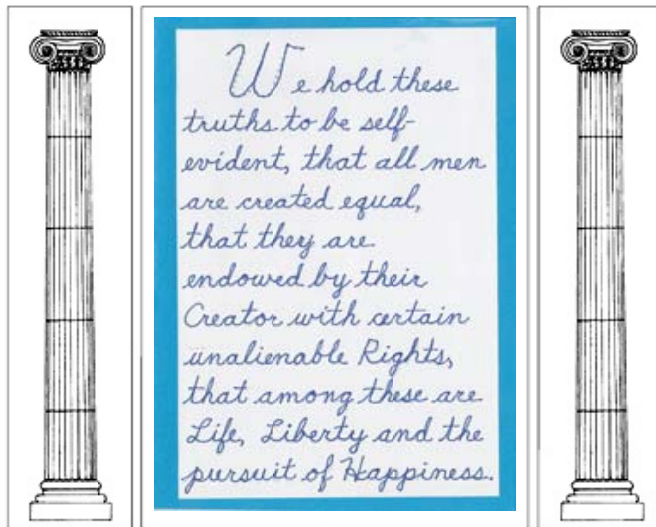
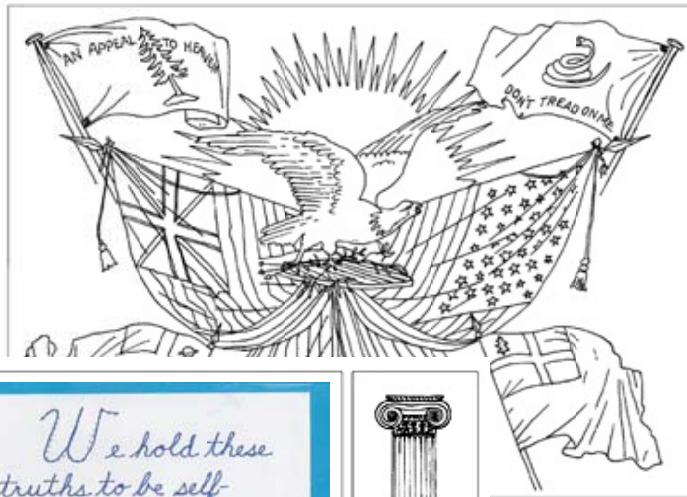


Declaration of Independence

A free mini unit by Barbara Shukin, www.HomeschoolJourney.com.

This **Declaration of Independence Mini Unit** is a special project compiled from the *Modern History Portfolio* and the upcoming *Modern History Portfolio Junior*. It has been created just for this special **4th of July Freebie!** The projects will produce a **single fold, three-sided booklet**, for each of three levels; approximately K - 2nd grade, 3rd - 4th grade, and 5th - 8th grade. Of course, mix and match as is appropriate for your child or children.

Research, Read, Write, Illustrate ... Tell the Story.



*Front and backs sides of a Completed Project.

Declaration of Independence

A Free 4th of July Mini-unit!



Three Booklets - Three Levels

Project Overview:

- Research, and read aloud, about the Declaration of Independence from various recommended sources.
- Select and complete three components per booklet.
- Paste each completed booklet into the specially framed text box, as shown to the left.

Interested in More?
Bonus materials are included!

Declaration of Independence Free Mini Unit

GENERAL INSTRUCTIONS:

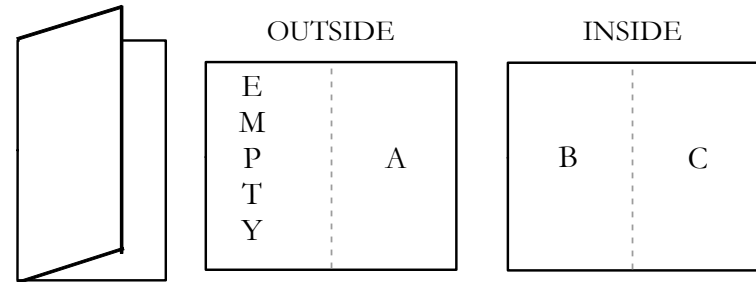
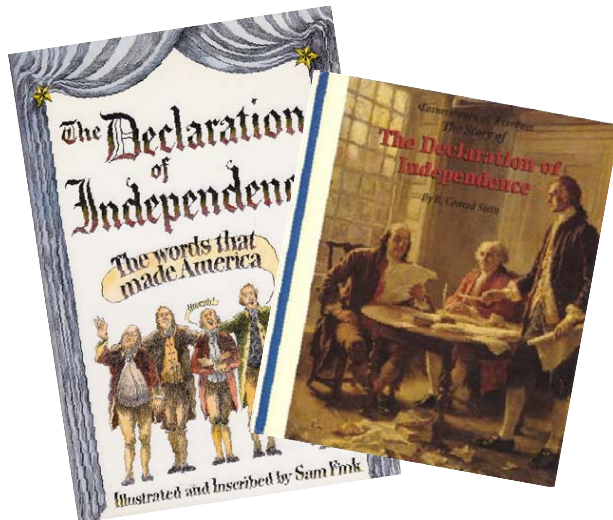
1) Print

- Print pdf pages 3 and 4, back to back, on white cardstock or heavy weight paper. **Print one set per child.**
- Print pages 5 - 10 on regular bright white printer paper. More than one set may be needed, depending on the number and ages of your children.

