

Columbus City Schools
English Language Arts Curriculum
Reading

Course/Grade English 10	Genre/Text Selection Nonfiction/Primary Source Documents The Declaration of Independence by Thomas Jefferson; <i>Common Sense</i> by Thomas Paine	Pacing 16 days
<p>Reading: Text complexity and the growth of comprehension</p> <p>The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. (CCSS, Introduction, 8)</p>		
<p>Note on range and content of student reading</p> <p>To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts. (CCSS, College and Career Readiness Anchor Standards for Reading, 35)</p>		
<p>An integrated model of literacy</p> <p>Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout the Common Core State Standards document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research. (CCSS, Introduction, 4)</p>		
<p>Research and media skills blended into the Standards as a whole</p> <p>To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today’s curriculum. In like fashion, research and media skills and understanding are embedded throughout the Standards rather than treated in a separate section. (CCSS, Introduction, 4)</p>		

Columbus City Schools
English Language Arts Curriculum
Reading

Strands/Topics

Standard Statements

Reading Informational Texts/Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Reading Informational Texts/Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Reading Informational Texts/Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Reading Informational Texts/Range of Reading and Level of Text Complexity

10. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Writing/Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening/Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively

Columbus City Schools
English Language Arts Curriculum
Reading

incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Speaking and Listening/Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language/Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use parallel structure.
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.
 - c. Spell correctly.

Language/Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

Language/Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.

Columbus City Schools
English Language Arts Curriculum
Reading

6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instructional Strategies

Day 1

On the overhead, board, or on an entrance ticket, ask students to respond to or define, in their own words, the following term: revolution.

Revolution

(One possible definition: A revolution (from the Latin *revolutio*, "a turn around") is a fundamental change in power or organizational structures that takes place in a relatively short period of time. Aristotle described two types of political revolution:

1. Complete change from one constitution to another
2. Modification of an existing constitution

Give students a few minutes to write, and then ask them to share their definitions with a partner verbally. After sharing, students can amend their original definitions.

Have a class discussion in which you ask students to volunteer their responses. Record key words and phrases from the discussion on the overhead, Elmo, board, etc. Make sure to extend student thinking by asking them to provide explanations for their definitions, as well as encouraging students to respond to each other.

After you have come up with working definitions for the term, ask students to list *examples* of revolutions (American Revolution, French Revolution, Scientific Revolution, The Haitian Revolution, the Egyptian Revolution of 2011, etc.). Then, ask students to articulate the *causes and conditions* that lead to revolution (dissatisfaction with ruling government, poverty, rise of the middle class, etc.). Ask students to define the "key players" in a revolution (those who revolt, those who are revolted against, those who abstain, etc.). Ask students whether the *connotation* (commonly understood cultural or emotional association that some words or phrases carry) for the two terms is positive, negative, or neutral. Ask students if the success of a particular revolution affects the language in which it is framed (the idea that history is written by the "winners"). Finally, have students come up with a list of synonyms for the word (change, turn, revolt, mutiny, insurrection, uprising, riot, etc.).

Tell students that revolution requires those who are dissatisfied with the status quo to do two things:

- 1) Name and list why the current authority or power is wrong.
- 2) Create an identity for their revolution that will allow others to sympathize and support their causes for revolt.

Have students write about a time when they felt someone in power was wrong. Have students write to briefly describe the situation, name their oppressor and the wrong-doing, and what the outcome was. Have students share their writings with a partner or with the whole class. Be sure to

Columbus City Schools
English Language Arts Curriculum
Reading

highlight the language students use to define the situation (examples might be: unfair, wrong, misunderstood, etc.).

Pass out the article “**The Homework Revolution**” (**appendix**). Tell students to begin reading and annotating it. (See “**Textual Annotations**” (**appendix**) for an explanation or Google the term “Reading Annotations” for numerous web resources on this strategy.) Whatever they do not finish in class will become homework.

Day 2

Pass out the **Entrance Ticket “The Homework Revolution”** (**appendix**). While students are completing the entrance ticket, walk around the room and check annotations for completion.

When students have completed the entrance ticket, have a class discussion in which you ask students to volunteer their responses. Record key words and phrases from the discussion on the overhead, Elmo, board, etc. Make sure to extend student thinking by asking them to provide explanations for their answers, as well as encouraging students to respond to each other. Be sure that students are referring to the text for evidence.

When the discussion has expired, write the following quote on the board:

“The true test of the progress of a people is to be found in their literature.”
~Daniel Alexander Payne Murray

Ask students to respond freely to the quote. Give them a few minutes to write, and then ask them to share their thoughts with a partner verbally. Tell students they will be exploring famous works of literature that influenced the founding of our country today. While reading these documents, students should be focused on the following question: **Did the American Revolution lead to the progress demanded by the Founding Fathers?**

Day 3

Project an image of Paul Revere’s engraving of The Boston Massacre to the class and ask them to “deeply notice” the visual text by looking (without writing) for at least one-minute straight. (You may use the **PowerPoint Boston Massacre** or find your own version of the image by searching online). Then have students write down at least ten details they see in the image. Emphasize the distinction between description and interpretation. Students should refrain from interpretation here; they should only record what they see. For example, “I see soldiers in red coats standing in a line shooting guns.”

Have students share their observations, instructing students to add to their own list as new details are vocalized. Once you have a substantive list, take one detail and demonstrate how to move from description to interpretation. For example, “The same hues of red appear as blood coming from the bodies of fallen men and also on the jackets of the men shooting guns (description). By placing the color of the blood that comes from the wounded men onto the jackets of those holding the guns, the artist seems to be placing blame for the deaths of the men (interpretation). Have students form small groups in which they take at least three details from the painting and make interpretive claims for each.

Exit Ticket: Have each student select the detail from the painting that most effectively conveys Revere’s attitude toward the Boston Massacre. Explain how this detail reflects Revere’s attitude. For example: “Revere’s use of red suggests a causal connection between the monarchy of King George in

**Columbus City Schools
English Language Arts Curriculum
Reading**

England and the costly effect this regime had on the colonists. By visually connecting the blood of the fallen colonists to the uniforms of the British soldiers, Revere is suggesting the soldiers—acting as instruments of the king—are brutally executing his orders at the cost of American lives.”

OR

“Revere’s decision to divide the engraving by placing colonists on the left side and British soldiers on the right reinforces the idea that ‘It’s us against them!’ You are either with the revolution or against it.”

Day 4

Before today’s lesson, please review the text-dependent questions found in the table below.

Ask students to think of theme songs or anthems for themselves— what theme or message from the song speaks to how they choose to identify themselves? Have a class discussion in which you ask students to volunteer their responses. Record key words and phrases from the discussion on the overhead, Elmo, board, etc. Make sure to extend student thinking by asking them to provide explanations for their definitions, as well as encouraging students to respond to each other. Explain to students that the reading from today contains themes and ideas that became the themes for the American Revolution. Pass out “**Paine Common Sense with Annotations**” (appendix) that contains excerpts from Thomas Paine’s *Common Sense*. Explain to students that Paine’s writings were very influential on the Founding Fathers, the Declaration of Independence, and the U.S. Constitution.

Read the piece aloud as a whole class in your chosen fashion—teacher reads, student volunteers read, etc.

Tell students to begin completing annotations. Whatever they do not finish in class becomes homework.

Day 5

Pass out “**Entrance Ticket: Common Sense**” (appendix). While students are completing the entrance ticket, walk around the room and check annotations for completion.

Tell students to keep their readings and annotations out. Have a whole-class, guided discussion by using a combination of student-generated (“**Paine Common Sense with Annotations**”) and teacher-generated text-dependent questions.

