

ELA: Grade 2, Lesson 19, The Declaration of Independence

Lesson Focus: Student will Identify the main purpose of a "The Declaration of Independence and the First Fourth of July" by Michael A. Signal, including what the author wants to answer, explain, or describe.

Practice Focus: Student will record answers to questions about what the author wants to explain and describe about the introduction and conclusion.

Objective: Students will use "The Declaration of Independence and the First Fourth of July" by Michael A. Signal to record what the author wants to explain and describe about the introduction and conclusion with a focus on writing a response to determine how the Declaration of Independence and the Fourth of July are connected.

Academic Vocabulary: patriot

TN Standards: 2.RI.CS.4; 2.RI.CS.5; 2.RI.CS.6

Teacher Materials:

- The Teacher Packet for ELA, Grade 2, Lesson 19
- White board or chart paper
- Teacher-created morphology chart with roots and affixes

Student Materials:

- Paper, pencil, a surface to write on
- The Student Packet for ELA, Grade 2, Lesson 19 which can be found on www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</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 fourth 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 lesson, you can find it on www.tn.gov/education. 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.</p> <p>Today we will be learning about "The Declaration of Independence and the First Fourth of July" by Michael A. Signal! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none">• Paper, pencil, a surface to write on• The Student Packet for ELA, Grade 2, Lesson 19 which can be found on www.tn.gov/education	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>

<p>Ok, let's begin!</p> <p>Intro (3 min)</p> <p>Yesterday we read about what tasks the Continental Congress hoped the Declaration would accomplish. We also learned that Jefferson wrote the document in four parts. Get your independent assignment out from yesterday. [Show Slide 1.] Check your paper to make sure you have included all the parts I have. Ready? [Pause.]</p> <p>The Continental Congress wanted the Declaration to accomplish four main tasks.</p> <ul style="list-style-type: none"> • The first task was to state why America should break its relationship with Britain. Did you include this in your paper? [Pause.] Good! • Another task was to develop a document to show Americans and other countries. Did you include this in your paper? [Pause.] Good! • The next task was to help join Americans against Britain. Did you include this in your paper? [Pause.] Good! • The last task was the colonies wanted other countries to treat America like its own country. Did you include this in your paper? [Pause.] Good! <p>As Jefferson wrote the Declaration, he wrote it in sections for a purpose.</p> <ul style="list-style-type: none"> • The 1st section told the purpose of the document. Did you include this in your paper? [Pause.] Good! • The 2nd part told the rights all people should have. Did you include this in your paper? [Pause.] Good! • The 3rd 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 include this in your paper? [Pause.] Good! • The 4th part said the colonies should be treated like any other country. Did you include this in your paper? [Pause.] Good! • Excellent job! I hope you were able to share your writing with someone in your home! <p>Today we will continue reading the informational text "The Declaration of Independence and the First Fourth of July" closely. 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>Student will connect to learning from the previous lesson about why the colonies were displeased with the British by reviewing their written response that includes textual support for the colonists' reasons.</p>
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<p>Teacher Model/Read-Aloud (9 min)</p> <p>Let's read together. From our text "The Declaration of Independence and the First Fourth of July" by Michael A. Signal.</p> <p>[Show Slide 2.] Signing the Declaration On July 4, 1776, the final version of the Declaration of Independence was complete. Thomas Jefferson, John Adams, Ben Franklin, and the other delegates had created a new nation.</p> <ul style="list-style-type: none"> • Do you remember the meaning of delegate? What is the meaning of delegate? [Pause.] Yes! A delegate is a person representing or making decisions for a large group. It is kind of like the leader of a group. • What are the names of the delegates we have been talking about during this lesson? [Pause.] [Show Slide 3.] Correct! Thomas Jefferson, John Adams, and Ben Franklin. And what, specifically, did these men do? [Pause.] Yes! They wrote and reviewed the Declaration of Independence. • On what date was the final version of the Declaration of Independence completed? [Pause.] Correct! July 4, 1776. <p>[Show Slide 4.] Before we continue reading the next paragraph, I see a word in bold. Do you see it? [Pause.] Correct! The word is patriot. Repeat after me. Patriot. [Pause.]. Excellent!</p> <ul style="list-style-type: none"> • What does it mean when a word is bolded in our text? [Pause.] Yes! That word is listed in our glossary with its definition. If you have your own copy of "The Declaration of Independence and the First Fourth of July," then turn to the back to find the glossary. It's on page five. [Pause.] • [Show Slide 5.] The words are in alphabetical order, so start at the beginning and work your way down until you see the word patriot. Now, read the meaning, the definition, out loud. [Pause.] Wonderful, friend! A patriot is a person who loves their country. • We want to remember that when we read the next paragraph of our text. Turn back to page four, and let's continue reading together. <p>[Show Slide 6.] As soon as the Continental Congress agreed to the Declaration of Independence, the president of the Continental Congress, John Hancock, signed his name to it.</p>	<p>Student will read the final section of "The Declaration of Independence and the First Fourth of July" by Michael A. Signal.</p> <p>Student will connect to previous lesson by reviewing the meaning of delegate.</p> <p>Student will answer questions about the details of the informational text about the signing of the Declaration.</p> <p>Student will determine the meaning of the word patriot.</p>
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Eventually, Adams, Jefferson, Franklin, and fifty-two other patriots also signed the Declaration of Independence.

