND INDEPENDENT STATES, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do.”)
- 56 Americans signed the document, which was finalized on July 4, 1776. It was read aloud in cities, with Americans shouting “Huzzah!” The teacher will share the image (Document 7) of the Declaration of Independence being read in Boston, Massachusetts. The class will discuss what they see. Do people seem happy? Nervous? Are there any British soldiers in the picture? Why or why not?
- What did they hope to achieve by taking this risk? By signing it, the men were committing treason, for which the British could sentence them to death. The teacher will direct students to the sentence, “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”
- Each student will write their definition of these three rights and where the rights originate. Students will share their thinking with a friend. The class will devise a class understanding of their origin, and the teacher

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will share that the writers of the Declaration of Independence, many colonists, and others around the world believed that they are natural rights, which are given at birth and can never be taken away.

- Optional: Document 8 is a painting of the presentation of the Declaration of Independence. Using either the “What do you see? What do you think you know? What are you curious about?” format or the Painting Analysis worksheet (Appendix E), students can evaluate the information contained in the painting.
- The class will review what they learned and discuss how the Declaration of Independence affects their lives today. Then they will discuss the Essential Question: Why take risks? Are there benefits? Are there consequences? Was it a good thing for the 56 signers of the Declaration of Independence to take the risks they did?
- Extensions:
 - Students will research and select a political cartoon related to the Declaration of Independence. Using the NARA Cartoon analysis worksheet (available at <https://www.archives.gov/education/lessons/worksheets/cartoon.html>), students will evaluate its meaning.
 - What happened to the signers of the Declaration of Independence?
- Taking Informed Action: Finally, students will choose to sign the Declaration of Independence, or not, at https://www.archives.gov/exhibits/charters/declaration_sign.html

Read Aloud Books that Support these Standards:

- *Give Me Liberty! Story of the Declaration of Independence*
by Russell Freedman
- *The Declaration of Independence: The Words that Made America*
Illustrated and inscribed by Sam Fink
- *The Journey of the One and Only Declaration of Independence*
by Judith St. George and Will Hillenbrand
- *Declaration of Independence from A to Z*
by Catherine Osornio & Layne Johnson

GSE Standards and Elements	<p>SS4H1 Explain the causes, events, and results of the American Revolution.</p> <p>d. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.</p> <p>SS4CG1 Describe the meaning of:</p> <p>a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)</p> <p>SS4E1 Use the basic economic concepts ofopportunity cost...to illustrate historical events.</p> <p>a. Describe opportunity cost and its relationship to decision-making across time.</p>
Literacy Standards	<p><u>GSE for English/Language Arts</u></p> <p>ELAGSE5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>

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	<p>c. Pose and respond to specific questions to clarify or follow-up information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>ELAGSE4SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>ELAGSE5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>
<p>Social Studies Matrices</p>	<p><u>Information Processing Skills</u></p> <ol style="list-style-type: none"> 1. Compare similarities and differences 2. Organize items chronologically 3. Identify issues and/or problems and alternative solutions 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 7. Interpret timelines, charts, and tables 10. Analyze artifacts 11. Draw conclusions and make generalizations 14. Formulate appropriate research questions 15. Determine adequacy and/or relevancy of information 16. Check for consistency of information <p><u>Map and Globe Skills</u></p> <ol style="list-style-type: none"> 6. Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps 7. Use a map to explain impact of geography on historical and current events 8. Draw conclusions and make generalizations based on information from maps
<p>Enduring Understanding(s)</p>	<p>Location: Where people live matters.</p> <p>Beliefs and Ideals: The beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <p>Conflict and Change: When there is conflict between or within societies, change is the result.</p> <p>Distribution of Power: Distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.</p>

Appendices

Appendix A: Map Evaluation

Name _____

Using the map, answer the following questions.

1. Zoom in on the lower right corner. What is the main title of this map?

2. What body of water defines the colonies on the east?

3. Comparing this map to Georgia today, what is different?

4. What are the two names given to the area to the north of the Great Lakes? (shown in capital letters)

_____ OR _____

Why do you think there are two names? _____

5. How are New York and Pennsylvania different from the way they look today?

Answers:

1. A Map of the British Colonies in North America
2. Atlantic Ocean
3. It is smaller and flatter. It does not go as far north as it does today. It is different shape.
4. France OR Canada; it's still claimed by two countries
5. They are shaped differently; NY is smaller; PA is larger

Appendix B: Event Cards (Page 1)

Students will be given these cards in a bag. Then, they will put them in chronological order. Using the options on the next sheet, they will ponder what actions the colonists and King George III had available. The class will discuss results. Students will evaluate whether King George III was a tyrant.

