#### 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 4<sup>th</sup> 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	Great	Good	<u>Fair – needed work</u>
Title page and Introduction	<ul> <li>The title was clever, kid friendly, colorful, and illustrated</li> <li>The introduction fully and clearly explained background on the Declaration of Independence</li> <li>Excellent Analysis of Declaration.</li> <li>Understandable, interesting and fun for a child. It was illustrated, clever and unique</li> <li>Followed proper paragraph structure</li> </ul>	<ul> <li>The title was kid friendly, ok illustrations</li> <li>The introduction needed to better explain background on the Declaration</li> <li>Needed more analysis of the Declaration</li> <li>Needed to be more clear to a child</li> <li>Introduction illustrations ok</li> <li>Most followed proper paragraph structure, parts unclear</li> </ul>	<ul> <li>The title was ok</li> <li>The title page needed to be more colorful/illustrated</li> <li>Needed more information and to better explain background/ analysis of the Declaration</li> <li>Needed to be illustrated</li> <li>Needed to be written more for a child, follow structure</li> <li>Paragraphs unclear, hard to follow, disorganized</li> </ul>
Quotes and meanings	<ul> <li>You had quotes from the Declaration of Independence</li> <li>You accurately, clearly paraphrased the Declaration in our own words</li> <li>You fully explained the meaning and the importance of the quotes in your own words</li> <li>Your explanations were clever and understandable for kids</li> <li>The page was interesting and appealing to a child</li> </ul>	<ul> <li>You had quotes from the Declaration of Independence</li> <li>You paraphrased the Declaration – most were clear and accurate</li> <li>A few of the paraphrased quotes were unclear</li> <li>In most parts explained the meaning of the quotes in your own words</li> <li>Some explanations needed more information and explanation</li> <li>Needed to appeal to a child more</li> </ul>	<ul> <li>You needed quotes from the Declaration of Independence</li> <li>Your paraphrased quotes needed to be more in your own words or were not clear</li> <li>You needed to explain the meaning the quotes better</li> <li>You needed to make the explanations more kid friendly</li> <li>Unclear, confusing sentences</li> </ul>
Illustrations	<ul> <li>Your pictures were fun/ interesting for a child</li> <li>Your pictures illustrated the quote's meaning and helped tell the story of the Declaration</li> <li>Colorful, neat, and clever</li> <li>Went beyond printing, but had explanations and your own touch</li> </ul>	<ul> <li>Your pictures were interesting for a child</li> <li>Some pictures illustrated the quote's meaning</li> <li>Needed to tell the story of the Declaration better</li> <li>Needed more of your own touch/a little more effort</li> </ul>	<ul> <li>Your pictures needed to appeal to a child</li> <li>Your pictures needed to illustrate the quote's meaning better</li> <li>Needed more effort and needed to relate to the meaning of the Declaration better, unclear</li> </ul>
Spelling/	No mistakes	A few mistakes	Mistakes
grammar Total 80	Namo	Por	Points/Grada
Total - 80	Name	Per	Points/Grade

Page1: Introduction to the Declaration of Independence

Green: Go.	Sample: Once upon a time, the 13 Colonies in North America wanted to break
Begin like you are	away from Britain the horrible king.
starting a children's	Think of your own:
book.	
Vallouu	Deskarsundu Answer with semalete conteness
Yellow:	Background: Answer with complete sentences.
Slow Down:	Yellow: Who were the Patriots?
Patriots vs. the	
king	
	Who was the king of Britain?
Red: Examples	<b>Red – Example</b> : The Patriots called the king and Britain tyrants for many
Why did the 13	reasons. For example, they complained about
Colonies want to	
break from Britain?	
Ideas:	
Taxation with	
out Rep.	Red - Elaborate: This showed British tyranny because
Violence against	
colonists like	
Boston Mas. Or	
Lexington and	
Concord	Red – Example: The Patriots also criticized
Quartering Act	· · · · · · · · · · · · · · · · · · ·
Proclamation	
Line	
Writs of	
Assistance	Red - Elaborate: This showed British tyranny because
(searches of	
ships)	
Intolerable Acts	
(specific laws)	
Green: Concluding	For these reasons, the Patriots
Sentence	

