

ELA: Grade 2, Lesson 18, Declaration of Independence Day 3

**Lesson Focus:** Determine the meaning of unknown words by using prefixes and suffixes and determine the accomplishments and purposes of the Declaration of Independence.

**Practice Focus:** Students will use their note-taker to write a response to a prompt about the accomplishments and purposes of the Declaration of Independence.

**Objective:** Students will use Declaration of Independence and the First Fourth of July to explore the Declaration of Independence with a focus on determining the accomplishments and purposes of the document.

**Academic Vocabulary:** declare, independence, draft, break ties, unfairly

**TN Standards:** 2.FL.VA.7, 2.RI.KID.1, 2.RI.KID.2, 2.RI.KID.3

**Teacher Materials:**

- Chart paper and markers
- Dry erase board and markers
- Two pieces of paper
- The Teacher Packet for ELA, Grade 2, Lesson 18

**Teacher Notes:** You will need the morphology chart you have been creating all week. At the beginning of class, make sure it looks like Teacher Packet Slide 2. You may have to add a couple of the parts on the chart before class. By the end of class, your chart should look like teacher packet slide 14.

**Student Materials:**

- Two pieces of paper, pencil, a surface to write on
- Assignment from previous lesson
- The Student Packet for ELA, Grade 2, Lesson 18 which can be found on [www.tn.gov/education](http://www.tn.gov/education)

Teacher Do	Students Do
<p><b>Opening</b> (1 min)</p> <p><b>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our 2<sup>nd</sup> graders out there, though everyone is welcome to tune in. This lesson is the third in this week's series.</b></p> <p><b>My name is ____ and I'm a ____ grade teacher in Tennessee schools. I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</b></p> <p><b>If you didn't see our previous lessons, you can find them on <a href="http://www.tn.gov/education">www.tn.gov/education</a>. You can still tune in to today's lesson if you haven't seen any of our others. But it might be more fun if you first go back and watch our other lessons, since today we'll be talking about things we learned previously.</b></p> <p><b>Today we will be learning about what the Continental Congress hoped to accomplish with the Declaration of Independence! Before we get started, to participate fully in our lesson today, you will need:</b></p> <ul style="list-style-type: none"> <li>• Two pieces of paper, pencil, a surface to write on</li> </ul>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>

<ul style="list-style-type: none"> <li>• Assignment from previous lesson</li> <li>• The Student Packet for ELA, Grade 2, Lesson 18 which can be found on <a href="http://www.tn.gov/education">www.tn.gov/education</a></li> </ul> <p>Ok, let's begin!</p>	
<p><b>Intro</b> (1 min)</p> <p>Today our goal is to determine what the Continental Congress hoped to accomplish by writing the Declaration of Independence. We will begin by reviewing our work from yesterday, and then there will be time for you to practice on your own with my support. Finally, I will assign you independent work that you can complete after the video ends.</p> <p>Yesterday we read the section in our story called The Continental Congress. We learned about who this group was.</p> <ul style="list-style-type: none"> <li>• Touch your head if you remember who the Continental Congress was. [Pause.] Great job! This was a group of delegates from the colonies that acted like a government.</li> <li>• Touch your shoulders if you remember what a delegate is. [Pause.] Excellent! A delegate is a person who represents a group of people. They were the leaders of their colonies.</li> </ul> <p>For years, this group of individuals, the Continental Congress, had been displeased with Britain. Hmmm... Displeased.</p> <p>[Write displeased on a dry erase board or chart paper.]</p> <ul style="list-style-type: none"> <li>• Touch your toes if you remember what this word means. [Pause.] Wahoo!</li> <li>• This word has a prefix. What is the prefix? [Pause.] Yes, dis- is the prefix, I will put a box around it.</li> <li>• What does dis- mean? [Pause.] Great! It means not, or the opposite of. [Write not above the prefix dis-.]</li> <li>• Pleased is our base word. It means happy. So this word means [Point to the dis-.] not [Point to the word pleased.] happy.</li> </ul> <p>Let's read our answer from yesterday to see if you found the reasons why the colonies were not pleased with Britain. Get your paper out from yesterday. [Pause.] Ready? [Pause.] Look at your paper and see if you wrote the same things I did. [Show Slide 1.]</p> <ul style="list-style-type: none"> <li>• The colonies were displeased with Britain for many reasons. First, Britain made them follow rules that they didn't agree with. They also taxed goods</li> </ul>	<p>Students review vocabulary words from yesterday.</p> <p>Students review a prefix from yesterday.</p> <p>Students review their independent practice by looking at a model and determining how they did.</p>

