

Declaration of Independence: Analysis with Picture and Document

Lesson Overview

- Overview:** Using primary sources (The Declaration of Independence and an artist rendition of the signing) to study the document setting us free from Great Britain. Students will look at and analyze the picture first before reading the document.
- Grade Range:** 9-12
- Objective:** After completing this activity students will be able to:
- Understand the written document of the Declaration of Independence.
 - Analyze how this document affected the people living during this time period.
 - Discuss how this is the foundation of our democracy today.
- Time Required:** One and a half class periods of 40 minutes
- Discipline/Subject:** Civics, Social Studies
- Topic/Subject:** Government, Law
- Era:** The American Revolution, 1763-1783

Standards

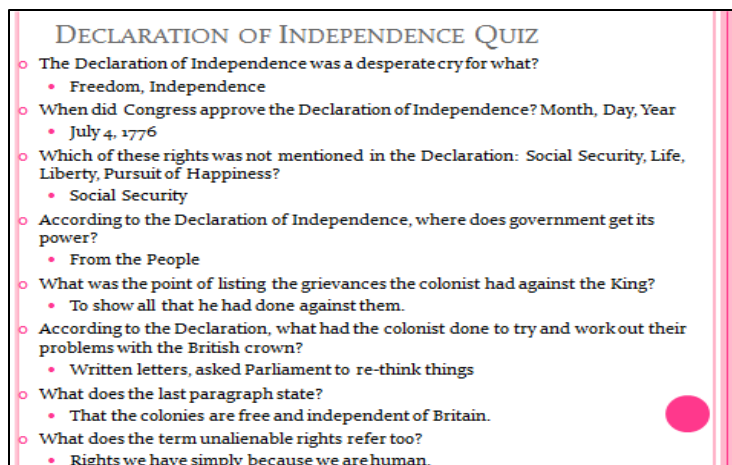
Illinois Learning Standards:

Social Studies:

- 14.E.4 Analyze historical trends of United States foreign policy (e.g., emergence as a world leader-military, industrial, financial).
- 14.F.3a Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.
- 14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).

Materials

- Handouts:** Analysis Tools
- Analysis Tools:** The More You Look, The More You See, Written Document
- Books:** American Government by Prentice Hall Textbooks
- PowerPoint:**



DECLARATION OF INDEPENDENCE QUIZ

- The Declaration of Independence was a desperate cry for what?
 - Freedom, Independence
- When did Congress approve the Declaration of Independence? Month, Day, Year
 - July 4, 1776
- Which of these rights was not mentioned in the Declaration: Social Security, Life, Liberty, Pursuit of Happiness?
 - Social Security
- According to the Declaration of Independence, where does government get its power?
 - From the People
- What was the point of listing the grievances the colonist had against the King?
 - To show all that he had done against them.
- According to the Declaration, what had the colonist done to try and work out their problems with the British crown?
 - Written letters, asked Parliament to re-think things
- What does the last paragraph state?
 - That the colonies are free and independent of Britain.
- What does the term unalienable rights refer too?
 - Rights we have simply because we are human.

Library of Congress Items:

Title of Source: Declaration of Independence
 URL of Source: <http://www.loc.gov/pictures/item/det1994023134/PP/>

Title of Source: Declaration of Independence
 URL of Source: <http://www.loc.gov/rr/program/bib/ourdocs/DeclarInd.html>

Procedures

Procedure Step #	Resource or Material Used
1. Have LOC Declaration of Independence image up on Smart board when students enter classroom and hand out photo analysis worksheet. Go over questions with the students then allow them time to look at the photo and to answer the questions.	LOC Item Analysis Tool
2. Go over questions with the students. Interject questions about women not being in photo, windows covered, papers on table, etc.	LOC Item Analysis Tool
Day Two:	
1. Have students open up their textbooks to the Declaration of Independence (p.40) and put up the picture of the broadside.	LOC Item Book
2. Have students look at the Written Document Analysis sheet and go over as a class the First Look portion.	LOC Item Analysis Tool
3. Break students into small groups and have them read the Declaration of Independence and answer the Content Information portion of the analysis sheet.	LOC Item Analysis Tool
4. As a class go over Content Information: Why would the colonist list all their problems with the King? What were they hoping to gain by doing this?	LOC Item Analysis Tool
5. Have students take a quiz over the Declaration of Independence using PowerPoint slide	PowerPoint

Evaluation

During classroom discussion ascertain student understanding. Rotate through groups to clarify questions and listen to small group discussions. Collect written pages, analyze work for understanding and give feedback. Students will take a quiz over the work discussed.

Extension**Author Credits:**

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THE MORE YOU LOOK, THE MORE YOU SEE PHOTO ANALYSIS



What I See (observe)

Describe exactly what you see in the photo.

What people and objects are shown? How are they arranged? What is the physical setting?

What other details can you see?

What I Infer (deduction)

Summarize what you already know about the situation and time period shown and people and objects that appear. *I see ____ and I think ____*

Interpretation

Write what you conclude from what you see.

What is going on in the picture? Who are the people and what are they doing? What might be the function of the objects?

What can we conclude about the time period?

Why do you believe the photo was taken?

Why do you believe this photo was saved?

What I Need to Investigate

What are three questions you have about the photo?

- 1.
- 2.
- 3.

Where can you research the answers to your questions?

