## Lesson Topic
The impact of the Declaration of Independence and the American Revolution on the American colonies

## SC Standards and Indicators
**USHC 2.2** – Explain the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large.

## Academic Vocabulary

## Lesson Materials
Smartboard, Declaration of Independence primary source, textbook, iPad

## Lesson Set

<table>
<thead>
<tr>
<th>Content Objective(s)</th>
<th>The students will demonstrate an understanding of the causes and effects of the American Revolution and the significance of the Declaration of Independence.</th>
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</table>
| Literacy Objective(s) | Students will analyze photographs, primary sources, maps, political cartoons and time lines that explain the impact of the American Revolution and the Declaration of Independence.  
Students will use different media sources to read, understand and evaluate the significances of the American Revolution and the Declaration of Independence. |
| Lesson Importance     | Students will gain an understanding of the sacrifices colonists made in order to form a new nation. Students will see how this nation, the United States of America, will become a superpower in many historical events. |
| Connections to prior and future learning | Students should have background knowledge of the British political system from USHC Standard 2.1. Once students complete this lesson they can relate the content from this standard to USHC 2.3, which explains the development and effectiveness of the Articles of Confederation. |
| Anticipatory Set/ Hook (Engage) | Pose the following questions to the class. Conduct a discussion.  
1. List justifiable reasons a group of people should be able to form a new territory.  
2. What are you willing to sacrifice for the betterment of all men? |
3. What grievances do you have about the government of the United States?

Skill Development

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.

<table>
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<tr>
<th>Introduce content components</th>
<th>Bell work video on Smartboard Lesson: Video is about the Declaration of Independence. Reflection after video is: “List the three parts of the Declaration of Independence.” Each school’s media center specialist and the technology department for CCSD has the username and password for the BrainPop video.</th>
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<tbody>
<tr>
<td>“I do” Skill from literacy objective</td>
<td>Teacher will conduct a class discussion/Smartboard presentation that explains the causes, events and effects of the American Revolution, various protests, as well as the purpose and parts of the Declaration of Independence. <em>Students will download the Declaration of Independence app for iPads to use during this discussion.</em></td>
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Guided Practice

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as Explore.

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<th>“We do” Activity Description</th>
<th>First, each group will be assigned several lines from the first two paragraphs of the Declaration of Independence. Groups will change the document to modern language. Second, each group should choose the three most damaging indictments made against the king in the document. The class will then debate their choices. <em>iPads can be used for this activity.</em></th>
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<tr>
<td>Checking for Understanding-“Informal” Assessment</td>
<td>Teacher reviews sections of the Declaration of Independence and uses the Socratic questioning method to review the standard content.</td>
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Closure

Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

| Content | Students will work in pairs to create five potential multiple-choice test |
Solidified

questions. Students will ask their class mates to answer their questions.

Independent Practice

"You Do"

Students may choose to write an essay from one of the following:

1. Write your own Declaration of Independence from someone (examples: family, school, local government or the United States). Include your grievances and why you want your independence.

2. Write a persuasive essay that supports or opposes the reasons for creating the Declaration of Independence for the United States.

3. Which battle of the American Revolution was the most significant? Provide at least three reasons with supporting details to support your choice.

Teacher may use the following website for an example of a persuasive essay rubric:

Summative/ “Formal” Assessment

Assessment

Q&A class discussion
Declaration of Independence guided practice activity
Declaration of Independence independent practice activity
Multiple Choice Quiz on Smartboard lesson
Formal - Benchmark testing

Differentiation

During Lesson

Teacher will emphasize important content on the Smartboard lesson. Pictures, timelines, and class discussion reinforce the key concepts of this standard.

Assessment

Teacher will provide a copy of the Smartboard notes and/or guided notes if needed.