<p>without the colonies' permission. Finally, the colonies sent a petition to the king and he ignored it. These were some reasons why the colonies were displeased with Britain.</p> <ul style="list-style-type: none"> <li>• Did you include an introductory sentence telling what your paragraph was going to be about? [Pause.]</li> <li>• Did you say they were displeased because they had to follow rules they didn't agree with? [Pause.]</li> <li>• Did you say the British taxed goods without the colonies' permission? [Pause.]</li> <li>• Did you say that the king ignored the petition the colonies sent? [Pause.] Excellent! I hope you had a chance to share your writing with someone in your home!</li> </ul> <p>[Show Slide 2.] This week we have also been discussing different word parts. We have even created a morphology chart to organize the word parts. Let's review the word types.</p> <ul style="list-style-type: none"> <li>• The first part is a prefix. Where do I find the prefix? At the beginning or end of a word? [Pause.] Excellent, I find a prefix at the beginning of a word.</li> <li>• Another word part is known as a suffix. Where do I find the suffix? At the beginning or end of a word? [Pause.] Yes! I find a suffix at the end of a word.</li> <li>• Another word part is the base word. This is a word that can stand alone by itself as a real word. We didn't add these to our chart, but it is important to know what they are.</li> <li>• The last word part is a root word. This is a part of a word that can't stand alone by itself, but it has meaning. [Point to the root section.] The example you worked with earlier in the week was "clar" from the word declaration. This means clear.</li> </ul> <p>Let's use some of the meanings from our chart to read some words and determine their meanings. [Show Slide 3 OR write these words on chart paper before the lesson so you can annotate over them.]</p> <ul style="list-style-type: none"> <li>• [Point to disagree.] Do you see any prefixes? [Pause.] Let's put a box around dis-. [Draw a box around dis-.]</li> <li>• What does dis- mean? [Pause.] Yes, it means not or the opposite of. [Write not above dis-.]</li> <li>• What is the base word? [Pause.] Let's underline it. [Underline agree.] Agree means to get along or have the same opinion.</li> </ul>	<p>Students review the word parts prefix, suffix, base, and root. They review the morphology chart from the previous two day's entries.</p> <p>Students try to determine the meaning of unknown words by using morphology.</p>
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- **So what does this word mean?** [Pause.] **Yes! It means** [Point to dis-] **to not** [Point to agree.] **have the same opinion.**

[Point to rebuild.] **Do you see any prefixes?** [Pause.] **Let's put a box around re-.** [Draw a box around re-.]

- **What does re- mean?** [Pause.] **Yes, it means again.** [Write again above re-.]
- **What is the base word?** [Pause.] **Let's underline it.** [Underline build) **build means to construct something.**
- **So what does this word mean?** [Pause.] **Yes! It means** [Point to build.] **construct** [Point to re-] **again**

[Point to painter.] **Do you see any prefixes?** [Pause.] **Let's put a box around -er.** [Draw a box around -er.]

- **What does -er mean?** [Pause.] **Yes, it means a person who.** [Write a person who above -er.]
- **What is the base word?** [Pause.] **Let's underline it.** [Underline paint.] **We know what paint means.**
- **So what does this word mean?** [Pause.] **Yes! It means** [Point to -er.] **one who** [Point to paints.] **paints.**

[Point to declare.] **Do you see any prefixes?** [Pause.] **Let's put a box around de-.** [Draw a box around de-.]

- **What does de- mean?** [Pause.] **Yes, it means separate away from or add intensity to a word.** [Write a separate/intensity above de-.]
- **The rest of the word that is left "clare" is not a word by itself. This is why we call it a root.** [Pause.] **Let's underline it.** [Underline clare.] **Clare means explain or make clear**
- **So what does this word mean?** [Pause.] **Yes! It means** [Point to clare,] **explain or make clear** [Point to de-] **with intensity. I declare that today should be national cookie day!**

[Point to distrust.] **Do you see any prefixes?** [Pause.] **Let's put a box around dis-.** [Draw a box around dis-.]

