

ELA: Grade 2, Lesson 20, *The Declaration of Independence*

Lesson Focus: Student will describe the connections between a series of historical events leading to the first Fourth of July.

Practice Focus: Students will record the major events leading to the first Fourth of July in a note taker.

Objective: Students will use "The Declaration of Independence and the First Fourth of July" by Michael A. Signal to record the major events leading to the first Fourth of July with a focus on connecting the major historical events leading to America's freedom being celebrated on a national holiday through a written response.

Academic Vocabulary: Transition words, chronological

TN Standards: 2.RI.KID.1; 2.RI.KID.3

Teacher Materials:

- The Teacher Packet for ELA, Grade 2, Lesson 20
- White board or chart paper and markers
- Teacher-created morphology chart with roots and affixes

Student Materials:

- Paper, pencil, and a surface to write on
- The Student Packet for ELA, Grade 2, Lesson 20 which can be found on www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our 2nd graders out there, though everyone is welcome to tune in. This lesson is the fifth in this week's series.</p> <p>My name is ____ and I'm a ____ grade teacher in Tennessee schools. I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn't see our previous lessons, you can find them on www.tn.gov/education. You can still tune in to today's lesson if you haven't seen any of our others, but it might be more fun if you first go back and watch our other lessons, since today we'll be talking about things we learned previously.</p> <p>Today we will be learning about "The Declaration of Independence and the First Fourth of July"! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none">• Paper, pencil, and a surface to write on• The Student Packet for ELA, Grade 2, Lesson 20 which can be found on www.tn.gov/education <p>Ok, let's begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>

Intro (5 min)

In our last lesson about the Declaration of Independence, we took a closer look at the introduction and conclusion to determine how the Declaration of Independence and the Fourth of July are connected. It's time to review your answer from the independent practice. Take out your work now and compare your answer to my example.

[Show Slide 1.] **Let's read the question together. How do the introduction and conclusion help the reader understand the author's purpose in writing this article?**

- Listen as I read the example out loud. Think about the choices you made for your writing and compare it to the example.
- In the beginning of the article, the author describes the uncomfortable circumstances while writing the Declaration of Independence, including late nights, dim light, and hot air. The author described this scene to help the reader understand how much work the document actually was.
- Did you also write about how the author shows the importance of the document at the beginning? [Pause.] Did you include words and phrases from the introduction? [Pause.] Let's continue reading.
- At the end of the article, the author describes the final document being signed and rushed off to the printer and spread across the country. This describes the very first Fourth of July. This shows the author's purpose was to describe how important the document was to America's Independence Day.
- Did you also describe how its publishing at the end influenced our celebration of freedom on the Fourth of July? [Pause.] Wonderful work, scholar!

[Show Slide 2.] **All week we have really been working hard on creating a morphology chart and learning the meanings of common prefixes and suffixes. You have done an amazing job determining the meaning of unknown words by using these! Let's review all the word parts we put in our chart and their meanings!**

- **First, I want you to practice reading these word chunks so that when you recognize them in larger words, you can read them. I am going to flash a paper up, and I want you to read it. This will be like flashcards. For example, if I hold up a paper [Show Slide 3.] what would you say? [Pause.] Yes, this is the word and! Great job.**

Student will connect to learning from the previous lesson by reviewing the written response examining the introduction and conclusion of the text to understand the author's purpose in writing the article.

Students will review the morphology chart from the week with the teacher.