- Who was the first person to sign the Declaration of Independence? [Pause.] Yes, John Hancock. And, according to the article, what was he known for? [Pause.] Correct. He was the president of the Continental Congress.
- Did you notice the word patriot? What does patriot mean again? [Pause.] Yes! A patriot is a person who loves their country. Who was a patriot according to our text? [Pause.] Let's read it again. [Show Slide 6.] As soon as the Continental Congress agreed to the Declaration of Independence, the president of the Continental Congress, John Hancock, signed his name to it. Eventually, Adams, Jefferson, Franklin, and fifty-two other patriots also signed the Declaration of Independence.
- Hmm... The text says "and fifty-two other patriots also signed the Declaration of Independence." So that means those who signed the Declaration of Independence are patriots. We know the 52 are patriots, but who else was listed in that sentence? [Pause.] Yes, Adams, Jefferson, Franklin are also patriots. There is one more from that paragraph. Can you tell me his name? [Pause.] Yes! John Hancock is also a patriot. John Hancock, John Adams, Thomas Jefferson, Ben Franklin, and 52 others who signed the Declaration of Independence are patriots. They are people who love their country.
- Let's keep reading together.

It was rushed off to a printer so copies could be spread across the new country. However, the fighting with England continued for seven more years. Finally, Britain would lose the war and accept America as a free country. Even though the war didn't end until September 3, 1783, July 4th, 1776 will always be America's Independence Day.

- How long did the war with England continue after the Declaration of Independence was signed? [Pause.] Wow! Seven more years.
- Who lost the war? [Pause.] Correct. Britain.
- What date is Independence Day for America? [Pause.] Kiss your brain! The fourth of July is Independence Day. The first one was July 4, 1776 when the Declaration of Independence was signed.
- Let's look at the word printer. Do you see the word printer? [Show Slide 6.] What suffix does printer

<p>have? [Pause.] Yes, the –er. So what is our root word? [Pause.] Yes, print. How does adding and –er change the meaning of the word? Let’s look at our chart. [Point to the –er in the morphology chart.] Adding an –er changes it to the person who does that thing, right? So how does adding an –er to print change the word’s meaning? What does printer mean? [Pause.] Great thinking, scholar! A printer is someone who prints.</p>	
<p>Guided Practice (13 min)</p> <p>The author, Michael A. Signal, of "The Declaration of Independence and the First Fourth of July" wrote some great details about the Declaration of Independence. What were some of the things that you remember from your reading? [Pause.] Great examples!</p> <p>Now we want to explore the introduction and conclusion of the text to identify the author’s main purpose of the text. We will keep track of details to determine what the author wants to answer, explain, and describe. If you can, get out your Student Packet so that you are ready. If you do not have a Student Packet, don’t worry. You can write your answers on a piece of paper.</p> <p>What is an introduction? [Pause.] Correct. An introduction to a text is the opening or first paragraphs. It introduces the main idea and goals of the text. Let’s look at our copy of "The Declaration of Independence and the First Fourth of July" on pages one and two. [Show Slide 7.] Point to the introduction of our text. [Pause.] [Show Slide 8.] Did you point to these highlighted areas? Great job! The introduction for this text begins with “Three men worked late into the night” and ended at “But it still took fifteen months for the colonies to declare their independence.”</p> <p>How did the author write the introduction differently than the rest of the article?</p> <ul style="list-style-type: none"> • Take a moment to scan the rest of the article to compare how it's different. [Show Slide 9.] [Pause.] [Show Slide 10.] [Pause.] [Show Slide 11.] [Pause.] • Hmm... How is the rest of the article written? [Pause.] How is that different? [Pause.] We know about different types of writing, like narrative, informational, opinion writing. • What are some of the features of narrative writing? [Pause.] What would you expect to read? [Pause.] Yes, narrative writing has characters, plot, conflict, setting, and point of view... just like a story. 	<p>Student will explore the introduction and conclusion of the text to identify the author’s main purpose of the text.</p> <p>Student will keep track of details to determine what the author wants to answer, explain, and describe.</p>