- **What does dis- mean?** [Pause.] **Yes, it means not or the opposite of.** [Write not above dis-.]
- **What is the base word?** [Pause.] **Let's underline it.** [Underline trust.] **Trust means to believe someone or something.**
- **So what does this word mean?** [Pause.] **Yes! It means** [Point to dis-] **to not** [Point to trust.] **believe in someone or something.**

<p>[Point to speaker.] <b>Do you see any prefixes?</b> [Pause.] <b>Let's put a box around -er.</b> [Draw a box around -er.]</p> <ul style="list-style-type: none"> <li>• <b>What does -er mean?</b> [Pause.] <b>Yes, it means a person who.</b> [Write a person who above -er.]</li> <li>• <b>What is the base word?</b> [Pause.] <b>Let's underline it.</b> [Underline speak.] <b>Speak means to use ones voice to talk.</b></li> <li>• <b>So what does this word mean?</b> [Pause.] <b>Yes! It means</b> [Point to -er.] <b>one who</b> [Point to speak.] <b>talks.</b></li> </ul> <p>[Point to redo.] <b>Do you see any prefixes?</b> [Pause.] <b>Let's put a box around re-.</b> [Draw a box around re-.]</p> <ul style="list-style-type: none"> <li>• <b>What does re- mean?</b> [Pause.] <b>Yes, it means again.</b> [Write again above re-.]</li> <li>• <b>What is the base word?</b> [Pause.] <b>Let's underline it.</b> [Underline do.] <b>Do means to perform an action.</b></li> <li>• <b>So what does this word mean?</b> [Pause.] <b>Yes! It means</b> [Point to re-.] <b>one who</b> [Point to do.] <b>performs an action.</b></li> </ul> <p>[Point to defrost.] <b>Do you see any prefixes?</b> [Pause.] <b>Let's put a box around de-.</b> [Draw a box around de-.]</p> <ul style="list-style-type: none"> <li>• <b>What does de- mean?</b> [Pause.] <b>Yes, it means separation, away from or intensity.</b> [Write separate above de-.]</li> <li>• <b>What is the base word?</b> [Pause.] <b>Let's underline it.</b> [Underline frost.] <b>Frost is a type of ice. You see it on your car windows in the winter.</b></li> <li>• <b>So what does this word mean?</b> [Pause.] <b>Yes! It means</b> [Point to de-.] <b>separate</b> [Point to frost.] <b>the frost or ice.</b></li> </ul>	
<p><b>Teacher Model/Read-Aloud</b> (15 min)</p> <p>[Show Slide 4 OR if you have created your own chart on chart paper, you can display that.] <b>Before we start reading, I want to add to two more word parts to our morphology chart. We are going to see a word with the prefix un- in it today.</b></p> <ul style="list-style-type: none"> <li>• <b>Listen to this sentence. You must untie your shoes before you take your shoes off.</b> [Write untie on a dry erase board and hold it up.]</li> <li>• <b>The prefix is un- . I will put a box around it.</b> [Put a box around un-.] <b>un- means not or opposite. Let's add that on our morphology chart.</b> [Write un-, not or opposite on the morphology chart.]</li> <li>• <b>What is the base word?</b> [Pause.] <b>Yes, let's underline tie.</b> [Underline tie.]</li> </ul>	<p>Students learn about two new prefixes and suffixes to add to the morphology chart.</p>

- **What does this word mean?** [Pause.] **Yes, it means the opposite of tie or to** [Point to un-.] **not** [Point to tie.] **tie.**

The next word part I want to add is the suffix **–ly**. Listen to this sentence. The toddler **didn't** get a nap today, **as a result**, he **acted badly**. [Write badly on a dry erase board and hold it up.]

- **The suffix is -ly. I will put a box around it.** [Put a box around -ly.]. **-ly means in a manner or way that is.** **Let's add that on our morphology chart.** [Write -ly, in a manner or way that is on the morphology chart.]
- **What is the base word?** [Pause.] **Yes, let's underline bad.** [Underline bad.]
- **How did the toddler act?** [Pause.] **Yes, he acted badly.**
- **What does this word mean?** [Pause.] **Great, it means** [Point to -ly.] **a manner that is** [Point to strong.] **strong.**

**As we read today, I will stop us at certain point to see if we can determine the meaning of some words when certain prefixes or suffixes or added!**