***Additional bonus materials on “The Background to the Revolutionary War” are included with separate instructions!**

2) Gather Recommended Books:

- *Cornerstones of Freedom, The Story of the Declaration of Independence* by R. Conrad Stein
- *The Declaration of Independence* by Sam Fink
- *George vs. George: The American Revolution As Seen from Both Sides* by Rosalyn Schanzer
- *If You Lived At The Time Of The American Revolution* by Kay Moore



3) Gather Supplies:

- Colored heavy weight paper
- Scissors
- Paper cutter (optional)
- A glue stick

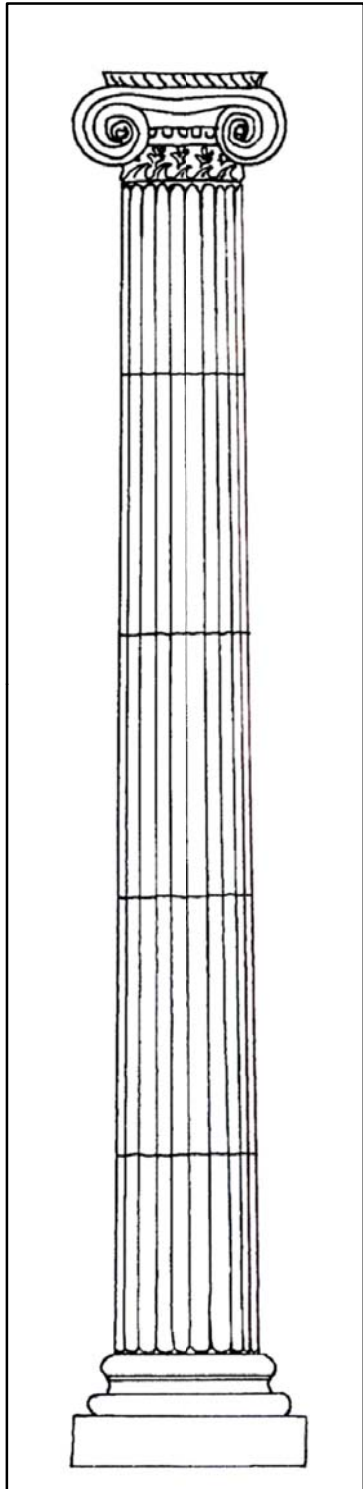
4) Construct the Blank Booklet:

Cut a sheet of heavy weight colored paper to 7 1/2” x 11”. Then, fold in half making a booklet measuring 5 1/2” x 7 1/2”. **Make one booklet per child.**

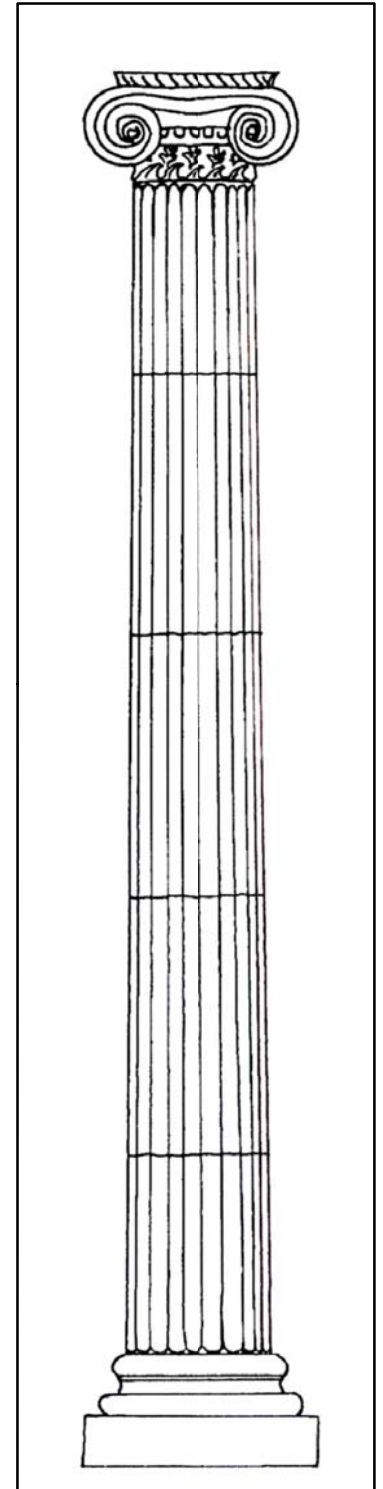
You are ready to go! Just follow the instructions for the Declaration of Independence Free Mini-unit.

