

Teacher's Name:
Employee Number:
School:

Social Studies Lesson Plan- SS.5.C.1.4
Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses

1. **Title: Grievances of the Declaration of Independence - Fifth Grade**

2. **Overview - Big Ideas:**

Enduring Understandings

- Identify acts of tyranny suffered by the colonists in the pre-revolutionary period that were caused by the actions of King George III and the British Parliament
- Understand how acts of tyranny by King George III and the British Parliament led to the writing of the Declaration of Independence
- Appreciate how the Declaration of Independence served as a form of protest against unfair conditions
- Understand the grievances listed in the Declaration of Independence

Essential Questions – (What provocative questions will you use to foster inquiry, understanding and transfer of learning?)

- What acts of tyranny and unfair conditions were imposed on the colonists by the British Parliament and King?
- How did the colonists react to these unfair taxes, laws, and acts of tyranny?
- What events brought the colonies together as a nation?
- What was the purpose of the Declaration of Independence?
- What were some of the grievances listed in the Declaration of Independence?
- Why do you think the grievances were such a large part of the Declaration of Independence?

3. **Lesson Objectives:**

Standards - Next Generation Sunshine State Standards for Social Studies

Fifth Grade NGSSS-SS Benchmarks

- SS.5.C.1.4 Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses

Tested Seventh Grade NGSSS-SS Benchmarks relevant to this Lesson

- SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
- SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

4. **Key Vocabulary:**

blockaded, boycott, British Parliament, consent, debt, declare, governed, grievance, independence, independent, intolerable, petition, protest, quartered, raise money, reconvene, repealed, representation, restrictions, Revolutionary War, rights, tax, tyranny, usurpations

5. **Evidence of Student Understanding (Assessment) in the Lesson:**
What key knowledge and skills will students acquire as a result of this lesson?

After students complete this lesson, they will be able to identify acts of tyranny and unfair conditions imposed on the colonists by the British King and Parliament during the pre-revolutionary period. An understanding of how these events led to the writing of the Declaration of Independence should be apparent. Students should also understand the structure of the Declaration and the importance of the list of grievances.

What will students be able to do as a result of such knowledge and skills?

As a result of acquiring the knowledge and skills addressed in this lesson, the student will be able to complete the attached graphic organizers analyzing events that led to the writing of the Declaration of Independence and identifying the grievances of the Declaration. Students should also be able to discuss the acts of tyranny and unfair conditions imposed on the colonists by Great Britain and explain how they led to the writing of the Declaration of Independence. Students

should be able to write a newspaper article for the colonial time period on one of the grievances of the Declaration of Independence.

6. Materials Needed:

- Attachment A: "New School Rules, Revised Yesterday... to be Enforced Tomorrow"
- Attachment B: Reading #1: The Declaration of Independence
- Attachment C: Graphic Organizer- Problem Analysis Organizer
- Attachment D: Reading # 2: Grievances of the Declaration of Independence
- Attachment E: Graphic Organizer: Grievances of the Declaration of Independence
- Attachment F: Transcription of The Declaration of Independence (for reference)
- Attachment G: Post Quiz

7. Steps to Deliver the Lesson:

A detailed, step by step description of how to deliver the lesson and achieve the lesson plan objectives.

- a. Lesson Opening: Begin the class by telling students that the school rules have been revised and that new rules will go into effect tomorrow. Divide the class into groups of 5-6. Either distribute or read Attachment A to the class. Give students 5 minutes to discuss the new rules.
- b. After students have had time to read and discuss the list, ask them how they feel about the new rules. Discuss as a class or have a recorder report from each group. Pose the question, "What could you do about these rules?"(When the activity is complete, don't forget to let students know that these are **not** new school rules, just part of this activity).
- c. Explain to students that their feelings are similar to the feelings of the colonists in pre-Revolutionary America.
- d. Reading: Distribute reading (Attachment B): "Grievances of the Declaration of Independence." Use jump in reading or other effective reading strategies appropriate for your class to read the background information contained in the article.