**Today we will continue reading the Declaration of Independence and the First Fourth of July. As we read today, I want you to pay attention to the tasks the Continental Congress wanted to accomplish when they wrote the Declaration of Independence. I also want you to determine what the purpose of each section of the Declaration was. We will take notes on a note-taker today, so you can use it during your independent practice later. Take out one of your pieces of paper. Let's fold it in half hotdog style to make two parts. [Model folding a paper in half to create two sections.]**

- **Let's label the first section with accomplishments. Write this word on your paper as I write it on the chart paper. Ready? [Pause.]**
- **A. C. C. O. M. P. L. I. S. H. M. E. N. T. S.**
- **Let's label the second section with purposes. Write this word on your paper as I write it on the chart paper. Ready? [Pause.]**
- **P. U. R. P. O. S. E S.**

**Let's go. We are picking up from yesterday after the King of Britain ignored the petition that was sent over from the Continental Congress.**

Students set up their note-taker.

Students follow along as the teacher reads.

[Show Slide 5.] **After this, the colonies were sure that the only way forward was to gain their independence from Britain. The Continental Congress selected five men to draft a document declaring America's freedom. The men all agreed that Thomas Jefferson, who had been a lawyer in Virginia, should be the main writer of the Declaration of Independence.**

- **What did the Continental Congress decide to do because the King ignored their petition?** [Pause.] **Yes, they wanted to gain independence.**
- **We discussed independence earlier this week. Independent means not to need someone or something or to be free. So the colonies wanted to be free from Britain.**
- **Listen to this sentence: The Continental Congress selected five men to draft a document declaring America's freedom. Who did the Continental Congress choose?** [Pause.] **Yes, they chose 5 men.**
- **What did they want those men to do?** [Pause.] **Yes, they wanted them to draft a document.**
- **Draft means to make the first version of a writing. So the Continental Congress wanted the 5 men to create a draft or first writing of the Declaration of Independence.**
- **What did they want the draft to say?** [Pause.] **Yes! They wanted them to declare America's freedom.**
- **We talked about declare earlier today. Declare means to explain or make clear with intensity.**
- **Who did they decide should be the writer?** [Pause.] **Yes, Thomas Jefferson.**
- **I see a couple words with some suffixes! Look at these two words.** [Pause.] [Write lawyer and writer on a dry erase board.] [Point to lawyer.]
- **Do you see a prefix?** [Pause.] **Nope. Do you see a suffix?** [Pause.] **Yes, let's circle the -er.** [Circle the -er.]
- **What does the suffix -er mean?** [Pause.] **Yes! It means a person who. So a lawyer is a** [Point to -er.] **person who does** [Point to law.] **law.**
- [Point to writer.] **Do you see a prefix?** [Pause.] **Nope. Do you see a suffix?** [Pause.] **Yes, let's circle the -er.** [Circle the -er.]
- **What does the suffix -er mean?** [Pause.] **Yes! It means a person who. So a writer is a** [Point to -er.] **person who** [Point to write.] **writes.**

Students answer questions and do morphology work with the teacher. They add information to their note-takers.

Students follow along as the teacher reads.

[Show Slide 6.] **Jefferson worked on the Declaration of Independence for weeks. The Continental Congress wanted the declaration to state exactly why America should break its ties with Britain. They wanted a document they could show to the American people and even to people in other countries.**

- **How long did Jefferson work on the Declaration of Independence?** [Pause.] **Yes, many weeks.**
- **What did the Continental congress want the document to do? Remember this was one of the things we were listening for today as we read.** [Pause.] **Yes, they wanted it to state exactly why America wanted to break ties with Britain.**
- **Hmmm... Break ties. Well first, let's think about the word tie.**

[Show Slide 7.]

- **Tie is a multiple meaning word.** [Point to the neck tie.] **Tie can mean an article of clothing worn around a man's neck.**
- [Point to the scoreboard.] **Tie can mean the same score in a game or** [Point to the two people.] **tie can mean a relationship.**
- **Which of these three things do you think the colonies wanted to break?** [Pause.] **Yes, they wanted to break their relationship with them.**
- **Let's write this under our accomplishments side. Get your notes paper and pencil ready. Write these notes on your paper as I add them to our chart. Ready?** [Pause.]
- **First let's put a bullet point under accomplishment.** [Pause.] [Put a bullet point on your page.]
- **State why America** [Pause.] [Write this on your page.]
- **Should break its** [Pause.] [Write this on your page.]
- **Relationship with Britain** [Pause.] [Write this on your page.]
- **Listen to the last sentence: They wanted a document they could show to the American people and even to people in other countries. This is another reason why the Continental Congress wanted the Declaration of Independence. Let's add it to our notes.**
- **Put another bullet point under accomplishments. Write these notes on your paper as I add them to our chart. Ready?** [Pause.]
- **Wanted a document to show** [Pause.] [Write this on your page.]