Text Passage Under Discussion	Vocabulary	Text-Dependent Questions for Students
<p>...In the following pages I offer nothing more than simple facts, plain arguments, and common sense: and have no other preliminaries to settle with the reader, than that he will divest</p>	<p>divest: strip, rid</p>	<p>(Q1) Paine frames his argument by saying he has only “simple facts, plain arguments, and common sense” to offer the reader. What purpose does his language serve? <i>The intent of these phrases is two-fold: It secures Paine’s position as a writer as on the same level as the reader—just a “common man.” Additionally, it establishes his argument as practical and logically sound.</i></p> <p>(Q2) Look at Paine’s use of the word “preliminaries”—what</p>

Columbus City Schools
English Language Arts Curriculum
Reading

<p>himself of prejudice and prepossession, and suffer his reason and his feelings to determine for themselves: that he will put on, or rather that he will not put off, the true character of a man, and generously enlarge his views beyond the present day...</p> <p>I have heard it asserted by some, that as America has flourished under her former connection with Great Britain, the same connection is necessary towards her future happiness, and will always have the same effect. Nothing can be more fallacious than this kind of argument. We may as well assert that because a child has thrived upon milk, that it is never to have meat, or that the first twenty years of our lives is to become a precedent for the next twenty. But even this is admitting more than is true; for I answer roundly, that America would have flourished as much, and probably much more, had no European power taken any notice of her. The commerce by which she hath enriched herself are the necessaries of life, and will always have a market while eating is the custom of</p>	<p>prepossession: prejudice, bias</p> <p>flourished: thrived, succeeded</p> <p>fallacious: misleading, deceptive</p> <p>precedent: pattern</p> <p>commerce: trade, business</p>	<p>meaning does this word take on in this context? <i>Matters to clear up with the reader before reading</i> (Q3) Although Paine says he has nothing to clear up with the reader before stating his argument, the two clauses that follow that statement ask what of the reader? <i>Paine asks that the readers will rid themselves of any bias and instead allow their reasoning and feelings while reading to speak for themselves.</i> (Q4) What meaning does the word “suffer” take on here? <i>Endure, bear</i> (Q5) How does Paine define the “true character of a man?” <i>Here, Paine defines such a person as someone who can look ahead to the future.</i></p> <p>(Q6) Before even beginning his argument, Paine acknowledges the opposition. What rhetorical purpose does this achieve? <i>Paine recognizes that his readers—and most humans—resist change and new ideas. People are often comfortable with the status quo. As such, he must start by addressing the idea that things aren’t, haven’t been, and probably won’t be so bad under England’s rule. Additionally, many of the colonists were new to the States and still had ties—familial, emotional, etc.—to their country of origin. Their loyalty to England had to be addressed.</i> (Q7) How does Paine refute this argument? <i>He applies the same logic used in that argument to the analogy of a child who begins life with breast-feeding or that what we do in the first twenty years of our lives will be what we do for the next twenty.</i> (Q8) Why is this refutation successful? <i>His rejection of the logic is successful for several reasons. First, he uses the imagery of a child and mother to draw comparisons between America—a young country—and England—the “motherland” of many colonists. Readers would identify easily with this comparison and therefore transfer the logic of Paine’s analogy as well—no child should only drink milk and deprive himself/herself of more substantive food needed for growing. Additionally, readers would also identify with the notions of maturity and change—that we act differently and have different needs as children and adults.</i> (Q9) What does Paine mean by the clause, “But even this is admitting more than is true?” <i>He says that even the bad logic he has just refuted is a stretch in</i></p>
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Columbus City Schools
English Language Arts Curriculum
Reading

<p>Europe.</p> <p>But she has protected us, say some. That she hath engrossed us is true, and defended the continent at our expense as well as her own, is admitted; and she would have defended Turkey from the same motive, viz. for the sake of trade and dominion.</p> <p>Alas! we have been long led away by ancient prejudices and made large sacrifices to superstition. We have boasted the protection of Great Britain, without considering, that her motive was interest not attachment; and that she did not protect us from our enemies on our account; but from her enemies on her own account, from those who had no quarrel with us on any other account, and who will always be our enemies on the same account. . .</p> <p>But Britain is the parent country, say some. Then the more shame upon her conduct. Even brutes do not devour their</p>	<p>engrossed: captivated</p> <p>dominion: territory</p> <p>Alas: sadly</p>	<p><i>this particular situation.</i></p> <p>(Q10) Paine goes on to explain why the previously mentioned analogies do not work. Paraphrase his words and explain his usage of the word “roundly.” <i>Paine goes on to say that America would be just as well off, if not more, had the country no ties to any country in Europe. His use of the word “roundly” means boldly, forcefully.</i></p> <p>(Q11) What evidence does Paine offer to back his claim? <i>His evidence is that the resources America has for her own trade and business will always be needed, so long as people in Europe continue to eat.</i></p> <p>(Q12) Again, Paine begins his paragraph by making a concession—that some would say England has protected America. He goes on, however, to question the motive of this protection. What does he offer as England’s motive? <i>Trade and territory are England’s motivation; therefore, her real motive is not protection of America and its inhabitants, but rather the prosperity and longevity of the British Empire.</i></p> <p>(Q13) How does Paine’s use of the word “Alas!” link back to the idea of the previous paragraph? How does his use of an exclamation mark function? <i>He uses the word to link to the sad realization readers may have when Paine suggests England’s true motive in protecting America. The statement becomes declarative and strong, adding weight to the realization that America has been exploited by England.</i></p> <p>(Q14) Why does Paine use terms like “ancient prejudices” and “superstition” to describe the mindset that has led many Americans to be loyal to England? <i>These terms create connections of fantasy, witchcraft, and unchallenged bias in the mind of the reader. They contrast sharply with the “simple facts, plain arguments, and common sense” with which Paine asks his reader to identify in the opening of his essay.</i></p> <p>(Q15) How does Paine position England in the latter part of this paragraph? <i>He positions England as self-serving and selfish (“her own account”) and elitist (America’s “account” or reasoning does not matter to England; only her own logic matters.).</i></p> <p>(Q16) How does Paine refute the notion that loyalty to England is</p>
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**Columbus City Schools
English Language Arts Curriculum
Reading**

<p>young, nor savages make war upon their families; wherefore, the assertion, if true, turns to her reproach...</p> <p>Europe, and not England, is the parent country of America. This new world hath been the asylum for the persecuted lovers of civil and religious liberty from every part of Europe. Hither have they fled, not from the tender embraces of the mother, but from the cruelty of the monster; and it is so far true of England, that the same tyranny which drove the first emigrants from home, pursues their descendants still. . . .</p> <p>Europe is too thickly planted with kingdoms to be long at peace, and whenever a war breaks out between England and any foreign power, the trade of America goes to ruin, because of her connection with Britain. The next war may not turn out like the last, and should it not, the advocates for reconciliation now will be wishing for separation then, because neutrality in that case would be a safer convoy than a man of war. Every thing that is right or reasonable pleads for</p>	<p>reproach: blame, scolding</p> <p>asylum: refuge, haven</p> <p>Hither: Here</p> <p>last: refers to the French and Indian War, in which England and the colonies fought against the French and the Indians. Ultimately, England was victorious.</p> <p>advocates: supporters</p> <p>convoy: group</p>	<p>deserved because they are the “parent country?” <i>He argues that if indeed England is the parent country, then she is even less deserving of any loyalty because of her crimes against her child—America.</i></p> <p>(Q17) Paine continues to acknowledge the ties of his readers to their motherland. How does he further discredit England’s claim on America? <i>He defines Europe, not England, as the parent of America. Colonists came from various countries, not only England.</i></p> <p>(Q18) Paine positions America as a safe place for whom? <i>Lovers of civil and religious liberty</i></p> <p>(Q19) What then, is the unspoken implication about those who rule the countries from which these people fled? <i>They are not lovers of civil and religious liberty.</i></p> <p>(Q20) How does Paine use contrasting imagery to further distance readers from England? <i>He contrasts the “tender embraces of the mother” to “the cruelty of the monster” to highlight the horrific conditions from which Americans fled. By extending this imagery with his use of the conjunction “and,” he likens England to a monster, still chasing Americans in the present day. England, then, according to Paine, is something to be feared.</i></p> <p>(Q21) What does Paine’s use of the phrase “too thickly planted with kingdoms” suggest? <i>Europe has too many territories to be at peace long. Just as the roots of plants grow underground and become entangled, so will the many roots of the various colonized countries of Europe inevitably encounter one another. Although readers may not see these potential conflicts, as they cannot see roots of a plant, they are there nonetheless.</i></p> <p>(Q22) What is the unavoidable outcome for America when—not if—England goes to war? <i>Her economy will be ruined because of her ties to England.</i></p> <p>(Q23) What does the word “reconciliation” mean? What does it imply about current relations between the colonies and England? <i>Reconciliation means the act of reaching an agreement or coming back together. Paine’s usage here suggests that England and the colonies are already at odds and separated.</i></p> <p>(Q24) Paine uses cause and effect sentence structure to highlight what?</p>
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Columbus City Schools
English Language Arts Curriculum
Reading

