

3rd Grade

Discover America

Course 4 - Teacher Guide



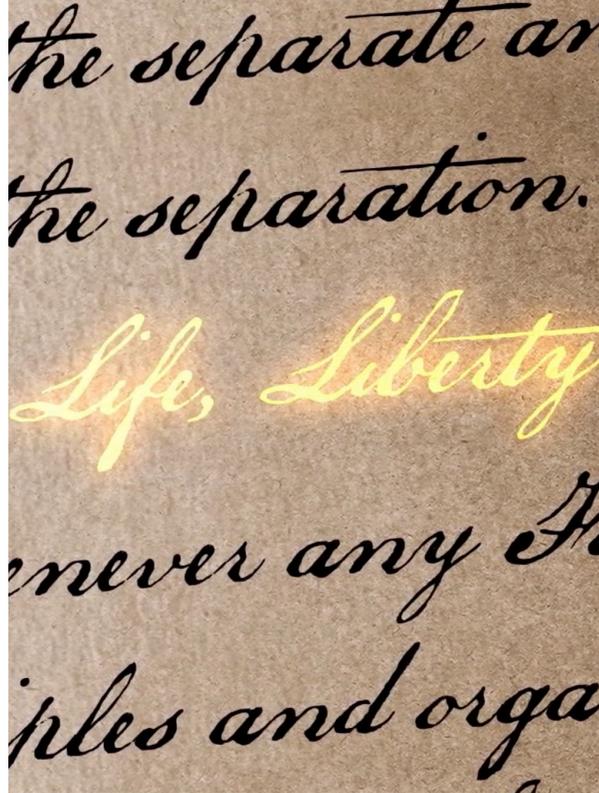
**COURSE 4: THE DECLARATION
OF INDEPENDENCE**

Table of **Contents**

3	Themes + Values
4	Learning Objectives
5	Key Terms
6	Introduction
7	Lesson
13	Founders Matching Game
14	Review
16	Answer Key
17	Resources
18	Notes

3rd Grade

Teacher Guide



Key Themes

- Equity
- Freedom
- Independence
- Life

Core Values

- Community
- Faith
- Life
- Liberty

Learning Objectives

Students will be able to:

- List three principles promoted in the Declaration of Independence.
- Explain one way to use the word life.
- Identify one prominent Founder.
- Define the American Revolution.



The Declaration of Independence - 3rd Grade

Key Terms

- 01 **American Revolution** - a struggle by the American colonies against British rule, leading to the formation of the United States of America as an independent nation.
- 02 **Founders** - the individuals who played key roles in establishing the United States of America.
- 03 **religious freedom** - everyone has the right to practice their own religion or belief, or to choose not to practice any religion at all.
- 04 **responsibility** - doing the things you are supposed to do and making good choices.
- 05 **treason** - the act of turning against one's own country.
- 06 **Second Continental Congress** - a meeting where representatives from all the colonies came together to talk about and make important decisions.
- 07 **self-governing** - a place that is run by its own people rather than people from another region or organization.

The Declaration of Independence - 3rd Grade

Introduction

TELL Students

America now has 50 states. But, this was not always the case. Originally, there were only 13 colonies. The colonies were ruled by the British king. The colonies were home to men, women, and children who left England and other places in search of a new home. Some came for religious freedom, while others were seeking better opportunities. Religious freedom means that the government cannot force people to follow a particular religion or prevent them from practicing their own beliefs.

Let's watch another episode of Star Spangled Adventures to learn about the document that declared the colonists' freedom from British rule.



Map showing the distance from Great Britain to the American colonies.

WATCH

**Star Spangled Adventures:
The Declaration of Independence**



Scan Me!

The Declaration of Independence - 3rd Grade

Lesson

TELL Students

The word 'life' is an important word. Life can mean different things to different people, depending on how you use the word. For example, life can refer to a lifetime, from a baby to a grandparent. The word 'life' can also be used as a way to show how someone lived. We call this a 'way of life.' And, life can describe the conditions of a living thing.

ASK Students

What does 'way of life' mean?

(allow students to answer)



A grandmother and her grandson enjoy time together learning.