Students answer questions and do morphology work with the teacher. They add information to their note-takers.

Students follow along as the teacher reads.



<ul style="list-style-type: none"> <li>• <b>Americans and other countries</b> [Pause.] [Write this on your page.]</li> </ul> <p>[Show Slide 8.] <b>The Congress wanted the declaration to help Americans join together against Britain. They also wanted other countries to recognize the colonies' freedom and treat America like its own country, not like part of Britain.</b></p> <ul style="list-style-type: none"> <li>• <b>Did you hear any other things the Continental Congress may have wanted for an accomplishment of the Declaration of Independence?</b> [Pause.] <b>Yes, I heard some too.</b></li> <li>• <b>Let's write those in our notes. Put another bullet point under accomplishments.</b></li> <li>• <b>Help to join</b> [Pause.] [Write this on your page.]</li> <li>• <b>Americans against Britain</b> [Pause.] [Write this on your page.]</li> <li>• <b>Good. Now let's add the other information. Add one more bullet point under your accomplishments side.</b></li> <li>• <b>Wanted other countries</b> [Pause.] [Write this on your page.]</li> <li>• <b>To treat America</b> [Pause.] [Write this on your page.]</li> <li>• <b>Like its own country</b> [Pause.] [Write this on your page.]</li> </ul> <p><b>Excellent! Let's keep reading. This next section is called Parts of the Declaration of Independence. Another reason we were listening today was to determine the four sections of the Declaration and to know what the purpose of each was. Let's make sure we can find these reasons in this section.</b></p> <p>[Show Slide 9.] <b>Thomas Jefferson felt just as strongly about independence as the rest of The Continental Congress. He toiled day and night to get every word just right. He ended up writing the Declaration of Independence in four parts.</b></p> <ul style="list-style-type: none"> <li>• [Write strongly on the dry erase board.] <b>Look at this word. Do you see a prefix?</b> [Pause.] <b>Nope. Do you see a suffix?</b> [Pause.] <b>Yes. Let's circle -ly.</b> [Circle -ly.]</li> <li>• <b>What does -ly mean?</b> [Pause.] <b>Yes, a manner that is.</b></li> <li>• <b>In what manner did Jefferson feel about the Declaration?</b> [Pause.] <b>Yes, he felt very strong.</b></li> <li>• <b>Listen to this sentence: He toiled day and night to get every word just right. Toiled means to struggle. So Jefferson struggled with writing the document for many weeks.</b></li> </ul>	<p>Students answer questions and do morphology work with the teacher. They add information to their note-takers.</p> <p>Students follow along as the teacher reads.</p> <p>Students answer questions and do morphology work with the teacher. They add information to their note-takers.</p> <p>Students follow along as the teacher reads.</p>
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<ul style="list-style-type: none"> <li>• <b>Why do you think Jefferson spent so much time on the document?</b> [Pause.] <b>Great! The text stated, because he wanted to get every word just right.</b></li> <li>• <b>How many parts did the document end up having?</b> [Pause.] <b>Excellent! 4 parts. We will make sure we record those on the next side of our note-taker, so be ready.</b> [Pause.]</li> </ul> <p>[Show Slide 10.] <b>The first part is called the Preamble. He wrote it as an introduction to explain the purpose of the declaration. Jefferson used the next part to list the rights that all people should have. In this part, Jefferson explained that if the government tried to take these rights away from the people, the people should change the government.</b></p> <ul style="list-style-type: none"> <li>• <b>What was the first part?</b> [Pause.] <b>Yes, the preamble.</b></li> <li>• <b>What was its purpose?</b> [Pause.] <b>Great, to explain the purpose of the document. Let's add this to our chart.</b></li> <li>• <b>Make a bullet point under the purposes side.</b> [Make a bullet point under the purposes side.] <b>Take notes on your paper as I write them on our chart paper. Ready?</b> [Pause.]</li> <li>• <b>1<sup>st</sup> part explained</b> [Pause.] [Write this on your page.]</li> <li>• <b>The purpose</b> [Pause.] [Write this on your page.]