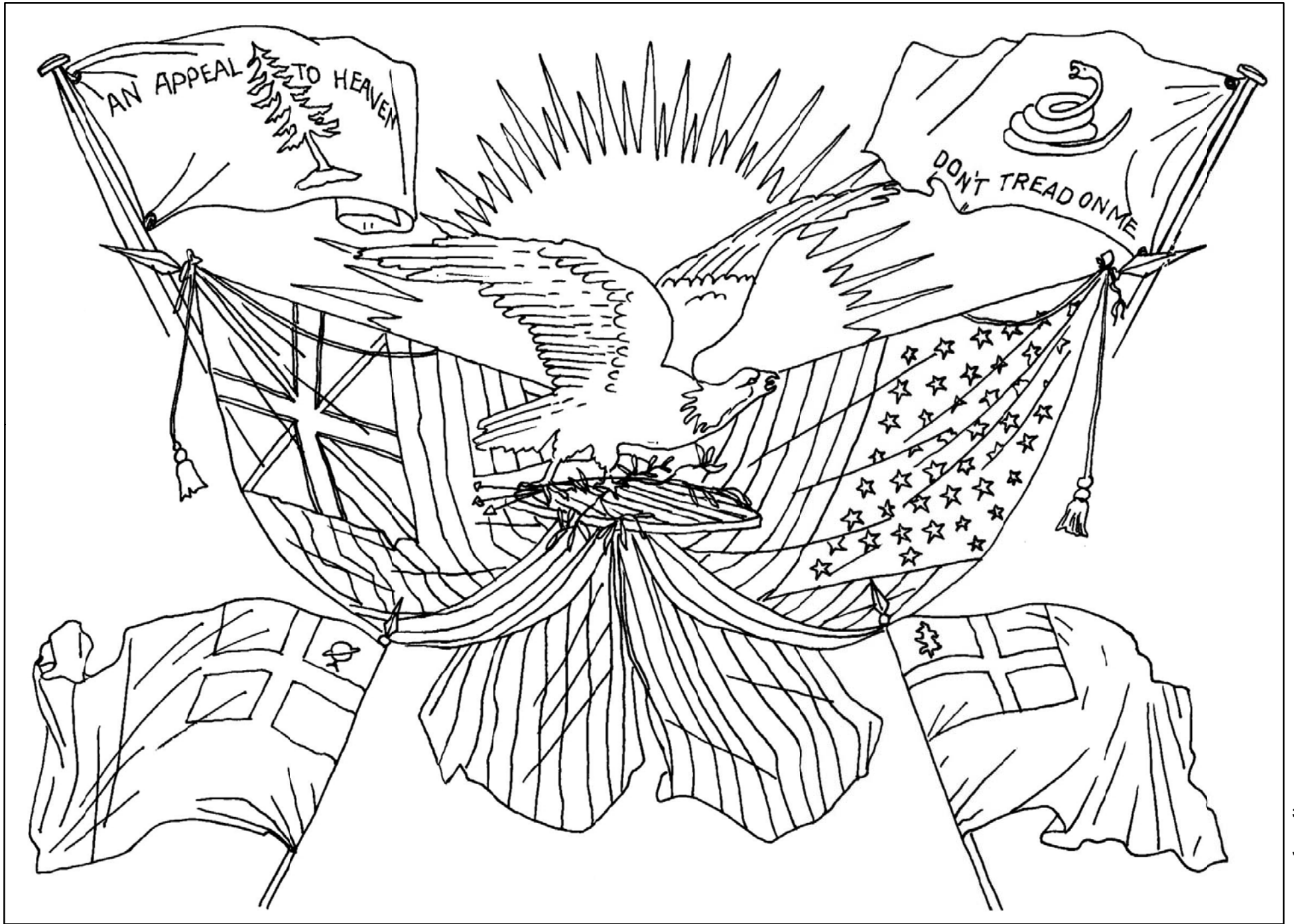
Want More?

Learn about the “Background to the Revolutionary War” with a **BONUS FREEBIE:** notebooking pages and Teacher’s Guides materials directly from the upcoming *Modern History Portfolio Junior*.



Paste booklet here.





Growth of Our National Flag

Declaration of Independence Free Mini Unit

BOOKLET INSTRUCTIONS:

Summary: The first side of the booklet covers the background to the writing of the document, information about Thomas Jefferson and why he was chosen to write it, the committee and editorial process, and the contents of the document.

Read aloud: Read either the entire book by R. Conrad Stein, or select a portion which includes the topics indicated above.

Take Notes: After the read aloud, ask your children to provide you with words (keywords, not complete sentences) which they remember from the reading, and write those keywords on one half of a dry erase board or sheet of paper. Keep collecting words until you receive about 12-15. If there are any glaring omissions, hint around until they supply them.

On the other half of the dry erase board, discuss the key words provided, and as a group activity, sort and re-write the words into three topics. See the various versions of the outlines, provided for Side A, and choose the outline which works best for your group.

Three-sided Booklet - Side A Outlining Activity

Grades 5th - 8th: Have the students fill in the outline using the form on this page. Additionally, older students, with as much assistance is necessary, can turn the keyword details into complete sentences, and write three paragraphs.

Grade 3 - 4: Have the students fill in the outline on the following page.

K - 1st: Have the students write select words into one of the outlining templates, or have them write words with specific two or three letter phonograms, such as *ng* as in signing, *ti* as in declaration, *ph* as in Philadelphia, *ea* as in read, *ai* as in complaint, *th* as in truth, etc. A special component is provided, on the following page, for this youngest group.