<p>separation. The blood of the slain, the weeping voice of nature cries, 'TIS TIME TO PART. Even the distance at which the Almighty has placed England and America is a strong and natural proof that the authority of the one over the other was never the design of heaven...</p> <p>As to government matters, it is not in the power of Britain to do this continent justice. The business of it will soon be too weighty and intricate to be managed with any tolerable degree of convenience by a power so distant from us and so very ignorant of us; for if they cannot conquer us, they cannot govern us. To be always running three or four thousand miles with a tale or a petition, waiting four or five months for an answer, which, when obtained, requires five or six more to explain it in, will in a few years be looked upon as folly and childishness. There was a time when it was proper, and there is a proper time for it to cease.</p> <p>. . . Small islands not capable of protecting themselves are the</p>	<p>intricate: complex, involved</p> <p>folly: silliness, madness</p>	<p><i>He says that if England loses the next war (cause), those who aligned themselves with England will be in more danger (effect) than even those who took a neutral position on relations with England.</i></p> <p>(Q25) What does Paine’s usage of the phrase “the weeping voice of nature” suggest? <i>That it is against the laws of nature to stay tied to England.</i></p> <p>(Q26) What further evidence does Paine offer to extend this unnatural tie? <i>He cites the physical distance between America and England created by God as evidence that there was never any authority to tie America to England. Man (England) has interfered, placing himself above God and nature.</i></p> <p>(Q27) How does Paine use factual evidence to reinforce his claim that “it is not in the power of Britain to do this continent justice?” <i>He continues and extends the idea of the physical distance between the continents.</i></p> <p>(Q28) How does he use syntactical structure to emphasize the distance and time needed to communicate and negotiate with England? <i>The sentence, “To be always running three or four thousand miles with a tale or a petition, waiting four or five months for an answer, which, when obtained, requires five or six more to explain it in, will in a few years be looked upon as folly and childishness,” uses dependent clauses to not only create a lengthy sentence, but also mimics the laborious and taxing steps needed to accomplish any matters of communication between America and England.</i></p> <p>(Q29) Look at the last sentence of this paragraph. How does Paine use parallel sentence structure to make his point? <i>Paine’s “There was...there is” structure serves to emphasize the contrast between past and present circumstances. He stresses that rule by Britain used to be right, and that it is now the right time to stop that rule.</i></p> <p>(Q30) How does Paine argue that independence was God’s plan for America in this paragraph? <i>Paine cites that nowhere in nature—which has been created by God—do we see a large continent being governed by a small island. He argues that America and England have “reversed”</i></p>
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**Columbus City Schools
English Language Arts Curriculum
Reading**

<p>proper objects for government to take under their care; but there is something absurd, in supposing a Continent to be perpetually governed by an island. In no instance hath nature made the satellite larger than its primary planet; and as England and America, with respect to each other, reverse the common order of nature, it is evident that they belong to different systems. England to Europe: America to itself.</p> <p>I am not induced by motives of pride, party or resentment to espouse the doctrine of separation and independence; I am clearly, positively, and conscientiously persuaded that it is the true interest of this continent to be so; that everything short of that is mere patchwork, that it can afford no lasting felicity,—that it is leaving the sword to our children, and shrinking back at a time when a little more, a little further, would have rendered this continent the glory of the earth. As Britain hath not manifested the least inclination towards a compromise, we may be assured that no terms can be obtained worthy the acceptance of the continent, or any ways equal to the expense</p>	<p>absurd: ridiculous</p> <p>satellite: settlement</p> <p>induced: persuaded</p> <p>espouse: promote doctrine: policy</p> <p>felicity: happiness</p> <p>manifested: demonstrated</p>	<p><i>the intended order of things. England's rule of America is therefore unnatural.</i></p> <p>(Q31) Paine's last sentence asserts what? <i>While England belongs to Europe, America belongs to itself only.</i></p> <p>(Q32) Why does Paine refute that his ideas of separation and independence come from politics or anger? <i>He wants to echo the sentiment asserted in the opening paragraph—that it is "simple facts, plain arguments, and common sense" that call for America's independence, not emotion or bias.</i></p> <p>(Q33) Do you believe him? Cite evidence from previous areas of the writing to support your answer. <i>Answers will vary.</i></p> <p>(Q34) What does Paine mean by the phrase "mere patchwork"? What images does this provoke? <i>Paine means that anything less than separation and independence from England will be incongruent parts that are put together. The word "mere" suggests imagery of less than or meager, and the word "patchwork" suggests taking fabric from old or unusable garments and putting them together. The "old fabric" seems to be the ideals and values of England; America must rid herself of them entirely.</i></p> <p>(Q35) What does the phrase "shrinking back" suggest? <i>Cowardice</i></p> <p>(Q36) How does Paine define the work in front of readers at this time? <i>He uses the phrases "a little more, a little further," to suggest that great efforts have already been made. Independence is only a small effort and distance further.</i></p> <p>(Q37) What dependent clause does Paine offer as surety that Britain will never offer terms worthy of America or the price in life and money that readers have already paid? <i>"As Britain hath not manifested the least inclination towards a compromise," Paine's logic is that because Britain has made no concessions, she will continue to operate in a way unworthy of America.</i></p> <p>(Q38) Who in this paragraph is the "fugitive," who must receive or take in that "fugitive," and why must that "fugitive" be received? <i>Freedom is the fugitive, America must take her in, and she must</i></p>
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Columbus City Schools
English Language Arts Curriculum
Reading

<p>of blood and treasure we have been already put to. . .</p> <p>O! ye that love mankind! Ye that dare oppose not only the tyranny but the tyrant, stand forth! Every spot of the old world is overrun with oppression. Freedom hath been hunted round the globe. Asia and Africa have long expelled her. Europe regards her like a stranger, and England hath given her warning to depart. O! receive the fugitive, and prepare in time an asylum for mankind.</p>		<p><i>be received to oppose tyranny, tyrants, and oppression.</i></p> <p>(Q39) How does Paine link the fate of America with the fate of the world? What role does Paine assign to America? <i>Paine positions America as the only place in the world where people can seek freedom—“Asia and Africa have long expelled her. Europe regards her like a stranger, and England hath given her warning to depart”—and positions America in the role of keepers of freedom.</i></p> <p>(Q40) Have students look up the etymology of the word “asylum.” How does Paine’s usage of this word parallel his positioning of America as the land of the free? <i>Etymology: 1400–50; late Middle English; < Latin < Greek ásylon sanctuary, equivalent to a- a- + sylon right of seizure. Paine’s usage of the word parallels his position because he asserts that if you live in America, no one can seize you, your beliefs, or your property. You are free from fear.</i></p>
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Day 6

Open class discussion by reminding students of Paine’s analogy of mother and child for England and America. Ask students how adolescence might be similar to the beginnings of the American Revolution. Record key words and phrases from the discussion on the overhead, Elmo, board, etc. (Making a T-chart with the headings “Adolescence” and “American Revolution” might be a helpful visual organizer for students.) Make sure to extend student thinking by asking them to provide explanations for their definitions, as well as encouraging students to respond to each other.