</li> <li>• <b>2<sup>nd</sup> part listed</b> [Pause.] [Write this on your page.]</li> <li>• <b>The rights all people</b> [Pause.] [Write this on your page.]</li> <li>• <b>Should have</b> [Pause.] [Write this on your page.]</li> </ul> <p>[Show Slide 11.] <b>Jefferson wrote the third part of the declaration to show exactly why the colonies were upset with Britain. He listed many of the ways that Britain had treated the colonies unfairly. He also described how the colonies tried to work with the King of Britain to settle the problems. Lastly, in the final section, Jefferson wrote that that the colonies should now be treated just like any other independent country.</b></p> <ul style="list-style-type: none"> <li>• <b>Did you hear more parts to the declaration?</b> [Pause.] <b>Yes! Let's write those on our chart. Ready?</b> [Pause.]</li> <li>• <b>3<sup>rd</sup> part said</b> [Pause.] [Write this on your page.]</li> <li>• <b>Why the colonies</b> [Pause.] [Write this on your page.]</li> <li>• <b>Were upset with Britain</b> [Pause.] [Write this on your page.]</li> <li>• <b>In this third part, what did Jefferson include?</b> [Pause.] <b>Yes, he listed ways Britain treated them unfairly.</b></li> <li>• [Write unfairly on the dry erase board.] <b>Let's look at this word unfairly.</b></li> </ul>	<p>Students answer questions and do morphology work with the teacher. They add information to their note-takers.</p> <p>Students follow along as the teacher reads.</p> <p>Students answer questions and do morphology work with the teacher. They add information to their note-takers.</p>
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<ul style="list-style-type: none"> <li>• <b>Do you see any prefixes?</b> [Pause.] <b>Yes, let's put a box around un-</b> [Put a box around un-.]</li> <li>• <b>What does un- mean?</b> [Pause.] <b>Good, un- means not or the opposite of.</b> [Write not above un-.]</li> <li>• <b>Do you see any suffixes?</b> [Pause.] <b>Yes, let's circle -ly.</b> [Circle -ly.]</li> <li>• <b>What does -ly mean?</b> [Pause.] <b>Good, -ly means a manner that is.</b> [Write a manner that is above -ly.]</li> <li>• <b>What is the base word?</b> [Pause.] <b>Good. Let's underline fair. Fair means equal.</b> [Write equal above fair.]</li> <li>• <b>So this word means</b> [Point to -ly.] <b>a manner that is</b> [Point to un-.] <b>not</b> [Point to fair.] <b>equal. EXCELLENT!</b></li> <li>• <b>Let's add that to our chart under the third part too.</b></li> <li>• <b>Ways they were</b> [Pause.] [Write this on your page.]</li> <li>• <b>Treated unfairly</b> [Pause.] [Write this on your page.]</li> <li>• <b>It also said they had tried to work with the King. Let's add that too.</b></li> <li>• <b>, and described ways</b> [Pause.] [Write this on your page.]</li> <li>• <b>They tried to work</b> [Pause.] [Write this on your page.]</li> <li>• <b>With the king</b> [Pause.] [Write this on your page.]</li> <li>• <b>Do you remember the final part?</b> [Pause.] <b>Excellent! Let's add that to our chart.</b></li> <li>• <b>4<sup>th</sup> part said</b> [Pause.] [Write this on your page.]</li> <li>• <b>The colonies should be</b> [Pause.] [Write this on your page.]</li> <li>• <b>Treated like</b> [Pause.] [Write this on your page.]</li> <li>• <b>Any other country.</b> [Pause.] [Write this on your page.]</li> </ul>	
<p><b>Guided Practice</b> (2 min)</p> <p><b>We read and talked about many things today. Let's review our notes to get ready for our independent writing assignment.</b></p> <p><b>The assignment today has two parts! We need to make sure we answer both parts! The Continental Congress wanted the Declaration to accomplish four main tasks. What were those four tasks? As Jefferson wrote the Declaration, he wrote it in sections for a purpose. What are the four sections and what was each section's purpose?</b></p> <p>[Show Slide 12 OR show the chart you made throughout the lesson with the students.] <b>The first part of the question states that the Continental Congress had four main tasks they wanted to accomplish. What were they? Which side of our notes would we use to answer this part of the question?</b></p>	<p>Students review their notes in preparation for their independent practice.</p>

