

ELA: Grade 2, Lesson 16, The Declaration of Independence

Lesson Focus: Student will read and answer questions about "The Declaration of Independence and the First Fourth of July" by Michael A. Signal. Students will determine the meaning of declaration and independence through a Word Inquiry and determine the words' impact on the overall meaning of the text.

Practice Focus: Student will determine what the *Declaration of Independence* is in a written response.

Objective: Students will use "The Declaration of Independence and the First Fourth of July" by Michael A. Signal using a Word Inquiry to determine the meaning of declaration and independence and by answering questions about details from the informational text with a focus on to determining what the *Declaration of Independence* is in a written response.

Academic Vocabulary: declaration, independence, representative, colony, document

TN Standards: 2.RI.KID.1; 1.RI.KID.2; 2.RI.CS.4

Teacher Materials:

- The Teacher Packet for ELA, Grade 2, Lesson 16
- White board or chart paper
- A Sherlock Holmes-style detective's hat and magnifying glass (or you can mime the actions)

Student Materials:

- The Student Packet for ELA, Grade 2, Lesson 16 which can be found on www.tn.gov/education
- Paper and a pencil, and a surface to write on

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>[To prepare, you may want to lightly outline the matrix in pencil on your chart paper before recording the lesson. It will make drawing the matrix live easier during the recording to have the guides in place.]</p> <p>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our 2nd graders out there, though everyone is welcome to tune in. This lesson is the first in this week's series.</p> <p>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!</p> <p>If you didn't see our previous lessons, you can find them on www.tn.gov/education. You can still tune in to today's lesson if you haven't seen any of our others.</p> <p>Today we will be learning about "The Declaration of Independence and the First Fourth of July"! Today we are going to answer questions using evidence from the text to support our answer. Before we get started, to participate fully in our lesson today, you will need:</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>

<ul style="list-style-type: none"> • The Student Packet for ELA, Grade 2, Lesson 16 which can be found on www.tn.gov/education • Paper and a pencil, and a surface to write on <p>Ok, let's begin!</p>	
<p>Intro (1 min)</p> <p>This week, we are reading the informational text "The Declaration of Independence and the First Fourth of July" closely. [Show Slide 1.] This means going back and rereading the text, so we can answer questions using evidence in the text. As we explore the text, we will be determining the meaning of unknown words and phrases.</p> <p>"The Declaration of Independence and the First Fourth of July" by Michael A. Signal is an article about how our country was started. It's going to tell of a time about over 200 years ago, so things weren't like they are now.</p>	
<p>Teacher Model (15 min)</p> <p>To begin, we need to put on our detective hats and grab a magnifying glass. [Show Slide 2 if you do not have the props.] We will have lots of questions, so we are going to need our detective skills to search for answers and meaning. We are going to conduct a Word Inquiry. Have you ever conducted a Word Inquiry? [Pause.] The name Word Inquiry itself can be a mystery! Inquiry means "an act of asking for information." So, we are going to ask information about a word. We have three important questions that we are going to ask. [Show Slide 3.]</p> <ul style="list-style-type: none"> • What does the word mean? • How is it built? • What other related words can you think of? <p>Let's begin. We are going to take notes and build a word matrix, so you will need a piece of paper and something to write with now. I am going to take notes on my chart paper because we want to come back to this information as we read this week.</p> <p>When I read the title of our text, "The Declaration of Independence and the First Fourth of July," I immediately find a word for our Word Inquiry: declaration. Let's write that down at the top of our page. [Write: declaration.] [Pause.] For our first question of the Word Inquiry, we ask: What does the word mean? What do you think the word declaration means? [Pause.] Declaration is a noun, and it means "an explanation, a statement, action of stating clearly." Interesting! We need to write the definition down</p>	<p>Students will conduct an SWI by building a word matrix and exploring the morphology of declaration.</p> <p>Student will use determine base words and affixes. Student will use morphology to determine the meaning of independence.</p>

on our paper. [Write (next to the word declaration): an explanation, a statement, action of stating clearly.] **Great job!**