Key Word Outline: The Declaration of Independence

I. _____

A. _____

B. _____

C. _____

D. _____

II. _____

A. _____

B. _____

C. _____

D. _____

III. _____

A. _____

B. _____

C. _____

D. _____

Keyword Outline: The Declaration of Independence

I. Who, What, Where, When:

II. Additional Important People:

III. Contents of the Declaration of Independence

I. Who wrote it?

Thomas Jeff__son

__iladel__ia, 1776

II. Who helped?

Benjamin Franklin

r__d, edited

III. Why was it written?

We hold __ese tru__s...

compl__nts

Choose the correct two letter phonogram to fill in the blanks.

ea ph ai th er

Summary: The second side of the mini unit covers the specific contents and sections of the Declaration of Independence. Students will discover where the preamble is located within the document, and how much of the document is devoted to the listing of offenses of King George III.

Research: Be ready to research using the computer, and have highlighters, or light colored pencils, in 5 different colors. Locate the following websites:

- 1) http://en.wikipedia.org/wiki/File:Us_declaration_independence.jpg (View this on Full Resolution, if possible.)
- 2) <http://www.gutenberg.org/files/16780/16780-h/16780-h.html>

Discussion: Using a variety of sources, such as the Sam Fink book and the above websites, examine a facsimile of the Declaration of Independence and discuss the contents of each section.

NOTE:

The Introduction begins with: When in the Course...

The Preamble begins with: We hold these truths...

The Indictment begins with: He has refused his Assent...

The Denunciation (denouement) begins with: In every stage ...

The Conclusion begins with: We, therefore, the Representatives...

Three-sided Booklet - Side B Analysis Activity

Grades 5th - 8th: Choose a light color colored pencil or highlighter for each of the sections indicated at the top of the facsimile document on this page, and fill in the key. Using a combination of the 3 internet sources as a reference, and the component on this page, locate and highlight each of the 5 sections indicated.

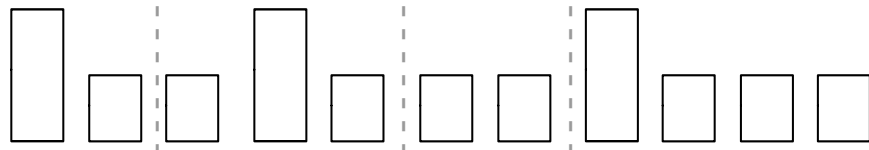
Grade 3 - 4: Complete the activity on the following page covering an analysis of the word “declaration,” by writing each letter of the word in the boxes provided, discussing how the word is broken into 4 syllables, and defining the word through revealing the prefix, root word, and suffix.

K - 1st: Complete the activity on the following page covering an analysis of the first sentence of the preamble by practicing highlighting key words, defining terms, and practicing cursive handwriting.

SIDE B: Analysis of the Declaration of Independence

- Introduction
- Preamble (a preliminary or introductory statement)
- Indictment (a formal accusation of crime)
- Denunciation (denouement)
- Conclusion





 of Independence



declaration, *noun*. the act of announcing, or affirming, facts or opinions. Literally, the process of intensifying clarity.

de- prefix which intensifies the root word.
clārus, clāra, clārum, *adj.* root word meaning clear.
-tion, suffix meaning the process or result of.

From the Preamble of the Declaration of Independence

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

Highlight the following words in the above text:
 self-evident
 Life
 Liberty
 Happiness

self-evident, *adverb*. clearly understood without need of proof or discussion.

self-evident

self-evident

Summary: The third side of the mini unit covers the first sentence of the preamble, the famous sentence which begins with “We hold these truths...”

As with sides A and B, this side also has three options.

**Three-sided Booklet - Side C
Copywork Activity**

Grades 5th - 8th: Children who are writing confidently can be encouraged to experiment with decorative lettering designs for the large capital “W” which begins the sentence, and write the full sentence using their best cursive writing. Extra room has been provided for the large letter. *Take a look at the component with the cursive grey dashed lines on the following page. This page will be helpful in planning out how many words will best fit on each line in order for the sentence to fit perfectly in the 11 lines provided.

Grade 3 - 4: Children who are still learning cursive may trace the cursive grey dashed lines in D’Nealian.

K - 1st: Children just learning to read and write may complete the manuscript copy work in Getty Dubay Italic.

*To extend this activity, consider the following: before tracing any words or letters, ask the child to find certain words; or ask the child to find words with certain sounds. After the words and sounds have been located, have the child trace the entire sentence.

*To abbreviate the activity for very young children, consider asking them to find and trace just the words which you indicate, or to find the letter or letters which make certain sounds. To make this more creative, a different color pencil or marker could be used for each sound(s).