Tell students that the Declaration of Independence was just that—America was saying to England, “Hey! We’re tired of your unreasonable rules! We’re going to separate ourselves from you. You don’t understand us—our needs and wants. Your rules are unreasonable and we’re sick of it. Hasta la vista, baby!” Ask students to journal (10 minutes or so) about a similar situation. Tell them to keep this journal entry as we will be revisiting this writing later.

Day 7

Before today’s lesson, please review the text-dependent questions found in the table below.

As students walk into the room, have a song that deals with revolution playing. (“Get up, Stand Up” by Bob Marley and The Wailers, “Revolution” by The Beatles, and “Power to the People” by John Lennon are just a few. Find one that you think will resonate with your students and that is appropriate for classroom use.) Allow the song to play more than once so that all students can hear the song in its entirety at least once. Afterwards, ask students to explain what the speaker(s) is/are asking for. What revolution are they calling for?

**Columbus City Schools
English Language Arts Curriculum
Reading**

Tell students that today’s reading will be America’s own “song” of revolution—the Declaration of Independence. Pass out “**Declaration of Independence with Annotations**” (appendix).

Read the piece aloud as a whole class in your chosen fashion—teacher reads, student volunteers read, etc.

Tell students to begin completing annotations. Whatever they do not finish in class becomes homework.

Day 8

Have a whole-class, guided discussion by using a combination of student-generated (“**Declaration of Independence with Annotations**”) and teacher-generated text-dependent questions.

Text Passage Under Discussion	Vocabulary	Text-Dependent Questions for Students
<p>When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.</p> <p>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.--That to secure these rights, Governments are instituted among Men, deriving their just</p>	<p>impel: urge, drive</p> <p>unalienable: not capable of being denied</p> <p>deriving: originating</p>	<p>(Q1) The document begins with a periodic sentence—the main clause comes at the end of the sentence. What is the effect of this syntax? <i>The series of subordinate clauses that come before all serve to set the conditions which require separation. Further, the sense of the sentence is not completed until the final word—creating an emphatic climax.</i></p> <p>(Q2) To whom do the terms “one people” and “another” refer? What is the purpose of this distinction? <i>Labeling the Americans “one people” and the British “another” reinforces the notion that America and England are already separated by the fact that they had become two different peoples. The gulf between them was much more than political; it was intellectual, social, moral, cultural and, according to the principles of nature, could no more be repaired, as Thomas Paine said, than one could “restore to us the time that is past” or “give to prostitution its former innocence.” To try to continue a purely political connection would be “forced and unnatural,” “repugnant to reason, to the universal order of things.”</i></p> <p>(Q3) Why is the word “necessary” important to the goals of the speaker? <i>The word carries deterministic overtones. To say an act is necessary implies that it is impelled by fate and is beyond human control. Characterizing the Revolution in this way emphasizes that it was not merely preferable, defensible, or justifiable. It was as inescapable, as inevitable, as unavoidable within the course of human events as the motions of the tides or</i></p>

**Columbus City Schools
English Language Arts Curriculum
Reading**

<p>powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to affect their Safety and Happiness.</p> <p>Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of</p>	<p>abolish: eliminate</p> <p>Prudence: carefulness, judiciousness</p> <p>transient: fleeting, momentary</p> <p>disposed: willing, likely</p> <p>usurpations: the act of seizing or taking over without authority</p> <p>evinces: reveals</p> <p>Despotism: tyranny</p> <p>sufferance: tolerance, allowance</p>	<p><i>the changing of the seasons within the course of natural events.</i></p> <p>(Q4) Who or what authority is cited as the granter of “separate and equal station?”</p> <p><i>“The Laws of Nature and of Nature’s God”</i></p> <p>(Q5) How does the word “impel” reinforce the natural and divine authority the speakers invoke earlier in the paragraph?</p> <p><i>The speakers say that the causes are driving them to declare independence. It is as if they have no other choice—to go against such strong feelings would be unnatural.</i></p> <p>(Q6) What words, in the first clause of paragraph two, suggest there is no room for an alternative way to see the current situation?</p> <p><i>“Truths” and “self-evident”</i></p> <p>(Q7) What rights do the writers describe as unalienable?</p> <p><i>Life, Liberty, and the pursuit of Happiness</i></p> <p>(Q8) Are these rights specific or abstract?</p> <p><i>Abstract—there is much room for interpretation</i></p> <p>(Q9) Who or what is needed to secure these rights? From where does this entity get its power?</p> <p><i>Governments are needed. Their powers come from the consent of the people they govern.</i></p> <p>(Q10) Who have the writers of this document positioned with the most power? Cite a textual example.</p> <p><i>The writers of this document position the people who serve under the government as having the most power. They have the “Right” to eliminate any form of government that interferes with their life, liberty, and pursuit of happiness.</i></p> <p>(Q11) What replaces the old Government?</p> <p><i>A new one</i></p> <p>(Q12) What do the writers’ usage of words such as “foundation” and “form” suggest?</p> <p><i>That governments must be built, constructed</i></p> <p>(Q13) What is the effect of using the interrupter “indeed” after the word “Prudence?”</p> <p><i>It reinforces the identity of the speaker as thoughtful, deliberate, logical and rational—not the opposite.</i></p> <p>(Q14) The writers acknowledge that “Governments long established should not be changed for light and transient causes.” Given that this is a document announcing separation, what is the unwritten implication of England’s government?</p> <p><i>The causes of this separation are egregious and long-standing.</i></p> <p>(Q15) The writers link what pattern of behavior back to the</p>
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Columbus City Schools
English Language Arts Curriculum
Reading

<p>Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.</p>	<p>candid: truthful, sincere</p>	<p>caution behind challenging the government? <i>The result of this mindset is that men are more likely to suffer the bad, evils, and wrongs they know, than to correct themselves by getting rid of the familiar.</i> (Q16) The writers say that the general willingness of people to struggle with their governments will last until when? <i>When a lengthy pattern of wrong-doings by the government is revealed to the ends that a government has no good will towards its people</i> (Q17) Have students look up the etymology of the word “design.” What are the writers suggesting about England with the usage of the word? <i>Etymology: 1350–1400; Middle English designen < Latin dēsignāre to mark out. The writers are suggesting that England has intentionally planned to rule America in a tyrannical way.</i> (Q18) Paraphrase the phrases “it is their right, it is their duty.” <i>Overthrowing the government is fair and just of the people. Overthrowing the government is also responsibility and obligation.</i> (Q19) Identify the part of speech and function of the word “such” in the sentence beginning, “Such has been the patient...” <i>The word such is being used as an adverb here. You could replace the word with the phrase, “In the same manner.” The word is functioning to link the people of the colonies back to those mentioned earlier—those who suffer long under the evils of their governments.</i> (Q20) What do words like “necessity” and “constrains” suggest about the position of the colonies? <i>The change in government is needed and the people are compelled by the forces of nature and God to act in accordance.</i> (Q21) Why repeat the word “history?” <i>To reinforce the idea that this is a pattern of abuse and transgression.</i> (Q22) Why do you think the word “Facts” is capitalized? <i>The word is capitalized to demonstrate significance. By characterizing their grievances against George III of England as “facts,” the Declaration implies that they are observed events, not interpreted events. They are the objective constraints that make the Revolution “necessary.”</i> (Q23) What is the purpose of placing the word “candid” before the word “world?” <i>Using the word “candid” to characterize the type of “world”</i></p>
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Columbus City Schools
English Language Arts Curriculum
Reading

		<i>positions the readers as free from bias or malice, who are fair, impartial, and just. The implication is that any such reader will see the "facts" as demonstrating beyond doubt that the king has sought to establish an absolute tyranny in America. If a reader is not convinced, it is not because the "facts" are untrue or are insufficient to prove the king's villainy; it is because the reader is not "candid."</i>
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Day 9

Pass out “**List of Grievances**” (appendix). Read through the grievances aloud as a class.

