

5th Grade Declaration of Independence Inquiry

Why Do Countries Declare Independence?			
Staging the Question: Part 1: Teacher facilitates a breakup letter activity and discussion to introduce the three-part structure of the Declaration of Independence. Part 2: Students complete pre-read predictions in a think-pair-share activity.			
Social Studies Practices		● Gathering, Using, and Interpreting Evidence ● Comparison and Contextualization	
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What are the two big philosophical ideas in the Declaration of Independence?	What grievances did the colonists have with King George III?	How does the Declaration of Independence make an argument for independence?	How do declarations of independence from other countries in the Western Hemisphere compare with the United States Declaration of Independence?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Summarize the two big philosophical ideas of national sovereignty and natural rights as described in part 1 of the Declaration of Independence.	Rank the grievances that colonists described in part 2 of the Declaration of Independence. List the grievances of an independence movement happening in the world today.	Rewrite the argument made by the colonists in the Declaration of Independence. Make a T-chart with reasons for and against independence in a place seeking independence today.	Compare the approaches used in one or more countries in the Western Hemisphere to declare independence with the approach used in the United States Declaration of Independence.
<i>Integration of Inquiry Process and Skills</i>			
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Connect: Finds areas of interest within the topic of the Declaration of Independence by comparing the document to a breakup letter.	Connect: Identifies key words and ideas that appear in background information and class conversation about the Declaration of Independence.	Connect: States and verifies what is known about how the colonists in the Declaration of Independence made an argument for independence and makes connections to prior knowledge.	Connect: Uses sources to acquire background information and brainstorms ideas for further inquiry about how declarations of independence from other countries in the Western Hemisphere compare with the United States Declaration of Independence. Graphic Organizer: Connect#11
Wonder: Predicts answers to inquiry questions based on background knowledge and beginning observation about the two big philosophical ideas in the Declaration of Independence by completing a pre-read activity. Graphic Organizer: Wonder#7	Wonder: Determines what information is needed to support the investigation of the ranking of grievances the colonists had with King George III.	Wonder: Asks questions to clarify topics or details about how the Declaration of Independence made an argument for independence. Graphic Organizer: Wonder#6	Wonder: Determines what information is needed to support the investigation and answer the questions about how declarations of independence from other countries in the Western Hemisphere compare with the United States Declaration of Independence.
Investigate: Takes notes using one or more of a variety of strategies about the two big philosophical ideas in the Declaration of Independence while reading the Preamble.	Investigate: Finds facts and briefly summarizes the grievances the colonists had with King George III while reading the grievances. Graphic Organizer: Investigate#7	Investigate: Paraphrases and summarizes information that answers the question of how the Declaration of Independence made an argument for independence while reading part 3 of the Declaration of Independence. Graphic Organizer: Investigate#37	Investigate: Participates in supervised use of search engines and pre-selected Web resources to access appropriate information for research about how declarations of independence from other countries in the Western Hemisphere compare with the United States Declaration of Independence. C3 Resources
Construct: Summarizes the two big philosophical ideas of national sovereignty and natural rights as described in part 1 of the Declaration of Independence.	Construct: Makes inferences based on explicit information in text about the ranking of the grievances with guidance.	Construct: Identifies facts and details that support the argument made in the Declaration of Independence. Graphic Organizer: Construct#11	Construct: Organizes notes and ideas and develops an outline or graphic organizer using both print and electronic tools.
Express:	Express: Ranks the grievances that colonists described in part 2 of the Declaration of Independence. Lists the grievances of an independence movement happening in the world today.	Express: Rewrites the argument made by the colonists in the Declaration of Independence. Make a T-chart with reasons for and against independence in a place seeking independence today.	Express: Compares the approaches used in one or more countries in the Western Hemisphere to declare independence with the approach used in the United States Declaration of Independence.
Reflect:	Reflect:	Reflect:	Reflect: Identifies own strengths and sets goals for improvement. Graphic Organizer: Reflect#14
Summative Performance Task: Argument: Why do countries declare independence? Construct an argument (e.g., detailed outline, poster, or essay) that addresses the compelling question using specific claims and relevant evidence from historical sources. Extension: Create a comic strip that adapts the argument for why countries declare independence.			