



<b>Declaration of Independence Lesson</b>	
<b>Central Historical Question:</b> Why did the Founders write the Declaration of Independence?	
<b>California State Standard(s)</b>	<b>8.1.2: Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).</b>
<b>Common Core State Standard(s):</b>	
<b>Reading</b>	<b>Writing</b>
<ol style="list-style-type: none"> <li>1. <i>Cite specific textual evidence to support analysis of primary and secondary sources.</i></li> <li>2. Determine the central ideas of information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</li> <li>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>6. <b>Identify aspects of a text that reveal an author’s point of view or purpose.</b></li> <li>8. Distinguish among fact, opinion, and reasoned judgment in a text.</li> <li>9. Analyze the relationship between a primary and secondary source on the same topic.</li> <li>10. <i>By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</i></li> </ol>	<ol style="list-style-type: none"> <li>2. <i>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</i> <ol style="list-style-type: none"> <li>a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; including formatting, graphics, and multimedia when useful to aiding comprehension.</li> <li>b) Develop the topic with relevant well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d) Use precise language and domain-specific vocabulary to inform about to explain the topic.</li> <li>e) Establish and maintain a formal style and objective tone.</li> <li>f) Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol> </li> <li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>9. Draw evidence from informational texts to support analysis, reflection, and research.</li> <li>10. <i>Write routinely over extended time frames and short time frames for a range of discipline-specific tasks, purposes, and audiences.</i></li> </ol>