SIDE C: Copy Work

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

BONUS SAMPLE

Background to the Revolutionary War

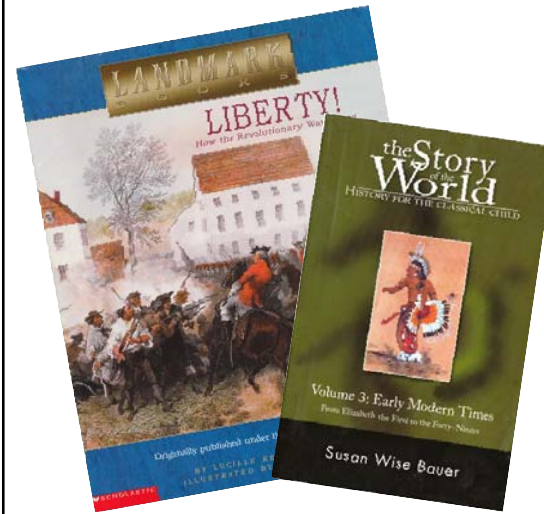
Following are materials taken directly from the upcoming *Modern History Portfolio Junior*. The sample unit is provided as a special preview. Find out more by visiting:

www.homeschooljourney.com/teachersgarden/

GENERAL INSTRUCTIONS:

1) Print

- Print pdf pages 12 and 13, back to back, on white cardstock or heavy weight paper. **Print one set per child.**
- Print **pages 14 - 18** on regular bright white printer paper. More than one set may be needed, depending on the number and ages of your children.



2) Gather

Recommended Books:

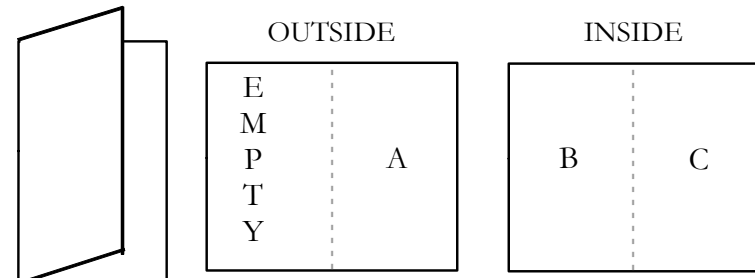
- *Story of the World Vol. III*, ch. 22, pts. 1 and 2, Susan Wise Bauer
- *Liberty! How the Revolutionary War Began*, Lucille Recht Penner
- *If You Lived At The Time of The American Revolution*, Kay Moore

3) Gather Supplies:

- Colored heavy weight paper
- Scissors
- Paper cutter (optional)
- A glue stick

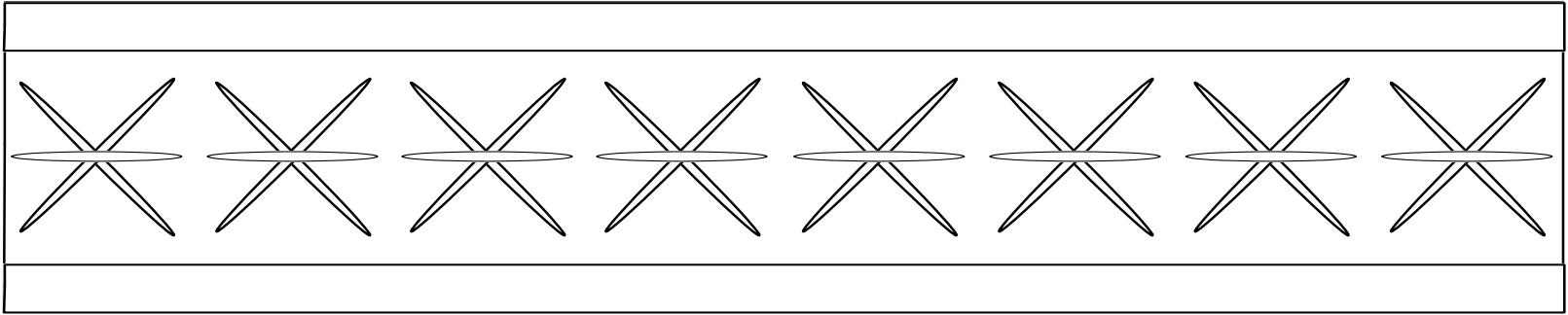
4) Construct the Blank Booklet:

Cut a sheet of heavy weight colored paper to 7 1/2" x 11". Then, fold in half making a booklet measuring 5 1/2" x 7 1/2". **Make one booklet per child.**

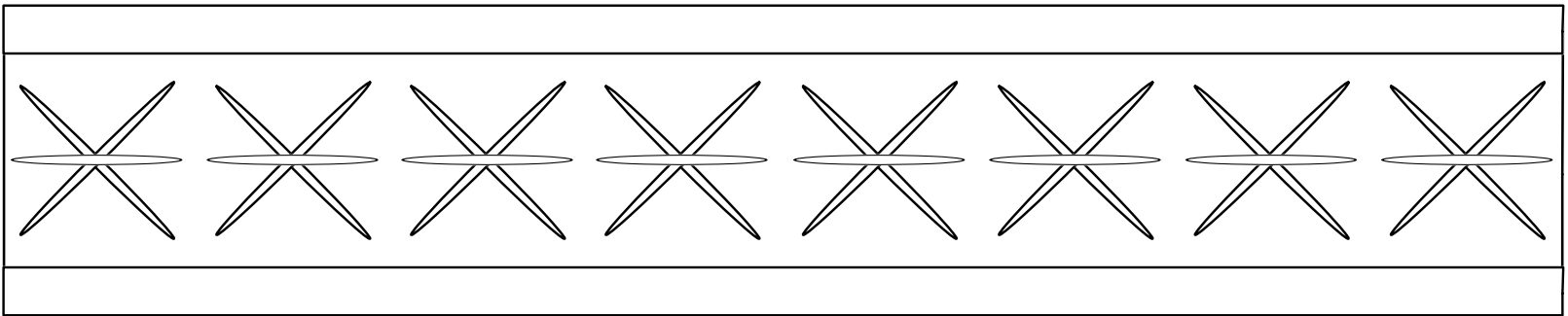


You are ready to go!