The Declaration of Independence - 3rd Grade

Lesson

TELL Students

For a long time, the 13 colonies maintained their way of life as self-governing colonies, even though they were officially part of Britain. Self-governing describes a place that is run by its own people rather than people from another region or organization. But by 1775, tensions escalated between King George III and the American colonists. The king sent soldiers to take away the colonists' weapons, sparking fights in Lexington and Concord. These battles kicked off the American Revolution. The American Revolution was a struggle by the American colonies against British rule, leading to the formation of the United States of America as an independent nation.

ASK Students

What is the American Revolution?

(allow students to answer)

The Declaration of Independence - 3rd Grade

Lesson

TELL Students

In the summer of 1776, a committee of five men known as the Founders, including Thomas Jefferson, Benjamin Franklin, and John Adams, drafted a document declaring the colonies' independence from Britain and outlining the reasons for this decision. This document, known as the Declaration of Independence, declared America's independence from Britain.

ASK Students

Who are the Founders?

(allow students to answer)

TELL Students

The Founders are the individuals who played key roles in establishing the United States of America. One prominent Founder was Thomas Jefferson. Jefferson took the lead in writing the Declaration of Independence.



Portrait drawing of Founder, Thomas Jefferson.

ASK Students

What contribution did Thomas Jefferson make to the United States?

(allow students to answer)

The Declaration of Independence - 3rd Grade

Lesson

TELL Students

On July 4, 1776, the Second Continental Congress agreed on a final version of the Declaration of Independence. The Second Continental Congress was a big meeting where representatives from all the colonies came together to talk about and make important decisions. Let's look at some of the most important passages from the Declaration of Independence to learn what they mean.

"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."

First, let's look at "all men are created equal." In this line, the Founders declared that no one person is better than anyone else, no one is more or less important, and no one is valued more or less.

ASK Students

What does 'all men are created equal' mean?

(allow students to respond)

TELL Students

Now, take a look at the second part, that says our Creator "endows" people with "unalienable" rights. Thomas Jefferson was referring to the rights that all human beings have, which come from God. The government doesn't give us our rights – God does. This means our rights can never be taken away.

The Declaration of Independence - 3rd Grade

Lesson

ASK Students

What rights does the Declaration of Independence declare are from God?

(allow students to respond)

TELL Students

God gives us the right to life, which means we have the ability to live. God also gives us the right to liberty, which means we can think and believe freely. He also gives us the right to pursue, or seek happiness, which means we can choose how to make our lives joyful and enjoyable. As human beings with rights given to us by God, we have a lot of freedom! However, with great freedom comes great responsibility. Responsibility means doing the things you are supposed to do and making good choices. People must follow the law but no law and no person can violate anyone's freedom.

ASK Students

What does life, liberty and the pursuit of happiness mean?

What document declares these rights are from God?

(allow students to respond)

The Declaration of Independence - 3rd Grade

Lesson

TELL Students

Did you know that the day the Declaration of Independence was agreed to is often referred to as America's birthday? To celebrate the significance of this historic day, we now have a holiday known as the Fourth of July. On the Fourth of July, Americans often celebrate our country's independence with parades and firework shows. People wear red, white, and blue and host barbeques to enjoy hotdogs and hamburgers.

ASK Students

Do you have any special traditions that you enjoy with your family, friends, or community on the Fourth of July?

(allow students to respond)

TELL Students

The Fourth of July is a day of celebration because it is the day that our great country was born. The next time you celebrate July 4th, remember the bravery, vision, and determination of our Founders and the American colonists who brought the United States to life.



Fireworks are in full display on July 4th, the day we celebrate America's independence from British rule.

The Declaration of Independence - 3rd Grade

Founders Matching Game

objective

To understand the contributions of the Founders to the Declaration of Independence and the formation of the United States.

materials

1. pictures or illustrations of Founders (e.g., Thomas Jefferson, Benjamin Franklin, John Adams)
2. names of Founders written on separate note cards
3. large poster board or whiteboard

introduction

1. Divide the class into small groups or pairs.
2. Place the pictures or illustrations of Founders on one side of the classroom or area.
3. Scatter the cards with the names of the Founders on the other side.
4. Explain to the students that they will be playing a matching game to match the names of the Founders with their corresponding pictures.
5. Encourage students to work together to discuss and match the names with the correct pictures.
6. Once all the matches are made, review each pair of Founders and their contributions.
7. Allow students to share any interesting facts they know about each Founder.
8. Encourage students to remember the important roles these Founders played in American history.