- e. Have students define the highlighted vocabulary associated with the lesson.
- f. Distribute and discuss the graphic organizer (Attachment C): *Declaration of Independence Problem Analysis Organizer*. Work with students to complete the graphic organizer.
- g. Review the graphic organizer. Ask students to list some of the things that the King did to make the colonists feel angry. Some ideas might be: stamp act, tea tax, quartering act, etc. Explain to students that you are going to distribute the text section of the Declaration that deals with grievances. Discuss that the language and spelling in the document might be different than the language used today. Ask students why they think this might be the case.
- h. Distribute Reading #2 (Attachment D): Grievances of the Declaration of Independence. You may choose to analyze several of the grievances rather than all twenty-seven. Use effective reading strategies appropriate for your students to discuss selected grievances.
- i. Have students take out Attachment A: *New School Rules*, and review. Ask them to remember how they felt when they read the rules. How did their feelings compare to those of the colonists? What were the similarities? Differences? With whom could the principal be compared?
- j. Distribute Attachment D and discuss. Clarify any language from the grievances that students do not understand. Have students explain each of the listed grievances in their own words. Then ask students to look at Attachment A and compare the two lists. Have students choose the rule that best matches each grievance. A chart with possible answers is attached. Complete the activity with a class discussion with a comparison of their feelings to those of the colonists. Make sure students understand how protests about the actions of the British King and Parliament led to the writing of the Declaration of Independence.

8. Specific Activities: (From Guided to Independent)

Activities designed to facilitate the gradual release of teacher responsibility, from teacher-led to independent

- a. After students have completed the two readings and the graphic organizers (Attachments C and E) discuss the organizers and have students describe how what began as a protest developed into the writing of the Declaration of Independence. Discuss with students and have them compare their feelings to those of the colonists.

- b. For students who are struggling readers and/or English Language Learners, pair them with another student for assistance.
- c. Circulate the room to monitor students' abilities in completing the graphic organizers. If students have difficulty with this assignment, model a sample entry on the white board.
- d. Have students share their completed organizers with the class.

9. Differentiated Instruction Strategies:

How to accommodate a variety of student learning needs; remediation strategies as well as enrichment strategies

- a. As students are completing the graphic organizers, work individually with students who are having difficulty with this task.
- b. For students who are struggling readers and/or English Language Learners, pair them with another student for assistance.

10. Technology Integration:

Activities incorporating technology; e.g., address lesson content through online resources.

- a. *Sign the Declaration.* At this National archives exhibit, students may access the interactive "Sign the Declaration" site. Students get a brief background, select their "quill," and then decide whether to sign or not to sign. If they chose to sign, students may then print a copy of the Declaration with their signature added.
http://www.archives.gov/exhibits/charters/declaration_join_the_signers.html
- b. Have students visit the National Archives information and resources on the Declaration of Independence:
<http://www.archives.gov/exhibits/charters/declaration.html>
- c. For a printable fact sheet on the Declaration of Independence and the Rights of Man visit the Miami-Dade County Public Schools Virtual Library-Facts on File database:
<http://www.fofweb.com/CRCNu/Default.asp?iPin=WHOF0176&DataID=3&>

[iRecordType=Fact+Sheet&PrimarySubject=U%2ES%2E+History&SecondarySubject=1754%26%23150%3B1820s%3A+Revolution+and+the+New+Nation&SpecialTopic=&RecPosition=6](http://bensguide.gpo.gov/3-5/documents/index.html?iRecordType=Fact+Sheet&PrimarySubject=U%2ES%2E+History&SecondarySubject=1754%26%23150%3B1820s%3A+Revolution+and+the+New+Nation&SpecialTopic=&RecPosition=6)

- d. Have students access *Ben's Guide to U.S. Government for Kids* for readings and activities on the Declaration of Independence.
<http://bensguide.gpo.gov/3-5/documents/index.html>

11. Lesson Closure:

Methods to draw ideas together, review concepts, etc.