- **Let's think about the definition. An explanation. I know what that means. What do you think it means?** [Pause.] **Yes! An explanation is what someone says when they are explaining or describing something. For instance, I was confused about the game Four Squares. I thought I could catch the ball and then hit it into the next square, but my friend explained the rules. She told me that I was not allowed to catch the ball. I could only hit it into the next square. She gave an explanation so that I could understand.**
- **What is next in our definition?** [Pause.] **Correct! A statement. Do you remember this from grammar lessons?** [Pause.] **Great connecting, friend! A declarative sentence is a statement of fact or opinion that ends with a period.**
- **Lastly, what does the last entry of our definition say?** [Pause.] **Action of stating clearly. Hmm.... So an action is a verb and stating means to say. So, that must mean a declaration is to say something clearly. Thanks for your help, detective!**

Let's ask our second question. How is it built? Words are built from parts. A word starts with the base word, sometimes called a root word. We add prefixes and suffixes to base words. They change its meaning. For example, build [Write build on the white board.] **is a base word. If we add the suffix –er, [Add er to build.] we now have the word builder. Builder is someone who builds. Where does a suffix go?** [Pause.] **Correct! A suffix is added to the end of the base word. [Erase the –er.] We can also add a prefix to a base word. A prefix is added to the beginning of a base word. Let's place re- in front our base word build. [Write re at the beginning of build.] Now our word is rebuild. That word means to build again. Where does a prefix go?** [Pause.] **Correct! A prefix goes in front of a base word.**

- **For the question "How is it built?" we will draw a matrix. The matrix is an illustration of the different combinations of phonemes (the base word, the suffixes, and the prefixes) that build new words. First, we need to know our base word. What is a base word?** [Pause.] **Correct! The smallest word part (or phoneme) that has meaning that other words build from.**
- **First, we are going to draw the boxes of our matrix. Watch as I draw mine, and you can follow along**

drawing it on your paper. We have three large boxes followed by a box that has five rows. Plus, this area right here [Point to the last box, bottom column.] where we combined two of the rows.

- I did some investigating before our lesson, and I discovered that the base word for declaration is clare, and it comes from the Latin word clarus meaning clear. I am going to write the word clare and “clear” in the third box of our matrix. Write on your paper as I write on my chart paper. [Write clare and “clear” in the middle – refer to Slide 4 for clarification.] Clare means clear.
- Now we are going to think about suffixes that we can add to our base word. Where do we add suffixes to a base? [Pause.] Yes! To the end. We have five rows. Let’s fill in the suffixes that we can use to build words. [Write ed, ing, tion, tive as you say them aloud.] E. D. (for ed), I. N. G. (for ing), T. I. O. N. (for tion), T. I. V. E. (for tive). Great job!
- We can add another suffix to our matrix. [Point to the last box.] It is just one letter. Can you think of the suffix that I am thinking of? [Pause.] Excellent, scholar! We can add the letter s. Let’s write the letter s inside. [Write s in the middle of the last box.]
- Now let’s work on the prefixes. We are going to need another box. Where do add prefixes to words? [Pause.] Yes, the beginning! So where will we add our prefix box in our matrix? [Pause.] Yes, the front! We can use de- to build words from clar. Let’s add it to our matrix. [Draw a box in with de.] We can add another phoneme. Let’s draw another box in the very front of our matrix and add un-. [Write un.] Your matrix looks spectacular!

Now that you have built your matrix, we can ask our third question. What other related words can you think of? To do this, we have to follow some rules. First, we read a matrix from left to right [Point to the furthest left box of the matrix and follow the path to the right.] [Show Slide 5.] Next, we make only single, complete words from a matrix. If you are unsure that a word you build is a real word, check a dictionary. You don’t have to take an element from every column of a matrix – BUT you must not “leapfrog” over a column. You also must WATCH THE JOINS – sometimes changes happen where you add a suffix.

- Let’s do one together. Since I don’t have to take an element from every column, I am going to skip un-