Pass out “**Grievance Group Activity**” (appendix). Allow students to work on presentations for the remainder of the period.

Day 10

Student presentations of Grievances

Exit Ticket: “List of Grievances”

Day 11

Open the lesson by asking students to reflect on the journal writing they did on Day 1. Review how language is a tool to create strong feelings both towards and against something. Encourage students to think of other situations in which they use language to create an “Us vs. Them” mentality. (Examples might include athletics, civilians vs. police, countries at war, brand wars—PlayStation vs. Xbox, arguments with friends, etc.) Tell students that language is a powerful tool that can be used to rally people to join or fight particular causes. Pass out “**Language and Identity**” (appendix). Allow students 10-15 minutes to complete the handout. Then, have a class discussion in which you solicit student responses. Record key words and phrases from the discussion on the overhead, Elmo, board, etc. Make sure to extend student thinking by asking them to provide explanations for their definitions, as well as encouraging students to respond to each other.

Day 12

Pass out “**Organization of the Declaration of Independence**” (appendix). Have a class discussion in which you guide students to pull out pieces of textual evidence that support the categorization of that part of the document. (Example: “The writers use the word ‘necessary’ in the introduction. The writers characterize the Revolution in this way to emphasize that separation was not merely preferable, defensible, or justifiable. Instead, they were suggesting separation was inescapable, inevitable, and unavoidable. In the very first part of the document, the writers established the need to separate. This sets the tone for the entire document that these are not opinions or interpretations, but rather facts or laws that cannot be argued with.”) Make sure to model the circling and underlining of important words and phrases as you walk through the document.

Day 13

As students walk into class, display John Trumbell’s *Declaration of Independence* (See PowerPoint Declaration of Independence). Ask students to make observations about those present for the signing of the document. Who is represented? Who is missing? Can we infer anything about the

Columbus City Schools
English Language Arts Curriculum
Reading

class or status of the men based on their demeanor and dress? (Most students will be quick to observe that the room is composed only of white men. Women, American Indians, African Americans, and other minorities are excluded.) Remind the students of the following sentence from the Declaration: "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." Ask students to think of other places that have used this ideal (*To Kill a Mockingbird*, Dr. King's "I Have a Dream" Speech, the presidential debates between Lincoln and Douglas). Tell students that while the signers of the Declaration thought of "the people" more narrowly than we do today, they articulated principles that are still vital markers of American ideals. And while the Declaration did not initially lead to equality for all, it did provide an inspiring start on working toward equality. Just as it was radical for women, African Americans, and others to demand rights, when the Declaration was written, it was a radical demand. The idea that the people could reject a monarchy (based on the superiority of a king) and replace it with a republican government (based on the consent of the people) was a revolutionary change.

Ask students to return to the writing they did on Day 1 or the list of grievances they composed on Day 10. Tell them that they will be working in groups to write and then present their own Declaration of Independence. This would probably be a good time to point out that any students in the class who are female or minority would *not* have been allowed to participate in the original writing of the Declaration in 1776. Pass out the writing prompt "**Write Your Own Declaration**" and "**Rubric for Declaration of Independence**" (**appendix**). After reviewing the assignment and assessment criteria, allow students time to work on the composition of their documents.

Models of student-written declarations: <http://www.thenerdyteacher.com/2011/10/student-declarations-of-independence.html>

Day 14

Allow students to work on the composition of their documents.

Day 15

Allow students to work on the composition of their documents.

Day 16

Student Presentations

Instructional Resources

- Graphic organizers and other documents located in the appendix to the lesson
- Excerpt from *Common Sense* by Thomas Paine
- The Declaration of Independence by Thomas Jefferson
- PowerPoint presentation of *Boston Massacre* (engraving by Paul Revere)
- PowerPoint presentation of *Declaration of Independence* (painting by John Trumbell)

Integration of Knowledge and Ideas (Strategies for Diverse Learners)

Extension Activities:

**Columbus City Schools
English Language Arts Curriculum
Reading**

- Humanities Extension: <https://www.teachingchannel.org/videos/teaching-declaration-of-independence>
- Writing Extension: Have students compose a letter from England’s point of view.
- Debate/Socratic Seminar: Is America a place where all men are equal? Does everyone today have the right to life, liberty, and the pursuit of happiness?
- Poster Project: <http://chnm.gmu.edu/loudountah//lessons/lesson9/PosterProject.pdf>
- Text to Text Connections: 1. Ask students to evaluate other political documents in regard to the influence of the Declaration on their creation. Two documents that students might evaluate include:
 - a. French “Declaration of Rights of Man” (http://avalon.law.yale.edu/18th_century/rightsof.asp) written in 1789
 - b. Seneca Falls Conference “Declaration of Sentiments” (<http://www.fordham.edu/halsall/mod/Senecafalls.html>), written in 1848
- Poetic Response: Read Langston Hughes’ “Let America Be America Again” (<http://www.poets.org/viewmedia.php/prmMID/15609>) and Wendy Rose’s “Three Thousand Dollar Death Song.” (<http://www.ellenscorner.reocities.com/SoHo/cafe/9942/rose.htm>) How do these poems challenge the idea(l) of opportunity and equality for all?

Professional Articles and Resources

- <http://www.ncte.org/library/NCTEFiles/Resources/Journals/CC/0221-sep2012/Chron0221PolicyBrief.pdf> “Reading Instruction for *All* Students”
- http://www.readwritethink.org/files/resources/lesson_images/lesson1132/EJ0964Have.pdf "I'll Have Mine Annotated, Please: Helping Students Make Connections with Text"
- www.nationalhumanitiescenter.org
- Library of Congress: Teaching with Primary Sources www.loc.gov/teachers/tps

English Language Arts Connections

Writing	Language	Speaking and Listening
Incorporate Writing Standards as students read and comprehend complex literary and informational texts. http://www.corestandards.org	Incorporate Language standards as students construct writing in terms of writing conventions, knowledge of language, and acquisition and use of vocabulary. http://www.corestandards.org	Incorporate Speaking and Listening standards as students integrate and evaluate information presented in diverse media and formats. http://www.corestandards.org

Appendix

The Homework Revolution

A young girl sits at her desk, reviewing her homework assignments for the evening. English: read three chapters and write a journal response. Math: complete 30 problems, showing all work. Science: do a worksheet, front and back. French: study vocabulary for tomorrow's test. It's going to be a long night.

This describes a typical weeknight for students across the country. Now is the time to start a homework revolution.

Do students in the United States receive too much homework? According to guidelines endorsed by the National Education Association (NEA), a student should be assigned no more than 10 minutes per grade level per night. For example, a first grader should only have 10 minutes of homework, a second grader, 20 minutes, and so on. This means that a student in my grade – seventh – should have no more than 70 minutes of work each night. Yet this is often doubled, sometimes even tripled!