- a. After completing and reviewing the post quiz with students, ask students the following questions to conclude the lesson:
- What acts of tyranny and unfair conditions were imposed on the colonists by the British Parliament and King?
 - How did the colonists react to these unfair taxes, laws, and acts of tyranny?
 - What events brought the colonies together as a nation?
 - What was the purpose of the Declaration of Independence?
 - What were some of the grievances listed in the Declaration of Independence?
 - Why do you think the grievances were such a large part of the Declaration of Independence?
- b. For home learning, have students imagine that the year is 1776 and they are reporters for the *Colonial Times*. They must choose one of the grievances listed in the Declaration of Independence and then write a feature article for the newspaper. Tell students to remember that their article will be read throughout the colonies and might greatly affect the colonists' viewpoints. They should include an eye-catching headline. Remind them to include facts about the grievance and what hardships or problems it might bring about if not resolved. Also include solutions for the problem.

Attachment A: **“New School Rules, Revised Yesterday... to be Enforced Tomorrow”**

1. Beginning tomorrow, you must use a new social studies textbook. The textbook can be purchased from the principal at a cost of \$5.
2. You must have the new textbook tomorrow, or you will be given a detention. Each day without the book will result in another detention.
3. You may not have any other textbook, or purchase the textbook from another company. If you are found with another textbook, you will be given detention.
4. Beginning tomorrow, the school will be charging a tax on all school documents. For calendars, rules, health forms, etc the charge will be \$1. There will also be a \$1 tax on all graded papers and a \$5 tax to view grade reports on-line. If you desire a printed report card, there will be an additional printing tax of \$2.
5. A cafeteria tax will also be charged, beginning tomorrow. All items purchased in the cafeteria will now have a \$2 tax added to the amount due.
6. The principal has decided that water fountains are too costly to maintain, and therefore will be removed this evening. Water will no longer be provided.
7. Outside water may not be brought into the school. However, due to health concerns, the principal has decided that water will be available from the cafeteria at a cost of \$2/per bottle (plus the \$2 cafeteria tax)
8. The principal has hired a group of “rules monitors.” The rules monitors will patrol the school and assign detentions and suspensions for violating rules (or not paying taxes).
9. Since there is little money for the “rules monitors,” each family will pay a Rules Enforcement tax of \$500. Additionally, since there are no provisions for housing, the *rules monitors* will be living in students’ homes on a rotating basis. You will receive a listing of when they will be residing in your home in tomorrow’s briefing.
10. The above rules are absolute. You may not complain. In some circumstances, the principal might grant you a chance to appeal a rule. If the principal chooses to hear your appeal, you will be required to meet in the principal’s office (or a location designated by the principal) at 4:00 a.m., on the Saturday decided upon by the principal. Your parents must be present at the meeting. The principal has the final say on the matter. If all do not attend, your appeal is dismissed.
11. Additional rules may follow at any time the principal decides.
12. Students may not transfer to a different school to avoid the rules.

The Declaration of Independence

Until the 1760's, people in the colonies had been making their own rules and laws. Around that time, the British had been fighting a war with France and were left with a lot of **debt** from the cost of the war. They felt that the colonists owed them some money from the war and that placing taxes on the colonists would be a good way to **raise money**. King George III and the **British Parliament** placed many taxes on the colonists. Some of them are listed below:

- Sugar Act, 1764- placed a tax on sugar (and other goods, such as coffee, wine and cloth) brought in from other countries
- Stamp Act, 1765- placed a tax on legal documents, pamphlets, playing cards, licenses, newspapers and insurance policies. When a colonist bought one of these items, a stamp was put on it to prove that the tax had been paid
- Townshend Act, 1767- placed a tax on certain items (tea, paint, lead, glass, paper) that had to be bought from Great Britain as they were not produced in the colonies

These taxes angered the colonists, especially because they were passed without their **consent**. A common angry cry from the colonists on this matter was: "No taxation without **representation**." Besides the taxes, King George and the British Parliament passed many other laws that the colonists thought were unfair. They did not have any **representation** in Parliament and therefore had no say about the passage of the laws. One way the colonists thought of to protest the taxes, was to **boycott**, or, refuse to buy taxed products. In some cases, the taxes were **repealed**. But, they were usually replaced with other taxes.

