

Breaking down the Declaration of Independence (Differentiated)

The Declaration of Independence Reading/Elementary

4-5 people per stations

STATIONS

- Station 1 Highlight the “Basic Ideas about government” p. 43

Answer Question: According to the Declaration of Independence, why do people set up a government?

- Station 2 “Highlight the examples of Natural Rights”

Answer the Questions: According to the Declaration of Independence, how do governments get their power?

- Station 3 Highlight the “Reasons why the Founders thought they had the right to be free from British Rule” p. 43

Answer the Question: According to the Declaration of Independence, what action may the people take if the government cannot protect their rights?

- Station 4 Highlight the complaints against the British King p.43

Answer the Question: Choose one complaint and explain it in your own words.

- Station 5 Highlight the conclusion paragraph.

Answer the question: What did the declaration say the states had a right to do now that they are free and independent?

- 5 minutes to identify part and highlight and answer question (Time can be adjusted based on ability level)
- Hand to the right
- 30 seconds trade
- Once all have completed: discuss the different highlighted parts of the constitution, and what color is most largely used!
- Approx. 10 minutes

The Declaration of Independence: Middle School Standard:

4-5 people per station

STATIONS

- Station 1 Highlight (ideals) What principles of government does the Declaration include? (p.65)

Answer the Question: What does the declaration say is the purpose of government?

- Station 2 Highlight (arguments) What reasons does the Declaration give for independence? (p.67)

Answer the Question: According to the Declaration, what action may the people take if the government cannot protect their rights?

- Station 3 Highlight (complaints) What complaints against the king does the Declaration include? (p. 68)

Answer the Question: Choose 2 complaints and describe what they mean in your own words.

- Station 4 (Conclusion) Declaring freedom of colonies as independent states

Answer the Question: Explain in your own words what the Founders meant when they said “they are absolved from all Allegiance to the British Crown, and that all political Connection between them and the State of Great Britain, is and ought to be totally dissolved.”

- 5 minutes to identify part and highlight and answer question (Time can be adjusted based on ability level)
- Hand to the right
- 30 seconds trade
- Once all have completed: discuss the different highlighted parts of the constitution, and what color is most largely used!
- Approx. 10 minutes

The Declaration of Independence:

Middle School Advanced/High School Book:

Distinction of Basic Principles of Government (after independence)

MAIN IDEAS AND ARGUMENTS OF THE DECLARATION

L4 Textbook p. 17 and 47 for support

- **Station 1: Highlight examples of Natural Rights philosophies displayed in the first part of the Constitution.**

Answer the following questions: According to the Natural Rights Philosophy, what do the people have a right to do when the government breaks its contract with them?

- **Station 2 Highlight examples of Human Equality:**

Answer the Question: Humans are obviously not equal (size, weight, height, race) Explain the kind of human equality you think the Founders were trying to express. (p.18) (p.47)

- **Station 3 Highlight examples of Popular Sovereignty:**

Answer the Question: Explain the compact that the people (the governed) and the central authority make when forming a social contract.

- **Station 4 Highlight the “Long Train of Abuses”**

Answer the Question: The Declaration of Independence states that people have a right to abolish their government. Are the “long train of Abuses and Usurpations” required for revolution to be legitimate? Why or why not?

- **Station 5 Highlight the justified “Rights to Revolution”:**

Answer the question: Do you think the colonists had a right to withdraw their consent to be governed by Great Britain? Why?

- 5 minutes to identify part and highlight (Time can be adjusted based on ability level)
- Hand to right
- 30 seconds to trade
- Approx 10 minutes/station

The Declaration of Independence:

High School:

Identifying major influences of the founders ideas in the Declaration of Independence

PHILOSOPHICAL FOUNDATIONS IN THE DECLARATION OF INDEPENDENCE

L4: Unit 1 text support needed

- Station 1 Highlight ideas that reflect John Locke (16)
- Station 2 Highlight ideas that reflect Thomas Hobbes (16)
- Station 3 Highlight ideas that reflect Baron de Montesquieu (25 and outside sources)
- Station 4 Highlight ideas that reflect the Magna Carta (30)
- Station 5 Highlight ideas that reflect Classical Republicanism (Aristotle) (Video or outside sources)

Short essay question: Explain why the founders used philosophical ideas to justify their Declaration of Independence against Great Britain? (p.14)

- 5 minutes to identify part and highlight (Time can be adjusted based on ability level)
 - Hand to right
 - 30 seconds and trade
- Approx. 10 min