**Paragraph 1**: Background Information: Historical Context

## Page1: Introduction to the Declaration of Independence

# Paragraph 2: Background Information on the Declaration of Independence

<u>Green: Go.</u>	Sample: The Second Continental Congress approved the Declaration of
State the	Independence to cut ties with Britain.
Declaration of	Think of your own:
Independence cut	
ties with Britain.	
Yellow: Slow Down	Yellow: The Second Continental Congress was
What was the	
second Continental	
Congress?	
<u>Red:</u>	Red - Explain: The Committee of Five consisted of
• The Committee of	
Five	
Main Author	The main author
	The debate and voting took place
City/Building	
debate	
and voting took	
place	
• Date Second	
Continental	The Congress approved
Congress	
Approved	
Declaration	Ded Flakerate:
Red Elaborate	Red – Elaborate:
• The <u>main</u>	The main purpose of the Declaration of Independence was
purpose	
purpose	
Green: Concluding	
<u>Sentence</u>	

Page1: Introduction to the Declaration of Independence Analysis of the Declaration of Independence

Paragraph 3: Ana	alysis of the Declaration of Independence
Green: Go.	Sample: The Declaration of Independence had several big, important ideas for the
Big Ideas in	creation of America.
the	Think of your own:
Declaration of	
Independence	
Yellow: Slow	Yellow: The first big idea was Natural Rights.
<u>Down</u>	Red: This idea stated
Down	
<u>Red:</u>	The Declaration said," "We hold these truths to be self-evident, that all men are
Elaborate and	created equal" This explains the idea of Natural Rights because
Explain	
	Yellow: Another important idea in the Declaration was the social contract.
	Red: This meant
	The Declaration said, "Governments are instituted among Men, deriving their just
	powers from the consent of the governed" This explains the Social Contract because
	Yellow: Finally, one major part of the Declaration was a list of complaints against
	the king and parliament.
	<b>Red:</b> The Declaration stated Britain promoted, "the establishment of an absolute Tyranny
	over these States." One complaint about British tyranny was
	Another complaint was
Green:	
<u>Concluding</u>	
<u>Sentence</u>	

### 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)

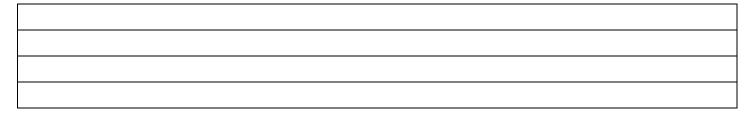
#### Quote 1:

"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:



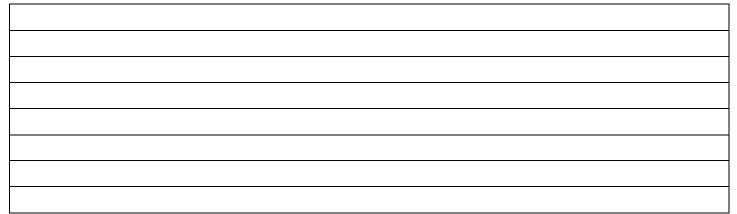
#### This quote means:



<u>Key Words/Phrases:</u> 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:

<u>Key Words/Phrases:</u> 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:

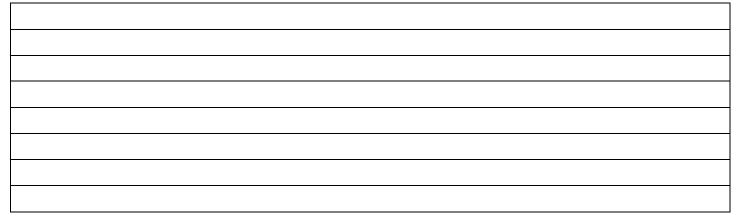
"For Quartering large bodies of armed troops among us:"

"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:

<u>Key Words/Phrases:</u> 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	