The king was worried about the grumbling among the colonists. He decided to send an army to the colonies to control the colonists. The army was given many powers that the colonists thought were unfair and violated their rights. The Parliament continued to pass laws placing **restrictions** on the colonists. Some of these were:

- Writs of Assistance, 1761- allowed the British soldiers to break into and search colonists businesses or homes
- Quartering Act, 1765- required that British soldiers be **quartered** (housed and fed) in public and commercial properties at the owner's expense.
- Declaratory Act, 1766- gave Parliament the power to pass laws (and enact taxes) on the colonies
- Intolerable Acts, a series of laws which:

- Allowed a colonist's trial to be moved to another colony, or to England
- Banned all town meetings that didn't have Royal Governor approval
- Closed Boston harbor and **blockaded** it with warships
- Required colonists to quarter troops in their homes if needed

The Intolerable Acts were the final straw. The colonist's anger was growing daily. People were beginning to call for freedom and **independence** from Great Britain. The time that followed would see: the meeting of the First Continental Congress (which sent a **petition** for **rights** to the King); the formation of a citizens' army; and the beginning of the **Revolutionary War** against Great Britain. When the King did not answer the **petition** from the First Continental Congress, it was decided that the congress should **reconvene**. All colonies were asked to send representatives to the Second Continental Congress. By July of 1775, representatives from all 13 colonies had arrived, and the discussions began. At first, it was hoped that the problem could be solved peacefully and Great Britain would change some of their rules and laws. When that did not happen, the representatives knew that the American people had had enough and that it was time to **declare** freedom from Great Britain and set up their own independent country.

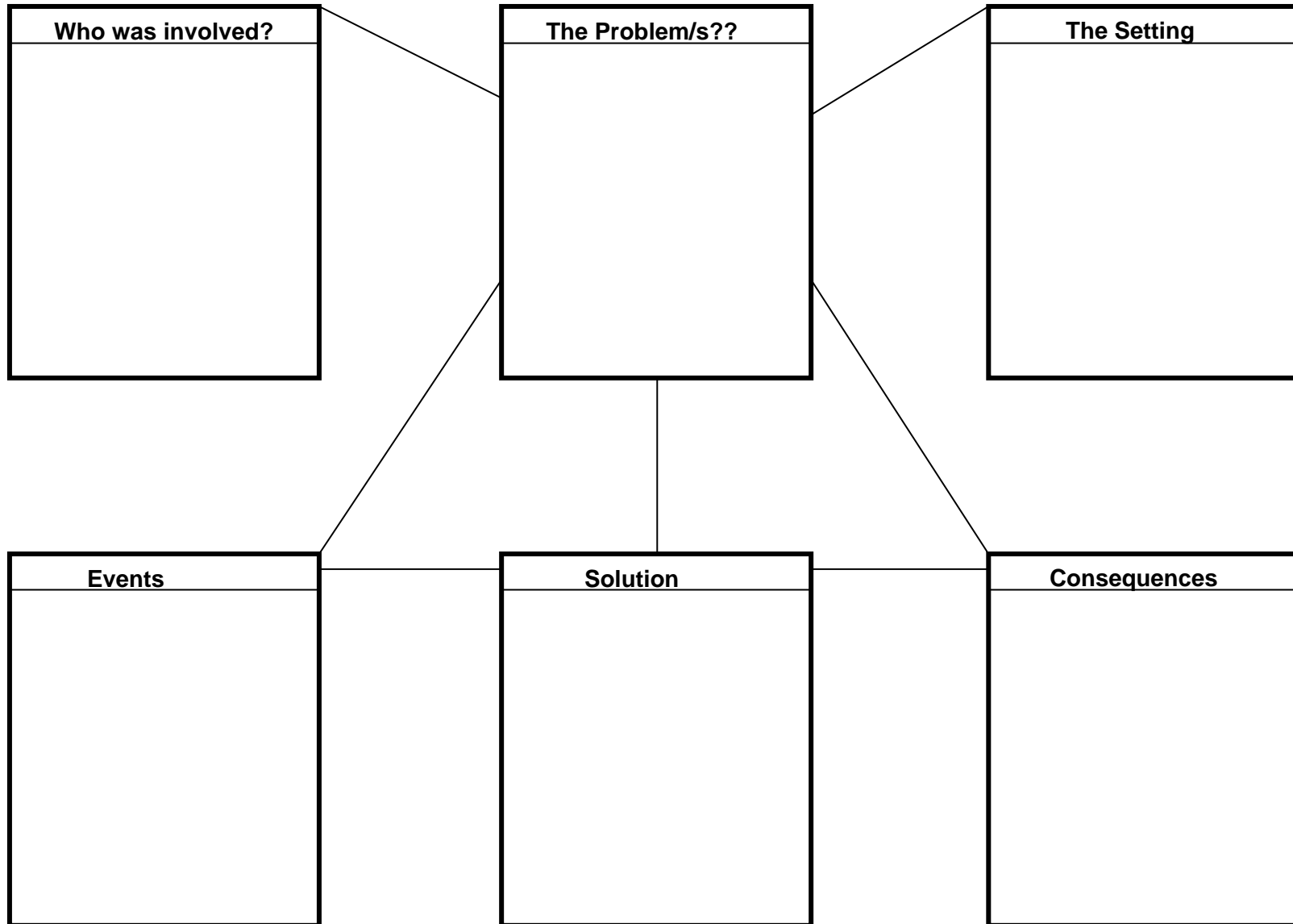
A committee was appointed to write a statement explaining the group's ideas on independence. Thomas Jefferson was the main writer of the statement. The final document was called the **Declaration of Independence**. The Declaration had three parts: 1) The Preamble, which explained the purpose of the Declaration 2) An outline which explained the colonists' views and ideas about government and 3) A list of grievances against the king and British Parliament. The list of grievances, though not the most important part, was the longest part of the Declaration of Independence. Among the 27 complaints listed in this section were that the King and Parliament:

- Refused to pass laws that were good for the people
- Passed laws without the colonists' approval
- Taxed the colonists without their approval
- Kept a British army in the colonies when there was no war
- Required the colonists to house British soldiers
- Controlled the courts
- Denied some people the right to a jury trial

On July 4, 1776, the Second Continental Congress approved the Declaration of Independence. The signers stated that as the **Representatives** of the United States of America, they declare that the united Colonies are free and independent, and no longer owe allegiance to the British Crown.

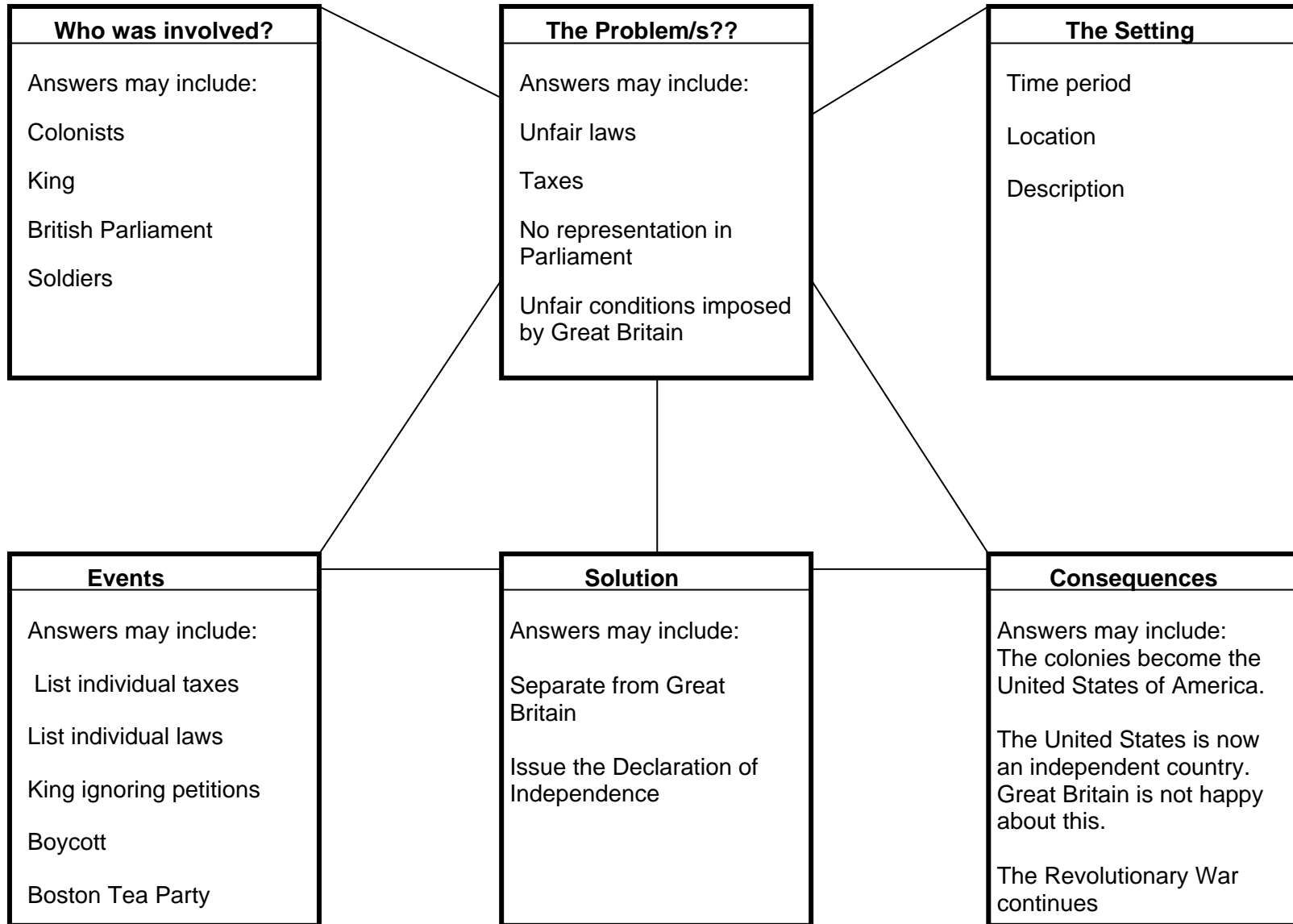
Attachment C:

Declaration of Independence Problem Analysis Organizer



Attachment C:

Declaration of Independence Problem Analysis Organizer (suggestions for teachers)



Attachment D:

Grievances of the Declaration of Independence
(From the text of the Declaration of Independence)

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.

- 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 harrass 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 neighboring 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 complete 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.

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.

GRIEVANCES OF THE DECLARATION OF INDEPENDENCE

Grievance from the Declaration of Independence	What does it mean?	Rule from Attachment A that is most similar to this grievance
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 kept among us, in times of peace, Standing Armies without the Consent of our legislatures		
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		

Possible Answers: for Attachment E

GRIEVANCES OF THE DECLARATION OF INDEPENDENCE

Grievance from the Declaration of Independence	What does it mean?	Rule from Attachment A that is most similar to this grievance
He has refused his Assent to Laws, the most wholesome and necessary for the public good.		6. The principal has decided that water fountains are too costly to maintain, and therefore all will be removed this evening.
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.		10. The above rules are absolute. You may not complain. In some circumstances, the principal might grant you a chance to appeal a rule. If the principal chooses to hear your appeal, you will be required to meet in the principal's office (or a location designated by the principal) at 4:00 a.m., on the Saturday decided upon by the principal. Your parents must be present at the meeting. The principal has the final say on the matter.
He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures		8. The principal has hired a group of "rules monitors." The rules monitors will patrol the school and assign detentions and suspensions for violating rules (or not paying taxes).
For Quartering large bodies of armed troops among us		9. Additionally, since there are no provisions for housing, the <i>rules monitors</i> will be living in students' homes on a rotating basis. You will receive a listing of when they will be residing in your home in tomorrow's briefing
For cutting off our Trade with all parts of the world:		3. You may not have any other textbook, or purchase the textbook from another company. 7. Outside water may not be brought into the school.
For imposing Taxes on us without our Consent:		4. Beginning tomorrow, the school will be charging a tax on all school documents Also possible matches: #'s 5,7,9

**The Declaration of Independence
A Transcription**

IN CONGRESS, July 4, 1776.

The unanimous Declaration of the thirteen united States of America,

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.

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.

- 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 harrass 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.

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.

Nor have We been wanting in attentions to our Brittish 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.