<p>[Point to un.]. I will start with de- [Point to de, then write de under the matrix.] Next, I will write the base clare. [Write clare after de.] Finally, I want to use – tion. [Write clare; your word should be declaration.] Hmmm... did I pay attention to all of my rules? [Show Slide 6.] Read a matrix from left to right. Check! Make only single, complete words from a matrix. Check! If you are unsure that a word you build is a real word, check a dictionary. Well, I skipped this part, but I know declaration is a word because it is from the title for our text today. So, check. You don't have to take an element from every column of a matrix – BUT you must not 'leapfrog' over a column. Check! You must WATCH THE JOINS – sometimes changes happen where you add a suffix. Oh! This is what is wrong with the word that I built!</p> <ul style="list-style-type: none"> • I need to sound out declaration. Dec- la- ra- tion. What do you think we should change? [Pause.] Yes! We need to change the second e [Cross out the e.] to an a. [Write n above the correction.] [Cross out the word and rewrite it.] Great thinking, scholar! • Now it's your turn to build more words. I am going to give you two minutes to write as many words as you can using the matrix. Begin. [Pause for two minutes.] • Read your words aloud to me. [Pause.] Great work! I am going to write the words that I found, and we will talk about them as we go. If you don't have the exact same words as me, that's okay. A matrix helps us build some words from the base, but not all of them. If you are missing some of the words that I have, then you can write them on your paper, too. [Use Slide 7 as reference.] • Declaration [Point to declaration on the board under the matrix.]; we know that word now. It is an explanation that is said clearly. • Declare [Write declare on the board.]. What do you think declare means? I will give you a hint: it is a verb. [Pause.] Great thinking! It is to say something, but to say more seriously or officially. • Declares [Write declares on the board.]; that is the present tense of declare. • Declared [Write declared on the board.]; what do we do to a word to make it past tense? [Pause.] Yes, we add an ed. • Declaring [Write declaring on the board.] 	
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<ul style="list-style-type: none"> • Declarative [Write declarative on the board.]; Remember this from your grammar lessons? • Undeclared. [Write undeclared on the board.] What happens when we add -un as a prefix? What does the prefix –un indicate, or mean? [Pause.] Yes? It means not, so this word means not said clearly. • Declarations. [Write declarations on the board.] What happens when we add an –s as a suffix? [Pause.] Yes, an –s indicates more than one. So this would be more than one thing said clearly. You did amazing with our Word Inquiry, detective! <p>We are going to think about another word from today's title. That word is independence. What do you think independence means? [Pause.] Let's write it down; you write it on your paper as I write it on the board. [Write independence on the board.] What do you think the base word is? Underline the base word on your paper. [Pause.] Yes, pend is our base word. [Underline depend.] What does it mean? [Pause.] To wait for something. Good thinking! Let's circle our prefixes. Ah! Did you catch what I said, prefixeS [Emphasize the S.] Yes, this word has more than one. Put a box around de- and a box around in-. Let's think about these. De- added more intensity (or more power) to declaration, and it does the same for depend. Depend means to need someone or something. But what happens when we add in-? [Pause.] That's right! Independent means to NOT need someone or something; it means to be free! Great thinking! Now let's look at that suffix. Circle the suffix. When we add –ence to the end of a word, we are changing that word into a noun. So we now know that independence is a noun that means being free. You have been an expert word detective today. I am so very proud of you!</p>	
<p><u>Read-Aloud/Guided Practice</u> (10 min)</p> <p>Let's start reading "The Declaration of Independence and the First Fourth of July" by Michael A. Signal. [Show Slide 8.] Let's look at the picture first and read the caption below. Did you know that during the American Revolution the American flag had only 13 stars to represent 13 colonies? Isn't that interesting! Our flag did not always have 50 stars. This picture shows our flag with the red and white stripes. The white stars are in a circle. Let's keep reading.</p> <p>Three men worked late into the night. They read and reread, making final changes to the document. It had to be perfect before all thirteen colonies would approve it. Thomas Jefferson had written most of the text, but John Adams and</p>	<p>Students will determine the meanings of declaration and independence according to the text.</p> <p>Students will understand what caused the American Revolution, which connects to the focus question today.</p>

Benjamin Franklin reviewed the declaration to help make changes. They had been working for days. The candles lighting the room flickered and grew short. The summer air was hot and uncomfortable, but still the men continued.

