

A Children's Book for the Declaration of Independence

Assignment – 80 Points, Due _____

1. Create a Children's Book to help explain the importance of the Declaration of Independence.
2. Your Children's Book will have a cover and the following pages.
 - Cover: Include a title and illustrations
 - Page 1: Background on and analysis of the Declaration of Independence
 - Use the paragraph guides to help you create this page.
 - Pages _____: Analysis of quotes from the Declaration of Independence
 - Each page will have
 - A quote from the Declaration
 - A paraphrase and analysis of the quote
 - Illustrations to help explain the quote.
 - Page 6: About the Author
3. Make sure your book is colorful, illustrated and appealing to a child.
 - Your audience is a 4th grader who needs to learn the importance of the Declaration of Independence.
 - Write in the third person, past tense
4. Grade:
 - See Attached Rubric
 - You will be graded on
 - ❖ Title Page and Illustrations
 - ❖ Introduction and Analysis of the Declaration
 - ❖ Analysis of Quotes from the Declaration of Independence
 - ❖ Illustrations of Quotes from the Declaration of Independence
 - ❖ Overall understanding of the importance of the Declaration of Independence in American history and creativity in explaining the Declaration.

Optional:

Dedication:
I dedicate my Declaration of Independence Children's book to
Because

Book	<u>Great</u>	<u>Good</u>	<u>Fair – needed work</u>
Title page and Introduction	<ul style="list-style-type: none"> ▪ The title was clever, kid friendly, colorful, and illustrated ▪ The introduction fully and clearly explained background on the Declaration of Independence ▪ Excellent Analysis of Declaration. ▪ Understandable, interesting and fun for a child. It was illustrated, clever and unique ▪ Followed proper paragraph structure 	<ul style="list-style-type: none"> ▪ The title was kid friendly, ok illustrations ▪ The introduction needed to better explain background on the Declaration ▪ Needed more analysis of the Declaration ▪ Needed to be more clear to a child ▪ Introduction illustrations ok ▪ Most followed proper paragraph structure, parts unclear 	<ul style="list-style-type: none"> ▪ The title was ok ▪ The title page needed to be more colorful/illustrated ▪ Needed more information and to better explain background/ analysis of the Declaration • Needed to be illustrated ▪ Needed to be written more for a child, follow structure ▪ Paragraphs unclear, hard to follow, disorganized
Quotes and meanings	<ul style="list-style-type: none"> ▪ You had ___ quotes from the Declaration of Independence ▪ You accurately, clearly paraphrased the Declaration in our own words ▪ You fully explained the meaning and the importance of the quotes in your own words ▪ Your explanations were clever and understandable for kids ▪ The page was interesting and appealing to a child 	<ul style="list-style-type: none"> ▪ You had __ quotes from the Declaration of Independence ▪ You paraphrased the Declaration – most were clear and accurate ▪ A few of the paraphrased quotes were unclear ▪ In most parts explained the meaning of the quotes in your own words ▪ Some explanations needed more information and explanation ▪ Needed to appeal to a child more 	<ul style="list-style-type: none"> ▪ You needed __ quotes from the Declaration of Independence ▪ Your paraphrased quotes needed to be more in your own words or were not clear ▪ You needed to explain the meaning the quotes better ▪ You needed to make the explanations more kid friendly ▪ Unclear, confusing sentences
Illustrations	<ul style="list-style-type: none"> ▪ Your pictures were fun/ interesting for a child ▪ Your pictures illustrated the quote’s meaning and helped tell the story of the Declaration ▪ Colorful, neat, and clever ▪ Went beyond printing, but had explanations and your own touch 	<ul style="list-style-type: none"> ▪ Your pictures were interesting for a child ▪ Some pictures illustrated the quote’s meaning ▪ Needed to tell the story of the Declaration better ▪ Needed more of your own touch/a little more effort 	<ul style="list-style-type: none"> ▪ Your pictures needed to appeal to a child ▪ Your pictures needed to illustrate the quote’s meaning better ▪ Needed more effort and needed to relate to the meaning of the Declaration better, unclear
Spelling/ grammar	No mistakes	A few mistakes	Mistakes
Total - 80	Name _____	Per. _____	Points/Grade _____