The Declaration of Independence - 3rd Grade

Review

Instruction: Read each question and answer set carefully. Circle the correct answer.

1. What does the term "way of life" refer to in the text?
 - a) a person's age
 - b) the conditions of a living thing
 - c) the manner in which someone lives
 - d) a person's favorite activities
2. What event sparked the fights in Lexington and Concord?
 - a) the Declaration of Independence
 - b) the Battle of Bunker Hill
 - c) the British soldiers taking away colonists' weapons
 - d) the Boston Tea Party
3. What was the outcome of the American Revolution?
 - a) the formation of the United States of America as an independent nation
 - b) the annexation of the 13 colonies by Britain
 - c) the establishment of British rule over the colonies
 - d) the dissolution of the Continental Congress
4. Who are referred to as the "Founders" in the text?
 - a) the first settlers of America
 - b) the British government
 - c) individuals who played key roles in establishing the United States
 - d) the leaders of the British Parliament

5. Which Founder took the lead in writing the Declaration of Independence?
- a) George Washington
 - b) Thomas Jefferson
 - c) Benjamin Franklin
 - d) John Adams
6. What important decision did the Second Continental Congress make on July 4, 1776?
- a) the drafting of the United States Constitution
 - b) the agreement upon a final version of the Declaration of Independence
 - c) the declaration of war against Britain
 - d) the establishment of the Continental Army
7. What does the phrase "all men are created equal" mean in the Declaration of Independence?
- a) every person has the same abilities
 - b) every person has equal worth and importance
 - c) only men have rights
 - d) only certain individuals have rights
8. Who gives humans their rights?
- a) the government
 - b) God
 - c) the Founders
 - d) the President
9. What rights did God give to humans?
- a) the right to drive
 - b) the right to vote
 - c) the right to life, liberty, and the pursuit of happiness
 - d) the right to own property
10. What holiday celebrates the day the Declaration of Independence was agreed upon?
- a) Memorial Day
 - b) Independence Day (Fourth of July)
 - c) Labor Day
 - d) Thanksgiving Day

The Declaration of Independence - 3rd Grade

Review Answer Key

1. c) The manner in which someone lives
2. c) The British soldiers taking away colonists' weapons
3. a) The formation of the United States of America as an independent nation
4. c) Individuals who played key roles in establishing the United States
5. b) Thomas Jefferson
6. b) The agreement upon a final version of the Declaration of Independence
7. b) Every person has equal worth and importance
8. b) God
9. c) The right to life, liberty, and the pursuit of happiness
10. b) Independence Day (Fourth of July)

The Declaration of Independence

Resource List

- 01 <https://www.loc.gov/item/today-in-history/april-19/>
- 02 <https://www.nps.gov/mima/learn/historyculture/the-militia-and-minute-men-of-1775.htm>
- 03 <https://www.history.com/topics/american-revolution/battles-of-lexington-and-concord>
- 04 <https://www.nps.gov/inde/learn/historyculture/resources-declaration-secondcontinentalcongress.htm>
- 05 <https://www.history.com/news/thomas-paine-common-sense-revolution>
- 06 <https://www.nps.gov/inde/learn/historyculture/resources-declaration-secondcontinentalcongress.htm>
- 07 <https://www.monticello.org/thomas-jefferson/brief-biography-of-jefferson/>
- 08 Monticello: The Official Guide to Thomas Jefferson’s World
- 09 <https://www.nps.gov/inde/learn/education/classrooms/resources-declarationoverview.htm>
- 10 <https://www.archives.gov/founding-docs/declaration/what-does-it-say>
- 11 <https://www.nps.gov/inde/learn/education/classrooms/resources-declarationoverview.htm>
- 12 <https://www.archives.gov/founding-docs/declaration-transcript>
- 13 <https://www.monticello.org/slavery/paradox-of-liberty/thomas-jefferson-liberty-slavery/jefferson-and-the-enlightenment/the-declaration-of-independence/>
- 14 <https://www.loc.gov/exhibits/creating-the-united-states/interactives/declaration-of-independence/equal/index.html>
- 15 <https://www.archives.gov/founding-docs/signers-factsheet>