Event
<p style="text-align: center;">Victory in the French and Indian War, 1763</p> <ul style="list-style-type: none"> • New Challenge: The frontier (areas west of the Appalachian Mountains and in the Ohio Valley) need to be protected from Indian uprisings.
<p style="text-align: center;">Stamp Act, 1765</p> <ul style="list-style-type: none"> • Requires colonists to pay a tax on all printed materials (newspapers, books, playing cards, documents, etc.) <ul style="list-style-type: none"> • People caught smuggling untaxed goods are tried without a jury.
<p style="text-align: center;">Intolerable Acts, 1774</p> <ul style="list-style-type: none"> • Closed the Port of Boston until all tea was paid for • Prevented public meetings, unless the Royal Governor approved them
<p style="text-align: center;">Townshend Acts, 1767</p> <p style="text-align: center;">New taxes on paper, glass, lead, paints, tea</p> <p style="text-align: center;">Taxes were used to pay members of the British government in the colonies</p>
<p style="text-align: center;">American Revenue Act, 1764 (AKA Sugar Act)</p> <ul style="list-style-type: none"> • Added taxes to sugar, molasses • Limited trade with countries other than Britain
<p style="text-align: center;">Quartering Act, 1765</p> <ul style="list-style-type: none"> • Towns had to provide rooms in barracks for British soldiers. If there were no barracks, they could be housed in inns and taverns.
<p style="text-align: center;">1st Continental Congress; September 5, 1774</p> <ul style="list-style-type: none"> • All colonies except Georgia were represented • Created a document called “Declaration of Rights and Grievances,” explaining what they wanted changed <ul style="list-style-type: none"> ○ All colonists would be given full rights as Englishmen <ul style="list-style-type: none"> ○ Colonists should have a voice about taxes ○ Natural rights: “life, liberty, and property”

Appendix B: Event Cards (Page 2)

King George III declares the Colonies to be in Open Rebellion, July 1775

Boston Massacre, 1770

Colonists were throwing snow and rocks at British soldiers guarding a building. A gun went off and people started firing. Five people were killed.

Tea Act, May 1773

All tea was taxed except for the tea from the East India Company. Since colonists were only allowed to trade with the British, this East India Company had a monopoly. They shipped their tea to Boston.

Proclamation of 1763

- Closed the frontier west of the Appalachian Mountains
- Ordered colonists living in the Ohio Valley to move back east
- Westward expansion is now controlled by King George III

Boston Tea Party, December 1773

Colonists dressed as Indians dump tea from the East India Company into Boston Harbor

First British Troops in Boston, 1768

King George III sends warships to Boston
Soldiers are sent from the ships into Boston to keep the colonists in line.

Battles of Lexington and Concord, April 19, 1775

- Battles near Boston
 - 73 British soldiers died, 200 were wounded
 - 49 colonists died, 49 were wounded

2nd Continental Congress; began May 10, 1775

- Created the “Olive Branch Petition” as an attempt to resolve the disagreements
 - King George didn’t even read it

Declaration of Independence; July 4, 1776

- The thirteen colonies determined that they could not resolve their differences.
- The thirteen colonies declared that they are “free and independent states.”

Appendix C: Response Cards (Used with Appendix B)

After putting the events cards in chronological order, use the actions on this card to note the top 1 or 2 actions that could be taken in response to the event. Before you begin, think about the possible benefits and consequences of each choice. Whether you are King George III or a colonist, you will be taking a risk.

Some questions to consider:

- Who will be angry about this?
- What could happen to you? Your family?
- Will you still be able to make a living and feed your family?
- What could happen to your colony?

	<u>Possible Actions by the Colonists</u>		<u>Possible Actions by King George III</u>
1	Boycott British Goods (Refuse to buy products that are taxed)	1	Try to Find a Compromise with the Colonists
2	Protest in the Streets	2	Add American Colonists to Colonial Legislatures
3	Create Propaganda to Show Your Side of the Story	3	Repeal the Act/Law
4	Try to Find a Compromise with the British	4	Meet with Colonists
5	Attack Tax Collectors	5	Tell your Side of the Story to Colonists and the World (in newspapers owned by people loyal to the British government)
6	Write Letters to the Editor of the Newspaper What could happen to you?	6	Have Colonists Arrested
7	Dissolve British Government in the Colony (people chosen by King George III to be in charge)	7	Dissolve the Colonial Government (colonists who represent their town)
8	Go to War	8	Send Troops and Warships to the Colonies
9	Become a Colony of Another Country	9	Create a New Tax

Appendix D: Timeline of Events

Student Form

1754	1761	1763	1765	1770	1773	1775	1776
Choose the two most important events. Create a visual for each.							

Teacher Information: Timeline Events (from GSE SS4H1a)

1754	1761	1763	1765	1770	1773	1775	1776
The French and Indian War begins.	James Otis first says the phrase "taxation without representation."	The French and Indian War ends.	(March) The Stamp Act is passed. (November) The Sons of Liberty is formed.	The Boston Massacre happens.	The Boston Tea Party is staged.	The Battles of Lexington and Concord are fought.	July 4 The Declaration of Independence is signed.

Appendix E: Painting Analysis Worksheet (page 1)

PAINING ANALYSIS WORKSHEET

Step 1: Observation. Study the painting for two minutes.

A. List the people you see.

B. List the objects you see.

C. List the activities you see.

Source: Modified from NARA Photo Analysis Worksheet.

Appendix E: Painting Analysis Worksheet (page 2)

Step 2. Inference

Using the information you listed in step 1, what can you infer (guess) might have happened?

What questions do you have about the photograph, the activities, or the people in it?

Where could you find answers to your questions?

Source: Modified from NARA Photo Analysis Worksheet.