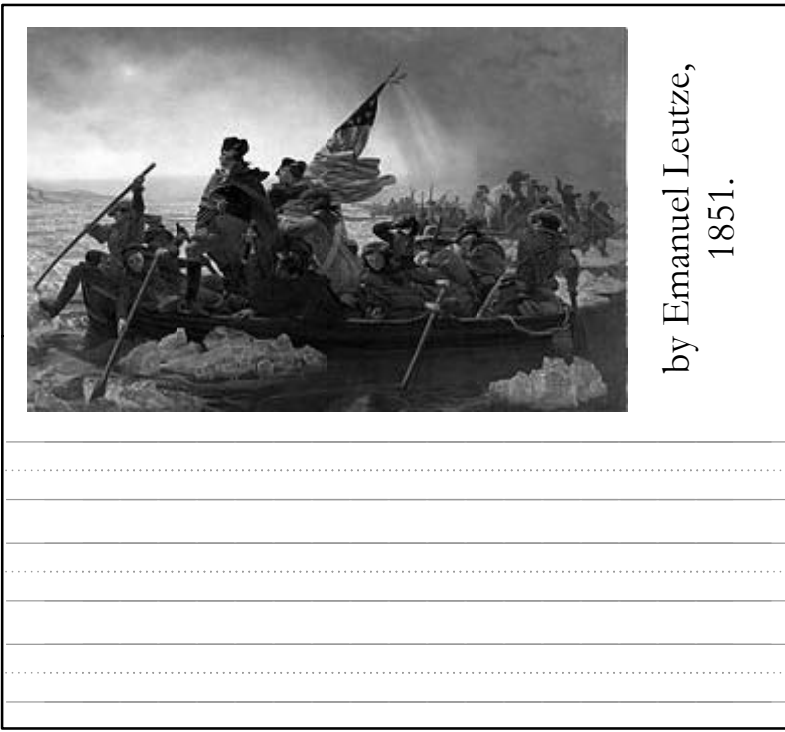
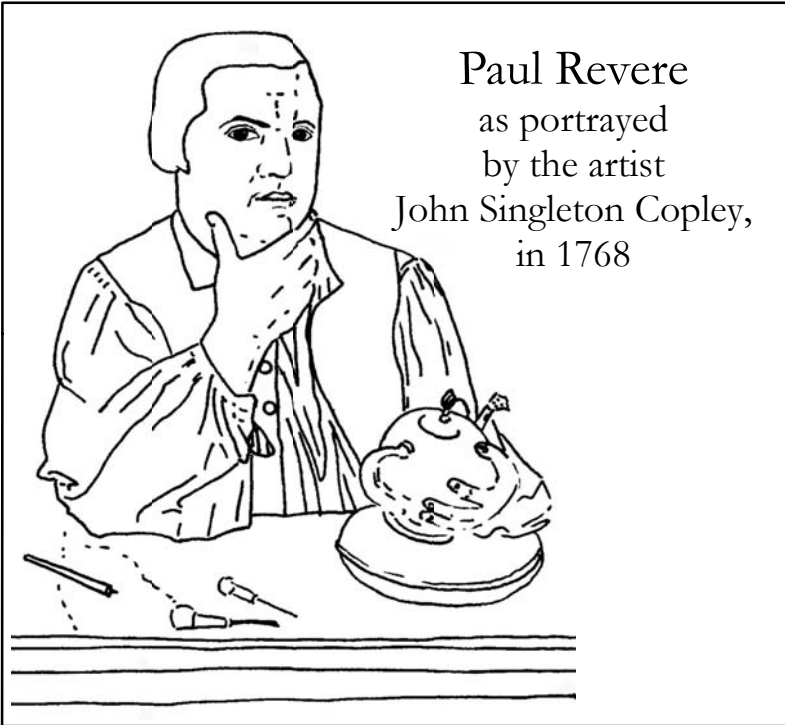
Follow the instructions for the Sample History Portfolio Junior Page.



The Age of Revolution



Blank writing area for student response.



The Age of Revolution

Modern History Portfolio Junior Teacher's Guide SAMPLE

PAGE 10: This page is about the background and start of the Revolutionary War, including taxation, the Boston Tea party, Paul Revere, and the first shots fired at Lexington and Concord.

Read from *SOTW Vol. III*, ch. 22, pts. 1 and 2. See the bibliography at the back of the Portfolio for suggested picture or chapter books.

Image Boxes: Color the line drawn image of Paul Revere in the Portfolio. Label the image of the painting by Emanuel Leutze, with the following. "In December of 1776, Washington crossed the Delaware."

Large Text Box: Begin by making a simple booklet.

Constructing the Booklet for p. 10: Cut a sheet of colored paper to 7 1/2" x 11". On the long edge, mark the half way point. Fold in half making a booklet measuring 5 1/2" x 7 1/2".