There are negatives to overloading students. Have you ever heard of a child getting sick because of homework? According to William Crain, Ph.D., a professor of psychology at City College of New York and the author of *Reclaiming Childhood*, “Kids are developing more school-related stomachaches, headaches, sleep problems, and depression than ever before.” The average student is glued to his or her desk for almost seven hours a day. Add two to four hours of homework each night, and they are working a 45- to 55-hour week!

In addition, a student who receives excessive homework “will miss out on active playtime, essential for learning social skills, proper brain development, and warding off childhood obesity,” according to Harris Cooper, Ph.D., a professor of psychology and neuroscience at Duke University.

Everybody knows that teachers are the ones who assign homework, but they do not deserve all the blame. “Many teachers are under greater pressure than ever before,” says Kylene Beers, president of the National Council for Teachers of English and the author of *When Kids Can't Read What Teachers Can Do*. “Some of it comes from parents, some from the administration and the desire for high scores on standardized tests.” Teachers who are under pressure feel the need to assign more homework. But why aren't teachers aware of the NEA homework recommendations? Many have never heard of them, have never taken a course about good versus bad homework, how much to give, and the research behind it. And many colleges of education do not offer specific training in homework. Teachers are just winging it.

Although some teachers and parents believe that assigning a lot of homework is beneficial, a Duke University review of a number of studies found almost no correlation between homework and long-term achievements in elementary school and only a moderate correlation in middle school. “More is not better,” concluded Cooper, who conducted the review.

Is homework really necessary? Most teachers assign homework as a drill to improve memorization of material. While drills and repetitive exercises have their place in schools, homework may not be that place. If a student does a math worksheet with 50 problems but completes them incorrectly, he will likely fail the test. According to the U.S. Department of Education, most math teachers can tell after checking five algebraic equations whether a student understood the necessary concepts. Practicing dozens of homework problems incorrectly only cements the wrong method.

Some teachers believe that assigning more homework will help improve standardized test scores. However, in countries like the Czech Republic, Japan, and Denmark, which have higher-scoring students, teachers give little homework. The United States is among the most homework-intensive countries in the world for seventh and eighth grade, so more homework clearly does not mean a higher test score.

Some people argue that homework toughens kids up for high school, college, and the workforce. Too much homework is sapping students' strength, curiosity, and most importantly, their love of learning. Is that really what teachers and parents want?

If schools assign less homework, it would benefit teachers, parents, and students alike. Teachers who assign large amounts of homework are often unable to do more than spot-check answers. This means that many errors are missed. Teachers who assign less homework will be able to check it thoroughly. In addition, it allows a teacher time to focus on more important things. "I had more time for planning when I wasn't grading thousands of problems a night," says math teacher Joel Wazac at a middle school in Missouri. "And when a student didn't understand something, instead of a parent trying to puzzle it out, I was there to help them." The result of assigning fewer math problems: grades went up and the school's standardized math scores are the highest they've ever been. A student who is assigned less homework will live a healthy and happy life. The family can look forward to stress-free, carefree nights and, finally, the teachers can too.

Some schools are already taking steps to improve the issue. For example, Mason-Rice Elementary School in Newton, Massachusetts, has limited homework, keeping to the "10 minute rule." Raymond Park Middle School in Indianapolis has written a policy instructing teachers to "assign homework only when you feel the assignment is valuable." The policy also states, "A night off is better than homework which serves no worthwhile purpose." Others, such as Oak Knoll Elementary School in Menlo Park, California, have considered eliminating homework altogether. If these schools can do it, why can't everyone?

So, my fellow Americans, it's time to stop the insanity. It's time to start a homework revolution.

From: http://teenink.com/opinion/school_college/article/117538/The-Homework-Revolution/ (June 17, 2013)

Textual Annotations

Forging connections, creating relevance, contextualizing events

Type of Annotation	Description	Questions to consider
Text to Self (TS)	Reader notes connections to personal experiences and feelings. This includes both positive and negative reactions.	<i>What does this remind me of from my life? How is this similar to or different from my personal experience? How do I feel while reading this? Do I feel connected to this character/these events? Why or why not?</i>
Text to Text (TT)	Reader notes relationship between the text and knowledge of other pieces of literature (includes books, essays, films, advertisements, magazines, etc.).	<i>What does this remind me of in another text I've read? How is this text similar to or different from another book, story, or film I've experienced? What literary elements (beyond plot and character) and rhetorical appeals are similar to those I've read in the past? What is this author doing that I have seen other authors do before?</i>
Text to World (TW)	Reader notes connections to history, current events, "real world." (Think Big Picture —beyond the text.)	<i>What does this remind me of in the real world? What historical event or situation might this text compare to? What thematic connections can I make between this text and universal ideas? What can all people relate to or talk about when they read this text?</i>

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Name:

Entrance Ticket: The Homework Revolution

What is "The Homework Revolution?"

Who is suffering under the current homework conditions?

List two of the ways this group suffers.

Who currently controls the current homework conditions in schools? (Who is assigning the homework?)

List two authority figures the author cites in order to reinforce her opinion.

The final line of the piece begins with the phrase, "My fellow Americans." Have you heard this phrase before? In what context? Why do you think the author uses this allusion? (What is her purpose?)

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Name

Thomas Paine—*Common Sense* (excerpts)

Text Under Discussion	Vocabulary	Annotations—TS, TT, TW
<p>...In the following pages I offer nothing more than simple facts, plain arguments, and common sense: and have no other preliminaries to settle with the reader, than that he will divest himself of prejudice and prepossession, and suffer his reason and his feelings to determine for themselves: that he will put on, or rather that he will not put off, the true character of a man, and generously enlarge his views beyond the present day...</p> <p>I have heard it asserted by some, that as America has flourished under her former connection with Great Britain, the same connection is necessary towards her future happiness, and will always have the same effect. Nothing can be more fallacious than this kind of argument. We may as well assert that because a child has thrived upon milk, that it is never to have meat, or that the first twenty years of our lives is to become a precedent for the next twenty. But even this is admitting more than is true; for I answer roundly, that America would have flourished</p>	<p>divest: strip, rid</p> <p>prepossession: prejudice, bias</p> <p>flourished: thrived, succeeded</p> <p>fallacious: misleading, deceptive</p> <p>precedent: pattern</p>	

as much, and probably much more, had no European power taken any notice of her. The **commerce** by which she hath enriched herself are the necessaries of life, and will always have a market while eating is the custom of Europe.

commerce: trade, business

But she has protected us, say some. That she hath **engrossed** us is true, and defended the continent at our expense as well as her own, is admitted; and she would have defended Turkey from the same motive, viz. for the sake of trade and **dominion**.

engrossed: captivated

dominion: territory

Alas! we have been long led away by ancient prejudices and made large sacrifices to superstition. We have boasted the protection of Great Britain, without considering, that her motive was interest not attachment; and that she did not protect us from our enemies on our account; but from her enemies on her own account, from those who had no quarrel with us on any other account, and who will always be our enemies on the same account. . . .

Alas: sadly

But Britain is the parent country, say some. Then the more

shame upon her conduct. Even brutes do not devour their young, nor savages make war upon their families; wherefore, the assertion, if true, turns to her **reproach**...

reproach: blame, scolding

Europe, and not England, is the parent country of America. This new world hath been the **asylum** for the persecuted lovers of civil and religious liberty from every part of Europe. **Hither** have they fled, not from the tender embraces of the mother, but from the cruelty of the monster; and it is so far true of England, that the same tyranny which drove the first emigrants from home, pursues their descendants still. . . .

asylum: refuge, haven

Hither: Here

Europe is too thickly planted with kingdoms to be long at peace, and whenever a war breaks out between England and any foreign power, the trade of America goes to ruin, because of her connection with Britain. The next war may not turn out like the **last**, and should it not, the **advocates** for reconciliation now will be wishing for separation then, because neutrality in that case would be a safer **convoy** than a man of war. Every thing that is right or reasonable pleads for separation. The blood of

last: refers to the French and Indian War, in which England and the colonies fought against the French and the Indians. Ultimately, England was victorious.

advocates: supporters

convoy: group

the slain, the weeping voice of nature cries, 'TIS TIME TO PART.