Paragraph 1: Background Information: Historical Context

<p>Green: Go. Begin like you are starting a children's book.</p>	<p><i>Sample: Once upon a time, the 13 Colonies in North America wanted to break away from Britain the horrible king.</i></p> <p>Think of your own:</p>
<p>Yellow: Slow Down:</p> <ul style="list-style-type: none"> Patriots vs. the king <p>Red: Examples Why did the 13 Colonies want to break from Britain? Ideas:</p> <ul style="list-style-type: none"> Taxation with out Rep. Violence against colonists like Boston Mas. Or Lexington and Concord Quartering Act Proclamation Line Writs of Assistance (searches of ships) Intolerable Acts (specific laws) 	<p>Background: Answer with complete sentences.</p> <p>Yellow: Who were the Patriots?</p> <p>Who was the king of Britain?</p> <p>Red – Example: The Patriots called the king and Britain tyrants for many reasons. For example, they complained about</p> <p>Red - Elaborate: This showed British tyranny because</p> <p>Red – Example: The Patriots also criticized</p> <p>Red - Elaborate: This showed British tyranny because</p>
<p>Green: Concluding Sentence</p>	<p>For these reasons, the Patriots</p>

Paragraph 2: Background Information on the Declaration of Independence

<p>Green: Go. State the Declaration of Independence cut ties with Britain.</p>	<p><i>Sample: The Second Continental Congress approved the Declaration of Independence to cut ties with Britain.</i></p> <p>Think of your own:</p>
<p>Yellow: Slow Down What was the second Continental Congress?</p> <p>Red:</p> <ul style="list-style-type: none"> The Committee of Five Main Author City/Building debate and voting took place Date Second Continental Congress Approved Declaration <p>Red Elaborate</p> <ul style="list-style-type: none"> The <u>main purpose</u> 	<p>Yellow: The Second Continental Congress was</p> <p>Red - Explain: The Committee of Five consisted of</p> <p>The main author</p> <p>The debate and voting took place</p> <p>The Congress approved</p> <p>Red – Elaborate:</p> <p>The main purpose of the Declaration of Independence was</p>
<p>Green: Concluding Sentence</p>	

Paragraph 3: Analysis of the Declaration of Independence

<p>Green: Go. Big Ideas in the Declaration of Independence</p>	<p><i>Sample: The Declaration of Independence had several big, important ideas for the creation of America.</i></p> <p>Think of your own:</p>
<p>Yellow: Slow Down</p> <p>Red: Elaborate and Explain</p>	<p>Yellow: The first big idea was Natural Rights.</p> <p>Red: This idea stated</p> <p>The Declaration said, “We hold these truths to be self-evident, that all men are created equal . . .” This explains the idea of Natural Rights because</p> <p>Yellow: Another important idea in the Declaration was the social contract.</p> <p>Red: This meant</p> <p>The Declaration said, “Governments are instituted among Men, deriving their just powers from the consent of the governed . . .” This explains the Social Contract because</p> <p>Yellow: Finally, one major part of the Declaration was a list of complaints against the king and parliament.</p> <p>Red: The Declaration stated Britain promoted, “the establishment of an absolute Tyranny over these States.” One complaint about British tyranny was</p> <p>Another complaint was</p>
<p>Green: Concluding Sentence</p>	

Paragraph 3: Big Ideas in the Declaration of Independence

- Use leave in/out to summarize the important parts of the big ideas in the Declaration. Write the ideas in the frame paragraph for paragraph 3 in your own words.