Side A: Choose one of the three options for Side A. For an older child, complete the activity on this page. Read aloud from various sources, and work together to collect about 9 - 12 keywords from the reading. Sort the keywords into the three topics suggested for Side A. Fill in the outline, and paste onto side A. Younger children can use the Boston Tea Party copy work in GDI manuscript, or D'Nealian cursive.

Side B: Complete the cut-and-paste activity, sorting the events into chronological order. See the detailed explanation for this multi-level activity, provided along with the cut-and-paste materials.

Side C: Choose one of the two options for Side C. For an older child, complete the practice exercise, and paste the writing activity into Side C. See the detailed explanation provided along with the cut-and-paste materials. A Younger child can complete the Cause and Effect activity, tracing along the dotted lines.

Background to the Revolutionary War

I. Taxation

A. _____

B. _____

C. _____

D. _____

II. The Boston Tea Party

A. _____

B. _____

C. _____

D. _____

III. The Midnight Ride of Paul Revere

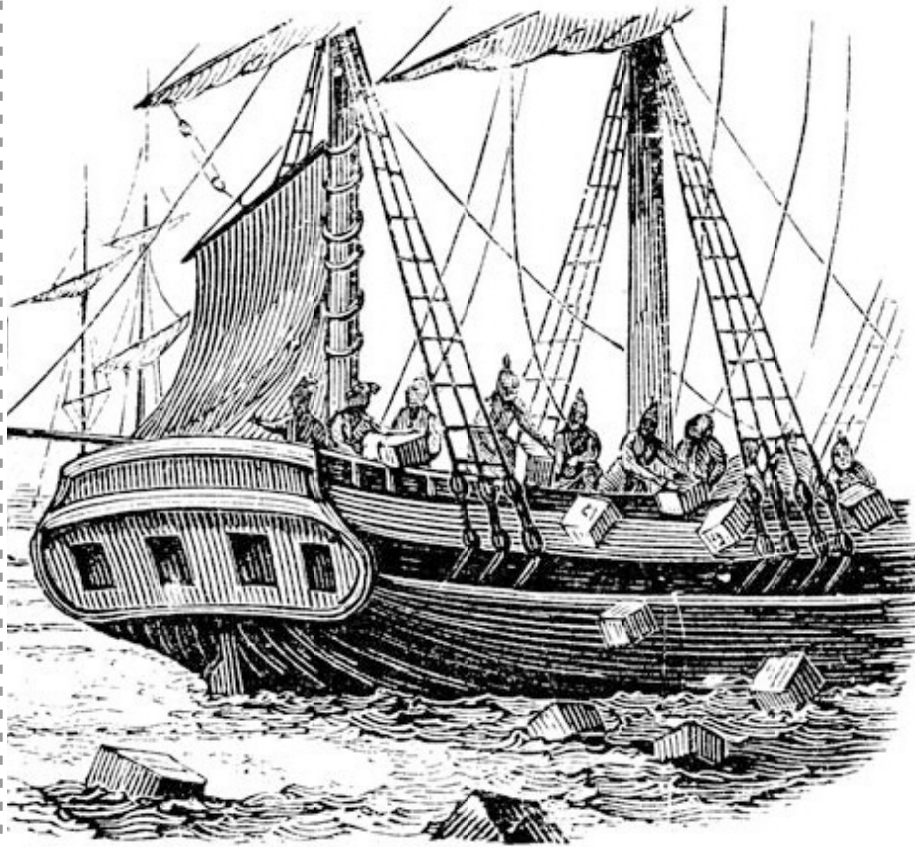
A. _____

B. _____

C. _____

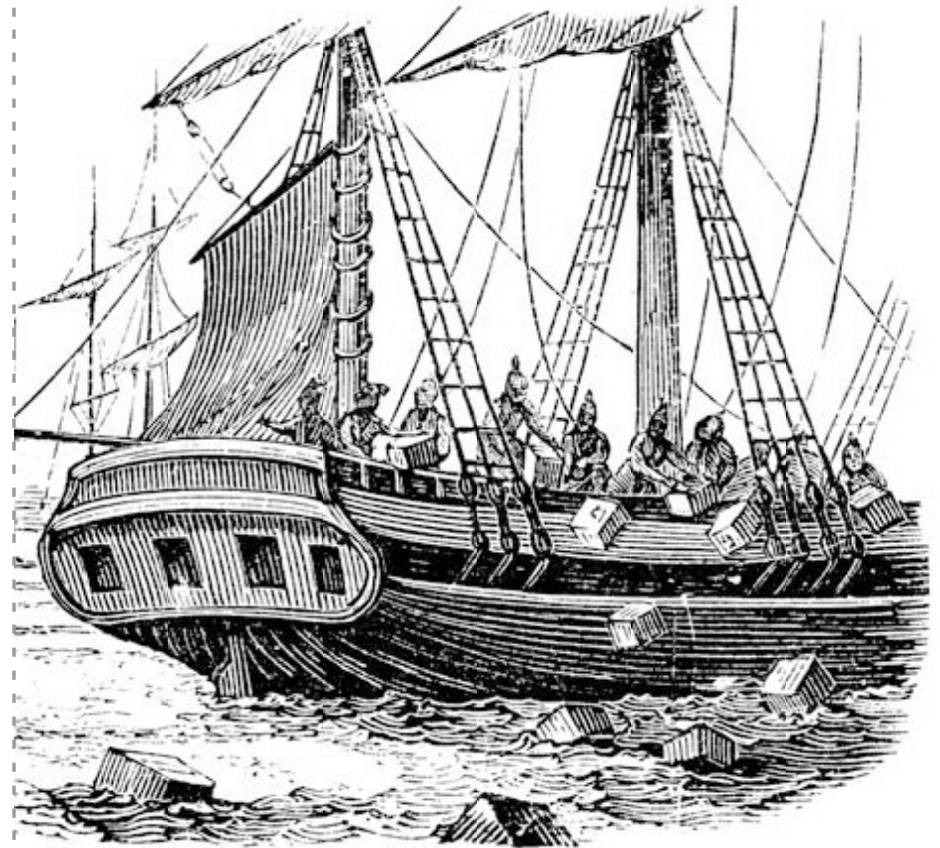
D. _____

The Boston
Tea Party, 1773



Colonists dressed as Mohawk
Indians dump British tea
into the Boston Harbor.

The Boston
Tea Party, 1773



Colonists dressed as Mohawk Indians
dump British tea into the Boston Harbor.

PAGE 10: SIDE B - Chronology of Events - Cut out the single column of dates below, and paste onto Side B. Cut out each individual event below.

Assemble the events in the correct order, next to the appropriate date, and paste in the booklet.

1754-1763

*For older students, refer to the outlining activity completed for Side A, and other non-fiction sources, and assemble the "chronology of events" activity. Use the summary on this page to double check the order.

1763

*For younger students, help them by reading the summary on this page, section by section, and help them to locate each event described. Paste each event into the correct chronological order.

1764

1765

Sugar Act

The French and Indian War

1767

The Stamp Act

1770

Paul Revere's Ride, and colonists and British clash at Lexington and Concord

1773

The Townsend Acts

The Boston Tea Party

1774

British "proclamation" prohibited colonial expansion.

1774

Boston Massacre

The "Intolerable Acts"

1775

The First Continental Congress

- **The French and Indian War** is also known as the 7 Years' War.
- After the French and Indian War, Britain passed a law which **prohibited colonial expansion** into lands west of the Appalachian Mountains.
- Due to the high cost of the 7 Years' War, Britain also passed a series of acts, or laws. Many of these laws were taxes which the colonists had to pay on goods such as paper, glass, and tea. These laws were passed in an attempt to collect money to help Britain pay off its enormous war debt. First came the **Sugar Act, then the Stamp Act, then the Townshend Acts.**