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

Attachment G

Grievances of the Declaration of Independence- Post Quiz

Low Complexity Items:

1. What are the three parts of the Declaration of Independence?
 - a. The legislative, executive, and judicial parts
 - b. The Preamble, Outline of Ideas, and List of Grievances
 - c. The Preamble, List of Grievances, and Amendments
 - d. The Federal courts, State Courts, and Local Courts

2. Who was the main author of the Declaration of Independence?
 - a. Thomas Jefferson
 - b. George Washington
 - c. John Hancock
 - d. Abraham Lincoln

3. What was the longest part of the Declaration of Independence?
 - a. The Preamble
 - b. The Ideas on Government
 - c. The List of Grievances
 - d. The Amendments

Moderate Complexity Items:

4. Which of the following was one of the major purposes of the Declaration of Independence?
 - a. To declare independence from France
 - b. To state grievances against the Continental Army
 - c. To state grievances against the British King and Parliament
 - d. To state the case for religious freedom

5. Which of the following was a grievance listed in the Declaration of Independence?
 - a. The colonists were given yearly food allowances
 - b. The colonists were forced to wear only specified clothing
 - c. The colonists were not permitted to travel from one colony to another
 - d. The colonists were taxed without their approval

6. What was the **main** purpose of the Declaration of Independence?
 - a. To write a Constitution for the United States
 - b. To state the reasons for religious freedom
 - c. To make sure the British King knew that the colonies were loyal to him
 - d. To state the reasons for the American Revolution

High Complexity Items

7. What political idea is evident in the Declaration of Independence?
- All governments are created equal
 - A government can be overthrown if it denies people their basic rights
 - A government should never be overthrown,
 - All governments guarantee citizens their basic rights and freedoms
8. The statement below is from the grievances of the Declaration of Independence.
- “For transporting us beyond seas to be tried for pretended offences”
- Which of the laws imposed by the King and Parliament is being referred to in the above grievance?
- The Intolerable Acts- Allowed a colonist’s trial to be moved to another colony, or to England
 - The Writs of Assistance- Allowed soldiers to search colonists homes
 - The Quartering Act- required that the colonists feed and house British Soldiers
 - The Stamp Act- required colonists to pay taxes on legal documents

9. The picture below shows a scene in New York following the reading of the Declaration of Independence. The statue in the center of the picture is King George.



What is symbolic about what is happening in the picture?

- a. People are displaying unhappiness towards King George III
- b. People are protesting the Declaration of Independence
- c. People are honoring King George III
- d. People are repairing the statue

Read the following excerpt from the last paragraph of the Declaration of Independence to answer question 10:

We, therefore, the Representatives of the United States of America ... 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...

10. What does the phrase “that they are absolved from all Allegiance to the British Crown” in the above quotation mean?
- a. People are expected to show allegiance to the King
 - b. The colonies are no longer part of the British empire
 - c. People are expected to take up arms to protect the King
 - d. The colonies are to be united against Britain

Answers to Post Quiz

1. B
2. A
3. C
4. C
5. D
6. D
7. B
8. A
9. A
10. B

Civic Integration
Lesson Plan Quiz Blueprint
NGSSS-SS Main Benchmark: SS.5.C.1.4
Title of Lesson: Grievances of the Declaration of Independence
Grade Level: 5th

Pacing Guide Connection: 5th Grade United States History 3rd Nine Weeks- Topic 9: The American Revolution

Question #	Benchmark Grade Level	Benchmark 7 th Grade Tested	Answer	Complexity Level
1	SS.5.C.1.4 Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses	SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence. SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.	B	Low
2	SS.5.C.1.4 Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses	SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence. SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.	A	Low
3	SS.5.C.1.4 Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses	SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence. SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.	C	Low

4	SS.5.C.1.4 Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses	SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence. SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.	C	Moderate
5	SS.5.C.1.4 Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses	SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence. SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.	D	Moderate
6	SS.5.C.1.4 Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses	SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence. SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.	D	Moderate
7	SS.5.C.1.4 Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses	SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence. SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.	B	High DBQ

8	SS.5.C.1.4 Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses	SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence. SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.	A	High DBQ
9	SS.5.C.1.4 Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses	SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence. SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.	A	High DBQ
10	SS.5.C.1.4 Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses	SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence. SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.	B	High DBQ