<ul style="list-style-type: none"> • Now, I will hold up our prefixes and suffixes and I want you to read them aloud. Stand up. [Pause.] Get Ready! • [Show Slide 4.] [Pause.] re • [Show Slide 5.] [Pause.] dis • [Show Slide 6.] [Pause.] de • [Show Slide 7.] [Pause.] un • [Show Slide 8.] [Pause.] er • [Show Slide 9.] [Pause.] ly <p>Great job! Let's do it one more time, but a little faster now.</p> <ul style="list-style-type: none"> • [Show Slide 10.] [Pause.] re • [Show Slide 11.] [Pause.] dis • [Show Slide 12.] [Pause.] de • [Show Slide 13.] [Pause.] un • [Show Slide 14.] [Pause.] er • [Show Slide 15.] [Pause.] ly <p>[Show Slide 16.] Re- this is a prefix meaning again! Redo your homework please!</p> <p>[Show Slide 17.] Dis- this is a prefix meaning not, or the opposite of. I am displeased with missing school.</p> <p>[Show Slide 18.] De- this is a prefix meaning separation, away from, or intensity. I had to defrost my car windshield this morning because I couldn't see.</p> <p>[Show Slide 19.] Un- this is a prefix meaning not, or opposite of. The boy was unkind to his friend.</p> <p>[Show Slide 20.] Er- this is a suffix meaning person who. The writer uses paper and pencil for his books.</p> <p>[Show Slide 21.] Ly- this is a suffix meaning a manner that is. The toddler didn't get a nap, so he acted badly.</p> <p>[Show Slide 22.] [Point to replay.] Do you see any prefixes? [Pause.] Let's put a box around re-. [Draw a box around re-.] What does re- mean? [Pause.] Yes, it means again. [Write again above re-.] What is the base word? [Pause.] Let's underline it. [Underline play.] So what does this word mean? [Pause.] Yes! It means [Point to play.] play [Point to re-.] again.</p> <p>[Point to disobey.] Do you see any prefixes? [Pause.] Let's put a box around dis-. [Draw a box around dis-.] What does dis- mean? [Pause.] Yes, it means not or the opposite of. [Write not above dis-.] What is the base word? [Pause.] Let's underline it. [Underline obey.] Obey means to not follow directions. So what does this word mean? [Pause.] Yes! It means [Point to dis-.] to not [Point to obey.] follow directions.</p>	<p>Students will read the word parts aloud as the teacher flashes them.</p> <p>Students will read the word parts aloud as the teacher flashes them.</p> <p>Students will review the meanings of the word parts.</p>
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<p>[Point to debone] Do you see any prefixes? [Pause.] Let's put a box around de-. [Draw a box around de-.] What does de-mean? [Pause.] Yes, it means separation, away from or intensity. [Write separate above de-.] What is the base word? [Pause.] Let's underline it. [Underline bone.] So what does this word mean? [Pause.] Yes! It means [Point to de-] separate [Point to bone.] the bone. Usually butchers debone chicken to create "boneless" chicken breasts.</p> <p>[Point to unable.] Do you see any prefixes? [Pause.] Let's put a box around un-. [Draw a box around -un-] What does -un mean? [Pause.] Yes, it means not or opposite of. [Write not above un-.] What is the base word? [Pause.] Let's underline it. [Underline able.] Able means the ability to do something. So what does this word mean? [Pause.] Yes! It means [Point to un-] not [Point to able.] having the ability to do something.</p> <p>[Point to diver.] Do you see any suffixes? [Pause.] Let's put a circle around -er. [Draw a circle around -er.] What does -er mean? [Pause.] Yes, it means a person who. [Write a person who above -er.] What is the base word? [Pause.] Let's underline it. [Underline dive.] Dive means to jump head first into water. So what does this word mean? [Pause.] Yes! It means [Point to -er.] one who [Point to dive.] jumps into water.</p> <p>[Point to speaker.] Do you see any suffixes? [Pause.] Let's put a circle around -ly. [Draw a circle around -ly.] What does -ly mean? [Pause.] Yes, it means a manner that is. [Write a manner that is above -ly.] What is the base word? [Pause.] Let's underline it. [Underline happy.] So what does this word mean? [Pause.] Yes! It means [Point to -ly.] a manner that is [Point to happy.] happy.</p>	<p>Students will determine the meaning of unknown words using prefix and suffix understanding.</p>
<p><u>Teacher Model/Read-Aloud</u> (17 min)</p> <p>[Show Slide 23.] Many events led to the United States' first Fourth of July. We will use our entire article today to describe the series of events that led up to the first Fourth of July. Before we begin, let's get our notes page ready. You will need one of your pieces of paper. Let's write 4th of July events at the top. Ready? [Pause.] 4th of July Events [Pause.] [Write this at the top of your chart paper.] Some of the events might not happen in order in our text, but we will go back later and reorder them before we write.</p> <p>[Show Slide 24.] Three men worked late into the night. They read and reread, making final changes to the document. It</p>	<p>Students will set up their note taker.</p>