WRITTEN DOCUMENT ANALYSIS



First Look

Type of Document (Check):

- | | | | |
|---------------------------------|-------------------------------------|-------------------------------------|--|
| <input type="radio"/> Newspaper | <input type="radio"/> Map | <input type="radio"/> Report | <input type="radio"/> Congressional Record |
| <input type="radio"/> Letter | <input type="radio"/> Telegram | <input type="radio"/> Memorandum | <input type="radio"/> Census Report |
| <input type="radio"/> Patent | <input type="radio"/> Press Release | <input type="radio"/> Advertisement | <input type="radio"/> Other _____ |

Unique Physical Characteristics of the Document (check one or more):

- | | | | |
|--|-----------------------------|--------------------------------------|-----------------------------|
| <input type="radio"/> Interesting Letterhead | <input type="radio"/> Typed | <input type="radio"/> Notations | <input type="radio"/> Other |
| <input type="radio"/> Handwritten | <input type="radio"/> Seals | <input type="radio"/> Received stamp | _____ |

Date(s) of the Document;

Author (or Creator) of the Document:

Position (Title):

For what audience was the document written?

Document Content Information

List three phrases or statements that caught your attention or you think are important.

- 1.
- 2.
- 3.

Why do you think this document was written?

What in the document helps you know why it was written? Quote from the document.

Why do you think this document was saved?

Was the document meant to be viewed by the public or a specific person or group?

List two things the document tells you about life in the United States at the time it was written.

- 1.
- 2.

Write a question to the author that is left unanswered by the document.

IN CONGRESS, JULY 4, 1776.
A DECLARATION
 BY THE REPRESENTATIVES OF THE
UNITED STATES OF AMERICA,
 IN GENERAL CONGRESS ASSEMBLED.

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

We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all Experience hath shewn, that Mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed. But when a long Train of Abuses and Usurpations, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security. Such has been the patient Sufferance of these Colonies; and such is now the Necessity which constrains them to alter their former Systems of Government. The History of the present King of Great-Britain is a History of repeated Injuries and Oppressions, all having in direct Object the Establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid World.

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

He has refused to pass other Laws for the Accommodation of large Districts of People, unless those People would relinquish the Right of Representation in the Legislature, a Right inestimable to them, and formidable to Tyrants only.

He has called together Legislative Bodies at Places unusual, uncomfortable, and distant from the Depository of their public Records, for the sole Purpose of bringing them into Compliance with his Measures.

He has refused Representative Houses repeatedly, for opposing with manly Firmness his Invasions on the Rights of the People.
 He has dissolved Representative Houses frequently, for opposing with manly Firmness his Invasions on the Rights of the People, where by the Legislative Powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the Dangers of Invasion from without, and Convulsions within.

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

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary Powers.
 He has made Judges dependent on his Will alone, for the Tenure of their Offices, and the Amount and Payment of their Salaries.

He has erected a Multitude of new Offices, and sent hither Swarms of Officers to harass our People, and eat out their Substance.
 He has kept among us, in Times of Peace, Standing Armies, without the Consent of our Legislatures.

He has kept among us, in Times of Peace, Standing Armies, without the Consent of our Legislatures.
 He has affected to render the Military independent of and superior to the Civil Power.

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

For quartering large Bodies of Armed Troops among us;
 For exercising them, by a mock Trial, from Punishment for any Murders which they should commit on the Inhabitants of these States;

For cutting off our Trade with all Parts of the World;
 For imposing Taxes on us without our Consent;

For depriving us, in many Cases, of the Benefits of Trial by Jury;
 For transporting us beyond Seas to be tried for pretended Offences;

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

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments;
 For suspending our own Legislatures, and declaring themselves invested with Power to legislate for us in all Cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.
 He has plundered our Seas, ravaged our Coasts, burnt our Towns, and destroyed the Lives of our People.

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

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the Executioners of their Friends and Brethren, or to fall themselves by their Hands.

He has excited domestic Insurrections amongst us, and has endeavored to bring on the Inhabitants of our Frontiers, the merciless Indian Savages, whose known Mode of Warfare, is an unrelenting Destruction, of all Ages, Sexes and Conditions.

In every Stage of these Oppressions we have Petitioned for Redress in the most humble Terms: Our repeated Petitions have been answered only by repeated Injury. 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.

Now we have been warning in Attention to our British Brethren. We have warned them from Time to Time of Attempts by their Legislature to extend an insupportable Jurisdiction over us. We have reminded them of the Circumstances of our Emigration and Settlement here. We have appealed to their native Justice and Magnanimity, and we have conjured them by the Ties of our common Kindred to disavow these Usurpations, which would inevitably interrupt our Councils and Correspondence. They too have been deaf to the Voice of Justice and Consanguinity. We must, therefore, acquiesce in the Necessity, which denounces our Separation, and hold them, as we hold the rest of Mankind, Enemies in War, in Peace, Friends.

We, therefore, the Representatives of the UNITED STATES OF AMERICA, in GENERAL CONGRESS ASSEMBLED, appealing to the Supreme Judge of the World for the Rectitude of our Intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly Publish and Declare, 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. And for the Support of this Declaration, with a firm Reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

Signed by ORDER and in BEHALF of the CONGRESS,

JOHN HANCOCK, PRESIDENT.

ATTEST,
CHARLES THOMSON, SECRETARY.

PHILADELPHIA: PRINTED BY JOHN DUNLAP.