

## "All Men Are Created Equal"

**Unit:** Civics: Rights and Responsibilities

**Theme:** United States' Vision

**Topic:** Declaration of Independence

**Level:** ESL-High Intermediate & Native English Speaker

**Objectives:** To identify the premise of the United States' Democracy; To list the major

elements of the document; To reflect on the inequalities of the late 1700's  
**Length of Session:** Five hours (within 3-4 days) Introduction to the premise of other units of study.  
**EFF Standards:** Read Critically; Reflect and Evaluate; Cooperate with Others

**Language Arts Standards:** R4-Use a variety of reading strategies to construct, examine and extend the meaning of diverse materials; R7-Identify structure;

R10-Critically evaluate from a variety of sources  
**NAEP Objectives:** Understand the roles of citizens in American democracy

**Vocabulary Introduced:** grievance, independence, monarchy, democracy, dictatorship, defy, redress, reliance, Divine Providence, mutually, abolish, alter

<b>SCANS/ EFF Common Activities</b>	<b>INTO</b>	<b>MATERIALS</b>
<p>SCANS-Creative Thinking; Problem Solving; Thinking Things in the Mind's Eyes; Knowing How To Learn; Reasoning</p>	<p>1) A possible way to start is to give the students the thesis paragraph of the Declaration of Independence as a cloze exercise. (Don't Know Much About History) . The purpose is to have fun with the paragraph and to see how many of the students match some of the "main ideas".            This can also be used either in the middle of the total unit (as a fun activity) or at the end of the unit (as review). (20 minutes)</p> <p><b>First Session:</b> 30 minutes</p> <p>2) KWL. Elicit from the Ss what they already know about the Declaration of Independence. Use the 5 Ws to facilitate the initial discussion.            Write these down on newsprint to leave up in class.  <b>Other important questions to ask:</b>            What kinds of governments were there in Europe in 1776? Which other European groups were present in the Americas?  <b>Purpose:</b> This discussion is to have the students aware of the different events that affected the formation of the United States.            Write down questions the students have about this period and the ones they did not the answers for.</p>	<p>Handouts:</p> <ol style="list-style-type: none"> <li>1) Pictorial Representation of "Declaration of Independence"</li> <li>2) KWL chart</li> <li>3) Document with annotations</li> <li>4) Vocabulary Sheet</li> <li>5) Another View</li> <li>6) Independence Timeline</li> <li>7) Quiz</li> </ol> <p>(If possible, go over handouts on PBL and inquiry methods to facilitate final products with the themes espoused in the Declaration of Independence.)</p>

	<b>Following Sessions:</b> Can use KWL charts. Modify each time. Cloze Exercise. Trivia Game: W's.	
	<b>THROUGH</b>	<b>EVALUATION</b>
<p>SCANS-Personal Qualities: Sociability; Honesty; Self-Esteem</p> <p>Interpersonal competencies- team member; negotiates;</p>	<p><b>PRESENTATION</b> 30 minutes</p> <ol style="list-style-type: none"> <li>1) The pictorial introduction.</li> <li>2) Vocabulary Quiz</li> </ol> <p><b>GUIDED PRACTICE:</b> 60 minutes</p> <p>Reading the document.</p> <ol style="list-style-type: none"> <li>1) Go over the document focusing on the format: <ol style="list-style-type: none"> <li>a) Introduction: Proposes the right of the people to dissolve an institution that is unjust</li> <li>b) Thesis (This contains the paragraph with "all men are created equal"</li> <li>c) Justification: Explains the reason the colonists declared their independence.</li> <li>d) Grievances: Lists the major complaints.</li> <li>e) Conclusion: Summary and the actual "declaration" of independence</li> </ol> </li> <li>2) Read the first three sections out loud with the students following. Stop and project explanations of the text and asking questions on vocabulary and concepts.</li> <li>3) Divide the class into groups. Assign each group a section of the grievances. It is divided into four groups, but each group could be subdivided.</li> <li>4) Have the students read their section and translate the major points into plain, modern English. Each group will have a secretary to write them down. Another member of the group will be the reporter. For this activity, the teacher will assign the secretary and recorder. (About 20 minutes)</li> <li>5) Walk around the room and facilitate the groups in reading their sections. Have the reporters share the grievances in the order written. Repeat with each group the major points.</li> </ol>	<p>The teams report their list of grievances from the colonists. (Ask for volunteers to input the combined lists. These will be used for review. Get permission from the students to have these published as in a newsletter, web page, power point presentation and/or class book.</p>
<p>SCANS-Reading</p>		

	<p>6) Pick up the groups' papers and type them up to give to the students the next day. These will be used to review the document.</p> <p>Second Session: Another View 30 minutes Ask: Who was equal in 1776? (This possibly is a review of concepts already brought up).</p> <p>Have the students read and discuss the handout "Another View..." Have a class discussion afterwards.</p> <p>Third Session: Review for quiz Using the student's summaries and rereading the Introduction, Thesis and Conclusion to go over major points for review quiz.</p>	
<b>BEYOND</b>		
<p>SCANS-Information: acquires and evaluates; organizes and maintains, interprets and communications; computers</p>	<p><b>CLOSURE</b> Go back to KWL asking the students do they know now about the "Declaration of Independence" Quiz</p> <p><b>ENRICHMENT</b> Assign the pairs or groups of students to go on the internet to research the following Bios of Thomas Jefferson, Benjamin Franklin, John Adams, Abigail Adams or John Locke. Topics: Native American Tribes in the 13 colonies, pilgrims, "taxation without representation", slave trade. (Note that Jefferson uses "savages" to describe the</p> <p>The pairs can create poster boards to share with the class.</p>	

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*Pictorial Introduction and "Another View"* by Suzanne Hovanessian

Project VOICE: Voice, Opportunity, Independence and Civic Engagement  
City College of San Francisco  
Funded by California Community Colleges Chancellor's Office