<p>had to be perfect before all thirteen colonies would approve it. Thomas Jefferson had written most of the text, but John Adams and Benjamin Franklin reviewed the declaration to help make changes. They had been working for days. The candles lighting the room flickered and grew short. The summer air was hot and uncomfortable, but still the men continued.</p> <ul style="list-style-type: none"> Does this page have any information about an event that led up to the first Fourth of July? [Pause.] You're right. We didn't learn any details here, but let's keep reading! <p>[Show Slide 25.] Finally, the document was ready for the colonies' representatives to read and approve. By the afternoon of July 4th, 1776, they had done just that. The thirteen British colonies had decided not to be British anymore. They had declared their independence. America was born.</p> <ul style="list-style-type: none"> Did this page have any information about an event that led up to the first Fourth of July? [Pause.] Great! We have a date! Listen as I reread that part. By the afternoon of July 4, 1776, they had done it. The thirteen British colonies had decided not to be British anymore. They had declared independence. America was born. What happened on July 4, 1776? [Pause.] Yes, they had written the Declaration of Independence. What did this document mean for America? [Pause.] Great! It meant that they had declared independence and America was born. Let's add this event to our notes. Ready? [Pause.] First let's make a bullet point on our paper. Make a bullet point on your paper too. [Pause.] [Make a bullet point on the page.] July 4, 1776- [Pause.] [Write this on the chart paper.] Colonies accepted [Pause.] [Write this on the chart paper.] The Declaration [Pause.] [Write this on the chart paper.] Declaring independence. [Pause.] [Write this on the chart paper.] America was born [Pause.] [Write this on the chart paper.] <p>Let's keep reading. [Show Slide 26.] The British had been at war with the thirteen American colonies for over a year before the colonies declared their independence, or</p>	<p>Students will follow along as teacher reads.</p> <p>Students will determine if the section has information that needs to be added to the graphic organizer. If it does, they will add it with their teacher. If it does not, they will continue following along as the teacher reads.</p> <p>Students will follow along as teacher reads.</p> <p>Students will determine if the section has information that needs to be added to the graphic organizer. If it does, they will add it with their teacher. If it does not, they will continue following along as the teacher reads.</p>
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<p>freedom. The Battle of Lexington marked the start of the American Revolution on April 19, 1775. The colonies had fought many battles against the British army since then, and the colonists knew that they didn't want to be ruled by the king of Britain anymore. But it still took fifteen months for the colonies to declare their independence.</p> <ul style="list-style-type: none"> • Did this page have any information about an event that led up to the first Fourth of July? [Pause.] Great! I see another date! • Listen as I reread that part. The Battle of Lexington marked the start of the American Revolution on April 19, 1775. • Let's add this to our notes. Ready? [Pause.] • Make another bullet point. [Pause.] [Make another bullet point on the chart.] • April 19, 1776- [Pause.] [Write this on the chart paper.] • The American Revolution [Pause.] [Write this on the chart paper.] • Began with the [Pause.] [Write this on the chart paper.] • Battle of Lexington [Pause.] [Write this on the chart paper.] <p>Let's keep reading. [Show Slide 27.] Not long before, the colonies had established a Continental Congress. The Continental Congress was made up of delegates from each of the thirteen colonies and served as the government. For years, the colonies had been displeased with the way the British had forced them to follow laws they didn't approve. One of the most important issues to the colonies was something called "taxation without representation." The British government taxed many goods, such as tea, without asking the colonists for permission. The British government made lots of other rules that the colonies had to follow, and the colonies couldn't do anything about it.</p> <ul style="list-style-type: none"> • Did this page have any information about an event that led up to the first Fourth of July? [Pause.] This one was kind of hard, but it did include some time words. • Listen as I read the sentence again. "Not long before, the colonies had established a Continental Congress." Did you hear a word that might tell me about a time? [Pause.] Yes! Before! • Hmm, this said "not long before." What did we just write on our chart? [Pause.] Yes, we wrote about the Battle of Lexington. 	<p>Students will follow along as the teacher reads.</p> <p>Students will determine if the section has information that needs to be added to the graphic organizer. If it does, they will add it with their teacher. If it does not, they will continue following along as the teacher reads.</p> <p>Students will follow along as teacher reads.</p> <p>Students will determine if the section has information that needs to be added to the graphic organizer. If it does, they will add it with their teacher. If it does not, they will continue following along as the teacher reads.</p>
