

# Declaring Independence

Complete By: \_\_\_\_\_

SS4H4: The student will explain the causes, events, and results of the American Revolution.

SS4CG5: The student will name positive character traits of key historical figures and government leaders.

## Acquiring Knowledge

<b>DOK</b>  <b>1</b>	<p><b>Learning Target:</b> I can describe the purpose of the Olive Branch Petition, Second Continental Congress, and Declaration of Independence.</p> <p><b>Learning Target:</b> I can explain the positive character traits and impact of Thomas Jefferson and Patrick Henry.</p>		
	<b>I learn best with technology</b>	<b>I learn best reading and writing</b>	<b>I learn best by by reading and discussing</b>
	<p><b>Independent:</b> Read and watch all videos on declaring independence.</p> <p>Second Con. Congress <a href="#">video</a> Second Con. Congress <a href="#">video</a> Olive Branch Petition <a href="#">video</a> Second Con. Congress <a href="#">article</a> Thomas Jefferson <a href="#">article</a> Patrick Henry <a href="#">article</a> Declaration of Ind. <a href="#">video</a> Declaration of Ind. <a href="#">article</a></p> <p><b>Complete One:</b> [ ] Complete anchor chart. At least two sentences in each box. [ ] Create an old fashion newspaper that explains the Olive Branch Petition, Second Continental Congress, and Declaration of Independence. In addition, describe the positive traits of Thomas Jefferson and Patrick Henry.</p>	<p><b>Independent:</b> Select and read resources for each component of the learning target. Take notes.</p> <p><a href="#">Second Con. Congress</a> <a href="#">Second Con. Congress</a> <a href="#">Declaration of Independence</a> <a href="#">Declaration of Independence</a> <a href="#">Olive Branch Petition</a> <a href="#">Thomas Jefferson</a> <a href="#">Patrick Henry</a></p> <p><b>Complete One:</b> [ ] Complete anchor chart. At least two sentences in each box. [ ] Create an old fashion newspaper that explains the Olive Branch Petition, Second Continental Congress, and Declaration of Independence. In addition, describe the positive traits of Thomas Jefferson and Patrick Henry.</p>	<p><b>Teacher or Partners:</b> Select and read resources for each component of the learning target. <i>Discuss 4 (DOK 1) stems.</i> <i>Discuss 3 (DOK 2) stems.</i></p> <p><a href="#">Second Con. Congress</a> <a href="#">Second Con. Congress</a> <a href="#">Declaration of Independence</a> <a href="#">Declaration of Independence</a> <a href="#">Olive Branch Petition</a> <a href="#">Thomas Jefferson</a> <a href="#">Patrick Henry</a></p> <p><b>Complete One:</b> [ ] Complete anchor chart. At least two sentences in each box. [ ] Create an old fashion newspaper that explains the Olive Branch Petition, Second Continental Congress, and Declaration of Independence. In addition, describe the positive traits of Thomas Jefferson and Patrick Henry.</p>
	<p><b>Checkpoint:</b> Socrative (CLASSCODE)</p>		<p><b>Action Step:</b> 0%-79% - Sign-up Session 80%-100% - Mastery</p>

## Mastery

<b>DOK</b>  <b>2/3</b>	<p><b>Select One Question Set:</b> <i>Question 1</i> Describe the terms of the Olive Branch Petition. (DOK 2) How did the results of this petition impact the actions of the Second Continental Congress? (DOK 2) In your opinion, was the Second Continental Congress justified in their decision to declare independence? (DOK 3)</p> <p><i>Question 2</i> Describe the freedoms Jefferson believes all human being have. (DOK 2) What role should the government play in these freedoms? (DOK 2) In what ways were these freedoms squashed by the King's monarchy? (DOK 2) Do you believe the Declaration of Independence was an act of treason? (DOK 3)</p>		
	<b>I show mastery through technology</b>	<b>I show mastery through writing</b>	<b>I show mastery through art</b>
	Create a Google Slides or Google Doc to show your answer.	Answer the constructed response on reflection paper.	Create and illustrate a book or cartoon to show your answer.

**Checkpoint:** Work checked by teacher. Student will revise as needed.