- But, the colonists objected to these laws and taxes, and relations between Britain and the colonies were increasingly tense, especially after 5 colonists were killed by British soldiers in an event named **"The Boston Massacre."**
- The colonists petitioned the king to repeal the taxes, but Britain continued to impose tighter controls on the colonies. The colonists also boycotted tea to voice their objection to taxation but a British General ordered all tea unloaded from British ships in Boston Harbor. The colonists strongly objected by destroying the tea in an event called the Boston **Tea Party.**
- Ninety-thousand lbs. of British tea were destroyed, and Britain was sure to respond! The British response was to pass what the colonists called, **"The Intolerable Acts,"** which were even harsher laws and restrictions. Boston Harbor was shut down, and Boston was occupied by British soldiers. What would happen next?
- The colonists responded by forming **The First Continental Congress** to discuss and to decide possible actions. One action was to form a militia, an armed military force, and to prepare for potential clashes by storing gunpowder in secret locations near Boston.
- When Paul Revere and William Dawes were given the message that the British soldiers planned to search for, and seize, the hidden gunpowder, they carried the message to towns and villages outside of Boston. The British are coming! When the British did arrive, the colonists were waiting for them at **Lexington and Concord.** Shots were fired! The Revolutionary War had begun.

CAUSE and EFFECT Practice Activity

Trim along the dotted lines, separating the "causes" from the "effects." Match the correct effect to the cause. After this practice exercise, complete the activity for Side C, and paste it into the booklet on p. 10.

I. CAUSE: Fighting the 7 Years War was very expensive for Britain.

EFFECT: Britain must raise funds in order to pay down the debt.

II. CAUSE: Britain imposes the Sugar, Stamp, & Townshend Acts.

EFFECT: Colonists respond by petitioning King George III, asking him to repeal the tax.

III. CAUSE: Britain repeals some taxes... but not the tax on tea.

EFFECT: Colonists are angered, and boycott tea.

IV. CAUSE: British General Gage orders tea to be unloaded from British East India Company, even though the colonists expressed that they did not want it.

EFFECT: Boston Tea Party.

V. CAUSE: Britain imposes "Intolerable Acts." Boston harbor is closed, prohibiting the colonists from exporting their goods. Boston is occupied by British soldiers.

EFFECT: Colonists begin stockpiling munitions and drilling in the fields near Boston.

PAGE 10: SIDE C - Cause and Effect.

1. CAUSE: Colonists begin stockpiling munitions and drilling in the fields near Boston.

EFFECT: _____

II. CAUSE: Paul Revere warns colonists.

EFFECT: _____

III. CAUSE: First shots are fired at Lexington and Concord.

EFFECT: _____