Even the distance at which the Almighty has placed England and America is a strong and natural proof that the authority of the one over the other was never the design of heaven...

As to government matters, it is not in the power of Britain to do this continent justice. The business of it will soon be too weighty and **intricate** to be managed with any tolerable degree of convenience by a power so distant from us and so very ignorant of us; for if they cannot conquer us, they cannot govern us. To be always running three or four thousand miles with a tale or a petition, waiting four or five months for an answer, which, when obtained, requires five or six more to explain it in, will in a few years be looked upon as **folly** and childishness. There was a time when it was proper, and there is a proper time for it to cease.

. . . Small islands not capable of protecting themselves are the proper objects for government to take under their care; but there is something **absurd**, in supposing a Continent to be

intricate: complex, involved

folly: silliness, madness

absurd: ridiculous

perpetually governed by an island. In no instance hath nature made the **satellite** larger than its primary planet; and as England and America, with respect to each other, reverse the common order of nature, it is evident that they belong to different systems. England to Europe: America to itself.

I am not **induced** by motives of pride, party or resentment to **espouse** the **doctrine** of separation and independence; I am clearly, positively, and conscientiously persuaded that it is the true interest of this continent to be so; that everything short of that is mere patchwork, that it can afford no lasting **felicity**,— that it is leaving the sword to our children, and shrinking back at a time when a little more, a little further, would have rendered this continent the glory of the earth. As Britain hath not **manifested** the least inclination towards a compromise, we may be assured that no terms can be obtained worthy the acceptance of the continent, or any ways equal to the expense of blood and treasure we have been already put to. . .

O! ye that love mankind! Ye that dare oppose not only the

satellite: settlement

induced: persuaded

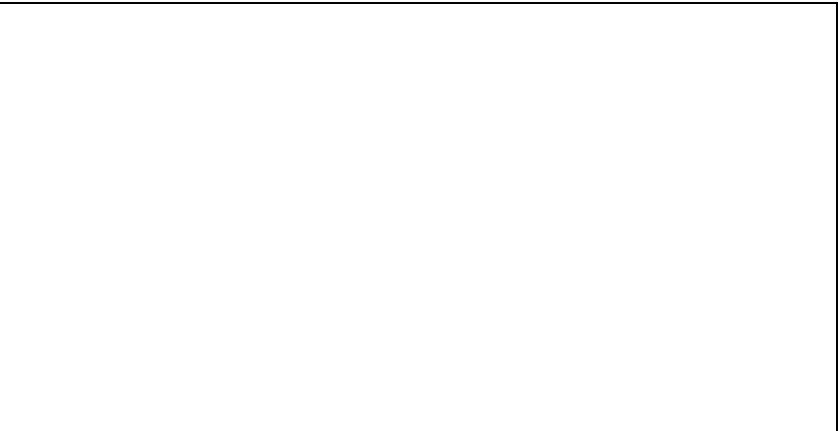
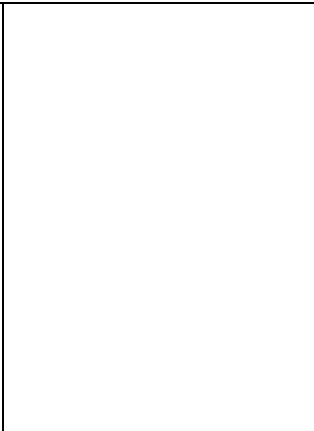
espouse: promote

doctrine: policy

felicity: happiness

manifested: demonstrated

tyranny but the tyrant, stand forth! Every spot of the old world is overrun with oppression. Freedom hath been hunted round the globe. Asia and Africa have long expelled her. Europe regards her like a stranger, and England hath given her warning to depart. O! receive the fugitive, and prepare in time an asylum for mankind.



Name:

Entrance Ticket: *Common Sense*

What change or revolution is Paine urging his audience to do?

Who is suffering under the current conditions?

List two of the ways this group suffers.

Who currently controls the system(s) of government and power?

List two examples of “simple facts, plain arguments, and common sense” that Paine uses to develop his argument.

How does Paine position America? England? List words and phrases from his speech to support your answer.

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How does Paine position America? England? List words and phrases from his speech to support your answer.

Name

Declaration of Independence

Text Under Discussion	Vocabulary	Annotations—TS, TT, TW
<p>When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.</p> <p>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.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to affect their Safety and Happiness. Prudence, indeed, will</p>	<p>impel: urge, drive</p> <p>unalienable: not capable of being denied</p> <p>deriving: originating</p> <p>abolish: eliminate</p> <p>Prudence: carefulness, judiciousness</p>	

dictate that Governments long established should not be changed for light and **transient** causes; and accordingly all experience hath shewn, that mankind are more **disposed** to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and **usurpations**, pursuing invariably the same Object **evinces** a **design** to reduce them under absolute **Despotism**, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--**Such** has been the patient **sufferance** of these Colonies; and such is now the **necessity** which **constrains** them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let **Facts** be submitted to a **candid** world.

transient:
fleeting,
momentary

disposed:
willing, likely

usurpations:
the act of
seizing or
taking over
without
authority

evinces:
reveals

Despotism:
tyranny

sufferance:
tolerance,
allowance

candid:
truthful,
sincere

Excerpt from *The Declaration of Independence*

List of grievances...

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

Student Activity Sheet: Investigating the Declaration of Independence

Grievances: Group 1

Directions:

1. Read the complaints assigned to your group.
2. Discuss each complaint with your group, and then answer the questions below.
3. Select a recorder, readers (2-3), and a presenter.
 - A recorder writes up the notes from the group discussion and hands them to the presenter. (Group should discuss notes before being presented.)
 - The readers read the original complaints aloud to the class.
 - The presenter will read the group's responses to the class.
 - All members of the group will participate and give their ideas as the group discusses the complaints.

To Prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

Questions:

1. What is each complaint about? Write a brief description of each complaint in your own words.

2. Who is "He" that the colonists refer to in the grievances?

3. Who are the colonists blaming for their grievances? Why do you think they are blaming him?

Student Activity Sheet: Investigating the Declaration of Independence

Grievances: Group 2

Directions:

1. Read the complaints assigned to your group.
2. Discuss each complaint with your group, and then answer the questions below.
3. Select a recorder, readers (2-3), and a presenter.

A recorder writes up the notes from the group discussion and hands them to the presenter. (Group should discuss notes before being presented.)

The readers read the original complaints aloud to the class.

The presenter will read the group's responses to the class.

All members of the group will participate and give their ideas as the group discusses the complaints.

To Prove this, let Facts be submitted to a candid world.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has kept among us, in times of peace, Standing Armies without the consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

Questions:

1. What is each complaint about? Write a brief description of each complaint in your own words.

2. Who is "He" that the colonists refer to in the grievances?

3. Who are the colonists blaming for their grievances? Why do you think they are blaming him?

Student Activity Sheet: Investigating the Declaration of Independence

Grievances: Group 3

Directions:

1. Read the complaints assigned to your group.
2. Discuss each complaint with your group, and then answer the questions below.
3. Select a recorder, readers (2-3), and a presenter.

A recorder writes up the notes from the group discussion and hands them to the presenter. (Group should discuss notes before being presented.)

The readers read the original complaints aloud to the class.

The presenter will read the group's responses to the class.

All members of the group will participate and give their ideas as the group discusses the complaints.

To Prove this, let Facts be submitted to a candid world.