- Did you notice the word declaration? Who is reviewing, or looking at, the declaration? [Pause.] Let me read it again. Thomas Jefferson had written most of the text, but John Adams and Benjamin Franklin reviewed the declaration to help make changes. Who is reviewing the declaration? [Pause.] Yes! John Adams and Benjamin Franklin. [Show Slide 9.] Who had written most of the text? [Pause.] Yes! Thomas Jefferson. These are the portraits of Thomas Jefferson, Benjamin Franklin, and John Adams. Hmm. their clothing looks different. I wonder what kind of clue that is about the setting, or the time and place, for this article. I think we are talking about something historical.
- According to the article, what do you think the word "declaration" means? [Pause.] If you had the text in front of you, you could use the glossary. But since you don't, I did that for you! The word declaration means an important announcement.
- But, what else can help us understand declaration according to the text? What are Jefferson, Adams, and Franklin doing? [Pause.] Yes! They are writing and reading. So their declaration is a written document that is an important announcement!
- This is information that we need to record. If you have the student packet, write your answer after the question. Otherwise, you can write your answer on a blank sheet of paper. Record your answer as I write it on my board. [Write: A declaration is an important announcement.]
- I have one more question. Who needs to approve, or agree, with the declaration? [Pause.] Correct! All thirteen colonies. Do you remember the original thirteen colonies from history class? They were New Hampshire, Massachusetts, Connecticut, Rhode Island, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina and Georgia. Remember, they were the first areas settled in America.
- So we know this happened long ago in history. What other clues do we have about when the setting in history? [Pause.] Great thinking, scholar! I want to read that part aloud again. The candles lighting the

room flickered and grew short. The summer air was hot and uncomfortable, but still the men continued. So... they had candles for light which meant no lightbulbs, so no electricity. There was no air conditioning for the heat, either.

- Let's keep reading!

[Show Slide 10.] Finally, the document was ready for the colonies' representatives to read and approve. By the afternoon of July 4th, 1776, they had done just that. The thirteen British colonies had decided not to be British anymore. They had declared their independence. America was born.

- Hmmm. What is a representative? [Pause.] A representative is someone who represents or speaks for you. They tell others what you think and feel about a topic. Each of the thirteen colonies had a representative who would review the declaration and then say whether the people of that colony agreed or disagreed with the declaration.
- What is a document? [Pause.] Let's read it again. Finally, the document was ready for the colonies' representatives to read and approve. So, it is something that is read (so it must be written down), and we know that Jefferson, Franklin, and Adams were writing a declaration. It also says the document needed approval by the representatives. Hmmm, a document sounds very important. A document is a written official record.
- What date did the representatives approve the declaration? [Pause.] Correct! July 4, 1776 - the day America was born.
- Let's continue reading.

[Show Slide 11.] The British had been at war with the thirteen American colonies for over a year before the colonies declared their independence, or freedom. The Battle of Lexington marked the start of the American Revolution on April 19, 1775. The colonies had fought many battles against the British army since then, and the colonists knew that they didn't want to be ruled by the king of Britain anymore. But it still took fifteen months for the colonies to declare their independence.

- Sometimes, authors embed clues in sentences when words aren't defined in the glossary. Context clues are clues the author gives us around the word. Commas near new vocabulary sometimes mean the

<p>author is giving us a definition or example of that word. What clues around the word 'independence' might mean the same thing? [Pause.] Let's read again. The British had been at war with the thirteen American colonies for over a year before the colonies declared their independence, or freedom. What clues around the word 'independence' might mean the same thing? [Pause.] Yes! Freedom.</p> <ul style="list-style-type: none"> • We want to write that down. Write it on your paper as I write it on the board. [Write Independence = Freedom.] <p>According to the text, why were the colonies fighting the American Revolution? [Pause.] What information do we need to answer the question? [Pause.] If you have a copy of the text, underline the information that we need to answer why the colonies were fighting the American Revolution. [Pause.] Did you underline "the colonists knew that they didn't want to be ruled by the king of Britain anymore"? Write that in your own words on your paper why the colonies were fighting the American Revolution as I write my answer on the board. [Write: the colonists were fighting the American Revolution to declare their independence from Britain.]</p>	
<p>Independent Work (1 min)</p> <p>Now it's your turn to demonstrate your understanding of <i>The Declaration of Independence</i>. You will respond to a question by writing the answer on a piece of paper. You need to write your answer in complete sentences. Remember, a complete sentence has a subject and a verb. It is a complete thought.</p> <p>[Show Slide 12.] I will read the question twice, so you will have time to write it down. According to the article, what is the Declaration of Independence? [Pause.] Once again, according to the article, what is the Declaration of Independence?</p>	<p>Students will determine what the <i>Declaration of Independence</i> is and how it connects to freedom.</p>
<p>Closing (1 min)</p> <p>I enjoyed being a detective with you and conducting a Word Inquiry. I also enjoyed learning about the people and events around the writing of <i>The Declaration of Independence</i> 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!</p>	