<p>[Pause.] Yes, the side that says accomplishments. Listen as I read our notes back. Make sure you have all this information in your notes so you can use it later to write.</p> <ul style="list-style-type: none"> <li>• States why America should break its relationship with Britain. Did you get all that on your first bullet point? [Pause.] Excellent!</li> <li>• Wanted a document to show Americans and other countries. Did you get all that on your second bullet point? [Pause.] Excellent!</li> <li>• Help join Americans against Britain. Did you get all that on your third bullet point? [Pause.] Excellent!</li> <li>• Wanted other countries to treat America like its own country. Did you get all that on your fourth bullet point? [Pause.] Excellent!</li> </ul> <p>The second part of our question today says: As Jefferson wrote the Declaration, he wrote it in sections for a purpose. What are the four sections and what was each section's purpose. What part of our notes will help us with this part of our question? [Pause.] Excellent! The side that says purposes. Listen as I read our notes back. Make sure you have all this information in your notes so you can use it later to write.</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> part told the purpose of the document. Did you get all that on your first bullet point? [Pause.] Excellent!</li> <li>• 2<sup>nd</sup> part told the rights all people should have. Did you get all that on your second bullet point? [Pause.] Excellent!</li> <li>• 3<sup>rd</sup> part showed why the colonies were upset with Britain, ways they were treated unfairly, and described ways they tried to work with the king. Did you get all that on your third bullet point? [Pause.] Excellent!</li> <li>• 4<sup>th</sup> part said the colonies should be treated like any other country. Did you get all that on your fourth bullet point? [Pause.] Excellent!</li> </ul>	
<p><b>Independent Work</b> (2 min)</p> <p>Great job today! Now it is your turn to work on your independent practice. Take your other sheet of paper out so you can write down your prompt. I will repeat it twice so you have a chance to get it all. You could also pause your tv to write it or take a picture of the screen. Ready? [Pause.]</p> <p>[Show Slide 13 or write each section on chart paper as you read the prompt aloud.]</p>	<p>Students record their independent practice on a paper.</p>

<ul style="list-style-type: none"> <li>• <b>Continental Congress wanted</b> [Pause.] [Write this on your page.]</li> <li>• <b>The Declaration to accomplish</b> [Pause.] [Write this on your page.]</li> <li>• <b>Four main tasks.</b> [Pause.] [Write this on your page.] <b>What were those four tasks?</b> [Pause.] [Write this on your page.]</li> <li>• <b>As Jefferson wrote</b> [Pause.] [Write this on your page.]</li> <li>• <b>The Declaration,</b> [Pause.] [Write this on your page.]</li> <li>• <b>He wrote it in sections</b> [Pause.] [Write this on your page.]</li> <li>• <b>For a purpose.</b> [Pause.] [Write this on your page.]</li> <li>• <b>What are the four sections</b> [Pause.] [Write this on your page.]</li> <li>• <b>And what was each section's purpose?</b> [Pause.] [Write this on your page.]</li> </ul> <p><b>One more time.</b></p> <ul style="list-style-type: none"> <li>• <b>Continental Congress wanted</b> [Pause.] [Write this on your page.]</li> <li>• <b>The Declaration to accomplish</b> [Pause.] [Write this on your page.]</li> <li>• <b>Four main tasks.</b> [Pause.] [Write this on your page.] <b>What were those four tasks?</b> [Pause.] [Write this on your page.]</li> <li>• <b>As Jefferson wrote</b> [Pause.] [Write this on your page.]</li> <li>• <b>The Declaration,</b> [Pause.] [Write this on your page.]</li> <li>• <b>He wrote it in sections</b> [Pause.] [Write this on your page.]</li> <li>• <b>For a purpose.</b> [Pause.] [Write this on your page.]</li> <li>• <b>What are the four sections</b> [Pause.] [Write this on your page.]</li> <li>• <b>And what was each section's purpose?</b> [Pause.] [Write this on your page.]</li> </ul>	
<p><b>Closing</b> (1 min)</p> <p><b>I enjoyed working on determining the accomplishments and purposes of the Declaration of Independence with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</b></p>	