He has combined with others to subject us...to their Acts of pretended legislation:

For quartering large bodies of armed troops among us:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our consent:

Questions:

1. What is each complaint about? Write a brief description of each complaint in your own words.

2. Who is "He" that the colonists refer to in the grievances?

3. Who are the colonists blaming for their grievances? Why do you think they are blaming him?

Student Activity Sheet: Investigating the Declaration of Independence

Grievances: Group 4

Directions:

1. Read the complaints assigned to your group.
2. Discuss each complaint with your group, and then answer the questions below.
3. Select a recorder, readers (2-3), and a presenter.

A recorder writes up the notes from the group discussion and hands them to the presenter. (Group should discuss notes before being presented.)

The readers read the original complaints aloud to the class.

The presenter will read the group's responses to the class.

All members of the group will participate and give their ideas as the group discusses the complaints.

To Prove this, let Facts be submitted to a candid world.

He has combined with others to subject us...to their Acts of pretended legislation:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

Questions:

1. What is each complaint about? Write a brief description of each complaint in your own words.

2. Who is "He" that the colonists refer to in the grievances?

3. Who are the colonists blaming for their grievances? Why do you think they are blaming him?

Student Activity Sheet: Investigating the Declaration of Independence

Grievances: Group 5

Directions:

1. Read the complaints assigned to your group.
2. Discuss each complaint with your group, and then answer the questions below.
3. Select a recorder, readers (2-3), and a presenter.

A recorder writes up the notes from the group discussion and hands them to the presenter. (Group should discuss notes before being presented.)

The readers read the original complaints aloud to the class.

The presenter will read the group's responses to the class.

All members of the group will participate and give their ideas as the group discusses the complaints.

To Prove this, let Facts be submitted to a candid world.

He has abdicated Government here, by declaring us out of his Protection and waging war against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He has excited domestic insurrection amongst us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian savages, whose known rule of warfare is an undistinguished destruction of all ages, sexes, and conditions.

Questions:

1. What is each complaint about? Write a brief description of each complaint in your own words.

2. Who is "He" that the colonists refer to in the grievances?

3. Who are the colonists blaming for their grievances? Why do you think they are blaming him?

Name:

Exit Ticket: List of Grievances

You've read some, now write some! Below, list 5 grievances you would like to list to a parent, teacher, etc. Be sure to use the ***syntax*** and ***diction*** of the document we studied today. See my model for help.

Grievance from constitution:

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

My grievance:

She has pillaged my phone, ravaged my borders of privacy, scorched my trust, and destroyed my chance of a social life.

Your turn:

1.

2.

3.

4.

5.

Name:

Using language to create identity

The documents we have been reading are considered cornerstones of American democracy. They are essential in defining how we identify as Americans. Review your documents, and **write down words and phrases** that the Founding Fathers use to **define themselves** on the brink of revolution.

In order to rationalize revolution, the Founding Fathers had to identify their oppressor. Review your documents, and **write down words and phrases** that the Founding Fathers use to **define King George III and England** on the brink of revolution.

What is the overall effect of this language usage? How does it position the colonists? How does it position England?

Organization of the Declaration of Independence—Like any other piece of writing, the Declaration of Independence had a clear organizational plan.

Text	Function
<p>When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.</p>	<p>Introduction – The introduction of the Declaration of Independence <u>declares the reasons the American colonies wish to leave the British Empire</u>. It is further noted that their independence is not only necessary, but unavoidable.</p>
<p>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.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.</p>	<p>Preamble – The preamble to the Declaration of Independence <u>establishes the philosophies and ideals</u> behind the document. It <u>lists principles</u> that were already known as being “self-evident” by the majority of Englishmen of the 18th Century. It continues to state that when such a situation arises in government (as that being experienced by the British governing of the 13 colonies), it is not only their desire, but it is their right and their duty to throw off such a Government and to provide the foundation for a new government to ensure their future security.</p>
<p>He has refused his Assent to Laws, the most wholesome and necessary for the public good. He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them. He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only. He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures. He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people. He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within...</p> <p>Refer to your annotations for the complete list of grievances.</p>	<p>Body – Section 1 – In this part of the Declaration of Independence, the <u>grievances</u> against England and King George III are listed.</p>

Text	Function
<p>In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.</p> <p>Nor have We been wanting in attentions to our Brittish [sic] brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.</p>	<p>Body – Section 2 – Section two of the body of the Declaration of Independence clearly states that the colonist’s <u>efforts to appeal some of the decisions</u> of King George III were met in vain.</p>
<p>We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that 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; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.</p>	<p>Conclusion – The conclusion of the Declaration of Independence explains <u>how things will change</u>. It notes that having listed the grievances, under which British North America lived, they – the United Colonies – were <u>declaring their right to be free and independent</u> from any and all allegiance to the British Crown. It further stated that any political connection between the two is to be dissolved.</p>

Writing Your Own Declaration of Independence

The Founding Fathers surely understood the huge risk they were taking in going against an authority as powerful as the British Empire. The one tool they had on their side was language—those guys could write!

Your task is to write your own Declaration of Independence. You must follow the guidelines below to create this document, which should mirror the real Declaration of Independence. Remember, just as the Founding Fathers did, that **you must agree as a group on everything that is written**, or else this Declaration will not be signed and supported by everyone who has helped to create it.

Guidelines for writing Declaration of Independence:

- **Preamble:** Discuss the reasons for writing this Declaration. (From, “When in the Course of human Events” to “declare the Causes which impel them to the Separation.”) **For what reasons do you believe you should declare your independence?**
- **Declaration of Student Rights:** Explain what you believe, the philosophy and ideals behind your document. (From, “We hold these Truths to be self-evident....”) **What beliefs about your independence do you have?**
- **List of Complaints/Grievances:** **List the person/persons to whom you are addressing your complaints, and what you *specifically* are complaining about.** (From, “To prove this, let Facts be submitted to a candid World....”) An example might be “Our Teachers have assigned an enormous amount of homework that we were forced to complete at times inconvenient.” (*Caveat: You may not list any individuals by name, and all complaints must be intelligently worded and appropriate for school!*)
- **Statements of prior attempts to redress grievances:** List the ways in which you have already tried to address your complaints. (From “Nor have We been wanting in attentions to our British brethren....”) **In what ways have you already tried to address your complaints?**
- **Declaration of Independence:** Describe how you want things to change as a result of this Declaration. (From “We, therefore...”) **How would you want things to change if you became independent?**

NAMES:

RUBRIC FOR DECLARATION OF INDEPENDENCE

Category	4E: Expert: Exceeds expectations	3P: Practitioner: Skilled, meets expectations	2A: Apprentice: Partially meets expectations	1N: Novice: Does not yet meet expectations	0U: Unemployed: Gross disregard for standards
Diction—Declaration uses language that clearly demonstrates the understanding of audience and purpose . Language has been effectively employed to position the writers as rational and highly educated . Language also frames the act of separation as necessary and unavoidable . The Declaration also effectively positions the current holder of power as tyrannical and unreasonable . The writers clearly demonstrate that they can use language to gain sympathy and empathy for their cause.					
Organization—The Declaration is organized with a clear and cohesive plan. The introduction declares the reasons the writers wish to gain independence. The preamble establishes the philosophies and ideals behind the document. The grievances are specific and numerous . The document contains clear steps taken by the writers to address or appease those in power. Finally, the conclusion articulates how things will change .					
Style—The overall style of the document mimics that of the Declaration of Independence in both diction (word choice) and syntax (sentence structure) . The tone of the document is defiant yet idealistic . Writers employ logos (logic), ethos (credibility), and pathos (emotion) to create a compelling argument.					
Presentation—Presentation of declaration is captivating and inviting . Students have obviously rehearsed and are prepared . Eye contact, body language, and tone and volume of voice all create confidence and believability in the declaration.					

TOTAL SCORE: /16

%