

The Declaration of Independence

Unit: Civics-Rights & Responsibilities

Topic: Declaration of Independence

Level: ESL/Citizenship multi-level

Objectives: Review knowledge about Declaration of Independence; consider other information about Thomas Jefferson and slavery

EFF Standards: View and read critically, reflect and evaluate

Length of Session: 1 hour

SCANS/EFF Common Activities	INTO	MATERIALS
	<p>Background: Students have just studied the Declaration of Independence in their textbook. They will review questions and answers about the Declaration for the citizenship interview.</p> <p style="text-align: center;">THROUGH</p>	<p>Any citizenship textbook Declaration of Independence handout and transparency Another View handout</p> <p style="text-align: center;">EVALUATION</p>
<p>EFF-Gather, Analyze and Use Information</p>	<p>PRESENTATION Have students view pictures on overhead and their handouts. Have them identify “what’s going on” and “who is this”, etc and read the accompanying text.</p> <p>The Main Idea: Read the text of the first paragraph of the Declaration. Have students identify the main idea (all men are created equal). To understand the text fully, have high-level students list, in their own words, as many other ideas contained within that very rich paragraph (there are some 9 or 10 at least). They can share with the whole class and discuss.</p> <p>Practice Students write questions about the Declaration of Independence that they may be asked at the citizenship interview, beginning with <i>when</i>, <i>where</i>, <i>who</i> and <i>what</i>. They also write the answers. They can practice these questions and answers with partners.</p> <p style="text-align: center;">BEYOND</p>	
<p>EFF-Work together</p>	<p>Another View Have students read 1-5 on the handout with a partner. Then discuss the questions and share answers with the whole class.</p>	

Author: Suzanne Hovanesian, Mission