Natural Rights

- ❖ One big idea in the Declaration was natural rights.
- ❖ Natural rights stated that all people should be treated equally by the government. Laws should be applied to all citizens equally.
- ❖ Also, the basic rights all people have cannot be taken away, especially by the government.
- ❖ Such rights included living life without fear of an intimidating and hostile government.
- ❖ Natural rights also included the right of a person to create their own happiness by having the freedom to choose the path of their own lives, including things like where to live and what job to do.

Social Contract

- ❖ The natural rights of the people must be enforced by a social contract with the government.
- ❖ The social contract stated that in exchange for giving the government the power to rule over us, that government must protect our rights. This agreement was like a contract with the government.
- ❖ The government must get the power to rule from the consent of the people. Only the people can give the government permission to rule a country.
- ❖ If the government does not protect the people's rights, or worse, takes away the liberties enjoyed by the people, then the citizens of a country can change or abolish (end) the government.
- ❖ The people have a right to choose new rulers if the government does not follow the social contract.

Complaints against the king and parliament

- ❖ Most of the Declaration of Independence were complaints against the king to prove that he was a tyrant.
- ❖ The complaints of the colonists showed the king has broken the social contract!
- ❖ The complaints showed that the colonies anger with Britain meant they were willing to break away and start a new nation.
- ❖ One complaint was the presence of British soldiers in the colonies following the French and Indian War
- ❖ This "standing army" was supposed to protect people, but many colonists suspected it really was meant to limit their freedom and control them.
- ❖ The complaints also included taxation without consent and the cancellation of elected governments in colonies.
- ❖ The Declaration was written after the Revolutionary War had begun. Several battles had already occurred. This led Jefferson in the Declaration to accuse the king of attacking the colonies and destroying the lives of the people.
- ❖ To the Patriots, the list of complaints and the cruel treatment by the king made him unacceptable to be the ruler of a free people.
- ❖ The king and parliament proved that the British government was unfit to rule a civilized nation.

Rough Draft: Analysis of 4 quotes from The Declaration of Independence (Add illustrations to your final book)

Quote 1:

“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 . . . entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.”

Paraphrased:

This quote means:

Key Words/Phrases:

- When in the Course of human events – throughout history
- dissolve – end
- political bands – ties to another country
- assume among the powers of the earth – become an independent nation
- station - power
- Laws of Nature – accepted laws, normal rules
- entitle – allow
- declare - explain
- impel - force

Quote 2:

“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 abolish it, and to institute new Government . . .”

Paraphrased:

This quote means:

Key Words/Phrases:

- Self-evident – obvious
- endowed – given
- Creator – God/Supreme Being
- unalienable – undeniable (can’t be taken away)
- instituted – made; created
- deriving – getting
- just – fair
- consent – approval
- governed – the people
- ends – goals, rights
- alter – change
- abolish - end

Quote 3:

“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.

Pick 1 or 2:

“For Quartering large bodies of armed troops among us:”

“For imposing Taxes on us without our Consent.”

“For taking away our Charters, abolishing our most valuable laws . . .”

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

Paraphrased:

This quote means:

Key Words/Phrases:

- Injuries – abuses, humiliations
- Usurpations – attempts to take power, take authority away from the colonies
- object - goal
- establishment – creation
- submitted – given
- candid – honest, truthful, open
- Representative Houses – governments
- Consent – approval
- Abolishing – ending
- Plundered – stolen, raided
- Ravaged – destroyed
- imposing - putting

Quote 4:

“Our repeated Petitions have been answered only with 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. . . We, therefore, the Representatives of the united states of America . . . do, in the Name . . . 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 . . .”

Paraphrased:

This quote means:

Key Words/Phrases:

- Petitions – Letters
- injuries – insults, rejection
- solemnly – seriously, earnestly
- publish – write
- declare – say crown – government, king
- allegiance – loyalty
- absolved – forgiven, released from
- crown – government, king
- dissolved - ended

Rough Draft:

About the Author:
Is a world-famous writer of children's books
Other books to their credit include
They was educated in
Today, the author lives with their family in