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<ul style="list-style-type: none"> • Do you think “not long before” might be talking about this? [Pause.] Yes! I think so too. Let’s add that to our chart. We will be sure to use the word from the text, “before.” Ready? [Pause.] • Make another bullet point. [Pause.] [Make another bullet point on the chart.] • Before the revolution, [Pause.] [Write this on the chart paper.] • The colonies established [Pause.] [Write this on the chart paper.] • The Continental Congress [Pause.] [Write this on the chart paper.] • Do you remember what the Continental Congress’ job was? [Pause.] Let’s reread that part as you listen for what their job was. “The Continental Congress was made up of delegates from each of the thirteen colonies and served as the government.” • What did this group of delegates do? [Pause.] Yes, they were like the government. Let’s add that to this part too. • To serve as [Pause.] [Write this on the chart paper.] • Their government. [Pause.] [Write this on the chart paper.] <p>Excellent! Let’s keep reading. [Show Slide 28.] In 1775, the Continental Congress sent a petition to the British King. It listed the ways that the colonies thought Britain had treated them unfairly. The Continental Congress hoped that the King and the colonies could reach an agreement and that would make both sides happy. But the king ignored the petition.</p> <ul style="list-style-type: none"> • Did this page have any information about an event that led up to the first Fourth of July? [Pause.] Yes! I see another date! • So what happened in 1775? [Pause.] Yes, the Continental Congress sent a petition to the King. • That petition listed the ways the colonies thought that Britain had treated them unfairly. • Was the petition successful? [Pause.] No! The king ignored it! • Let’s add this to our chart. Ready? [Pause.] • Make another bullet point. [Pause.] [Make another bullet point on the chart.] • 1775- [Pause.] [Write this on the chart paper.] • Continental Congress [Pause.] [Write this on the chart paper.] • Sent a petition [Pause.] [Write this on the chart paper.] 	<p>Students will follow along as teacher reads.</p> <p>Students will determine if the section has information that needs to be added to the graphic organizer. If it does, they will add it with their teacher. If it does not, they will continue following along as the teacher reads.</p>
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<ul style="list-style-type: none"> • To the king [Pause.] [Write this on the chart paper.] • That was ignored. [Pause.] [Write this on the chart paper.] <p>[Show Slide 29.] After this, the colonies were sure that the only way forward was to gain their independence from Britain. The Continental Congress selected five men to draft a document declaring America's freedom. The men all agreed that Thomas Jefferson, who had been a lawyer in Virginia, should be the main writer of the Declaration of Independence.</p> <ul style="list-style-type: none"> • Did this page have any information about an event that led up to the first Fourth of July? [Pause.] Well I didn't see a date, but did you hear any words that might indicate time? [Pause.] Great! After. • Hmmm. After this, the colonies were sure that the only way forward was to gain their independence from Britain. • What did we just write on our chart? [Pause.] Yes, the king ignored the petition. Do you think this is the event they are talking about? [Pause.] Yes, I do too. • Let's add that to our chart. We will be sure to use the word after from the text. Ready? [Pause.] • Make another bullet point. [Pause.] [Make another bullet point on the chart.] • After the king [Pause.] [Write this on the chart paper.] • Ignored the petition, [Pause.] [Write this on the chart paper.] • Now, what did happen after the king ignored the petition? [Pause.] Listen as I reread that part. "The Continental Congress selected five men to draft a document declaring America's freedom." • What did they do? [Pause.] Yes, they selected men to draft a document declaring their freedom. • What document was it? [Pause.] Yes! The Declaration of Independence! Let's add that to our chart after the sentence starter we have already started. "After the king ignored the petition," • The Continental Congress [Pause.] [Write this on the chart paper.] • Selected 5 men [Pause.] [Write this on the chart paper.] • To write the [Pause.] [Write this on the chart paper.] • Declaration of Independence [Pause.] [Write this on the chart paper.] 	<p>Students will follow along as teacher reads.</p> <p>Students will determine if the section has information that needs to be added to the graphic organizer. If it does, they will add it with their teacher. If it does not, they will continue following along as the teacher reads.</p>