<ul style="list-style-type: none"> • What are some of the features of informational writing? [Pause.] Yes, informational writing will include facts, pictures, captions, bold print, and glossary. • What are some features of opinion writing? [Pause.] Correct! Opinion writing might have quotations and examples; it is trying to convince the reader to agree with the author. • What type of writing does the beginning of this article seem to be? [Show Slide 12.] Correct! The introduction is written as if it were a story. It has characters and a conflict. Jefferson, Franklin, and Adams are trying to get the Declaration perfect. The rest of the article is written like informational text, stating facts. It also has bold print and a glossary. This is important information. If you have your Student Packet, record this under question one as I write it on the board. If you don't have the Student Packet, write a number one on your paper then record the answer. [Write on the board: The introduction is written as if it were a story. The rest of the article is written like informational text, stating facts.] The introduction is written as if it were a story. The rest of the article is written like informational text, stating facts. Excellent! <p>The author says when the men were writing the declaration, they were “working for days,” their “candles grew short” and it was “hot and uncomfortable.” By using these details, what is the author trying to show about what it was like writing the declaration?</p> <ul style="list-style-type: none"> • If someone works for days does that mean it is easy or hard work? [Pause.] Yes, it is hard work. • When candles grow short does that mean they have been lit for a short or long period of time? [Pause.] Yes, a long period of time because as the candle melts it gets shorter. • If someone is working in a hot and uncomfortable place do you think they are happy or frustrated? [Pause.] I agree. It would be frustrating to be working in a hot and uncomfortable place. • Why would the author want us to think about the writers of the declaration being uncomfortable and working for a long time? What does that tell us about them? [Pause.] Good observations! It tells us that Jefferson, Adams, and Franklin are dedicated to their work. They know their work is important, and 	<p>Students will notice descriptive words describing the beginning of the event.</p>
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<p>they are going to make it perfect no matter what kind of challenges are in front of them.</p> <ul style="list-style-type: none"> • What was their work? [Pause.] Yes, they were writing the Declaration of Independence. Think about the meaning of the words declaration and independence again. What does declaration mean? [Pause.] Correct! It is an important announcement. What does independence mean? [Pause.] Yes! Freedom. We also know the colonies were in the middle of a war at that time. How important do you think their work was? [Pause.] I agree! • Again, the author says when the men were writing the declaration, they were “working for days,” their “candles grew short” and it was “hot and uncomfortable.” By using these details, what is the author trying to show about what it was like writing the declaration? [Pause.] Kiss your brain! The author was trying to show that writing the document was a long, hard process because it was so important to declare freedom. We want to write that down. As I write it on the board, you write it on your paper. [Write on the board: The author was trying to show that writing the document was a long, hard process because it was so important to declare freedom.] The author was trying to show that writing the document was a long, hard process because it was so important to declare freedom. <p>Now let’s think about the conclusion. What is a conclusion? [Pause.] Yes, the conclusion is the end of the text. It wraps up what the author wanted to share. Let’s look at our text again. If you have a copy, turn to pages four and five. [Show Slide 13.] Point to the conclusion.</p> <p>[Show Slide 14.] Did you point to the highlighted areas? [Pause.] Great!</p> <p>[Show Slide 15.] What details in the conclusion of the article show that the author believes the declaration was an important event?</p> <ul style="list-style-type: none"> • Did you notice the heading of the section? What does it say? [Pause.] Yes, Signing of the Declaration. Section headings help us know what the main idea will be about. So what is part of the conclusion? [Pause.] Yes, the signing of the Declaration. • Take a moment to scan the last paragraph. [Pause.] 	<p>Students will answer a question demonstrating their understanding of key details in the conclusion.</p>
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<ul style="list-style-type: none"> • What words describe what is important? If you have your own copy, underline them. [Pause.] [Show Slide 16.] Did you underline or highlight "fifty-two other patriots also signed", "rushed off to a printer", and "spread across the new country"? Excellent! When you make a mind movie of these events, what words describe the scene in your head? [Pause.] Interesting! The descriptions of events connect to a sense of urgency or importance. • [Show Slide 17.] Again, what details in the conclusion of the article show that the author believes the declaration was an important event? [Pause.] The author shows the signing of the declaration was an important event by stating 52 other patriots signed it, it was rushed off to the printers, and copies of the declaration were spread across the country. He also says it created a new nation and that the day it was signed will always be America's Independence Day. • That is important information that we need to record. Write your answer next to question three on your paper as I write it on the board. [Write on board: The author shows the signing of the declaration was an important event by stating 52 other patriots signed it, it was rushed off to the printers, and copies of the declaration were spread across the country. He also says it created a new nation and that the day it was signed will always be America's Independence Day.] The author shows the signing of the declaration was an important event by stating 52 other patriots signed it, it was rushed off to the printers, and copies of the declaration were spread across the country. He also says it created a new nation and that the day it was signed will always be America's Independence Day. Great work, friend! 	
<p><u>Independent Work</u> (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>I will read the question twice, so you will have time to write it down. [Show Slide 18.] How do the introduction and conclusion help the reader understand the author's purpose in writing this article? [Pause.] How do the introduction and conclusion help the reader understand the author's purpose in writing this article? [Read 2x.]</p>	<p>In a written response, student will determine how the Declaration of Independence and the Fourth of July are connected.</p>

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<p>In order to answer the question, you need to understand how the Declaration of Independence and the Fourth of July are connected. The author shows the importance of the document at the beginning in the introduction and in the conclusion by describing how its publishing influenced our celebration of freedom on the Fourth of July.</p> <ul style="list-style-type: none">• You will reread the introduction and conclusion.• Notice words or phrases from the introduction and conclusion to help answer the question.• Use those words or phrases from the introduction and conclusion in your written response.	
<p>Closing (1 min)</p> <p>I enjoyed working with you today on recording what the author wanted to explain and describe about the introduction and conclusion in order to determine how the Declaration of Independence and the Fourth of July are connected! 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>	

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