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<p>Excellent! Let's keep reading. [Show Slide 30.] Jefferson worked on the Declaration of Independence for weeks. The Continental Congress wanted the declaration to state exactly why America should break its ties with Britain. They wanted a document they could show to the American people and even to people in other countries. The Congress wanted the declaration to help Americans join together against Britain. They also wanted other countries to recognize the colonies' freedom and treat America like its own country, not like part of Britain.</p> <ul style="list-style-type: none"> • Did this page have any information about an event that led up to the first Fourth of July? [Pause.] No, I didn't think so either. This part described why they wanted a document. Let's keep reading. <p>[Show Slide 31.] Thomas Jefferson felt just as strongly about independence as the rest of The Continental Congress. He toiled day and night to get every word just right. He ended up writing the Declaration of Independence in four parts. The first part is called the Preamble. He wrote it as an introduction to explain the purpose of the declaration. Jefferson used the next part to list the rights that all people should have. In this part, Jefferson explained that if the government tried to take these rights away from the people, the people should change the government.</p> <ul style="list-style-type: none"> • Did this page have any information about an event that led up to the first Fourth of July? [Pause.] No, I didn't think so either. This part described some of the parts of the Declaration of Independence. Let's keep reading. <p>[Show Slide 32.] Jefferson wrote the third part of the declaration to show exactly why the colonies were upset with Britain. He listed many of the ways that Britain had treated the colonies unfairly. He also described how the colonies tried to work with the King of Britain to settle the problems. Lastly, in the final section, Jefferson wrote that that the colonies should now be treated just like any other independent country.</p> <ul style="list-style-type: none"> • Did this page have any information about an event that led up to the first Fourth of July? [Pause.] No, I didn't either. This part described some of the parts of the Declaration of Independence. Let's keep reading. <p>[Show Slide 33.] On July 4, 1776, the final version of the Declaration of Independence was complete. Thomas</p>	<p>Students will follow along as teacher reads.</p> <p>Students will determine if the section has information that needs to be added to the graphic organizer. If it does, they will add it with their teacher. If it does not, they will continue following along as the teacher reads.</p> <p>Students will follow along as the teacher reads.</p> <p>Students will determine if the section has information that needs to be added to the graphic organizer. If it does, they will add it with their teacher. If it does not, they will continue following along as the teacher reads.</p> <p>Students will follow along as the teacher reads.</p> <p>Students will determine if the section has information that needs to be added to the graphic organizer. If it does, they will add it with their teacher. If it does not, they will continue following along as the teacher reads.</p>
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<p>Jefferson, John Adams, Ben Franklin, and the other delegates had created a new nation.</p> <ul style="list-style-type: none"> • Did this page have any information about an event that led up to the first Fourth of July? [Pause.] Yes! I saw a date! • What was the date? [Pause.] Oh... July 4, 1776. • Do we have this date on our chart? [Pause.] Yes, we do. Let's read to see if the event is the same or if we need to add anything new. • Our chart says July 4, 1776- colonies accepted the Declaration declaring independence. America was born. • This page says: On July 4, 1776, the final version of the Declaration of Independence was complete. Are these two things the same? [Pause.] Yes, they are saying the same thing, so we don't need to add this to our chart! <p>[Show Slide 34.] As soon as the Continental Congress agreed to the Declaration of Independence, the president of the Continental Congress, John Hancock, signed his name to it. Eventually, Adams, Jefferson, Franklin, and fifty-two other patriots also signed the Declaration of Independence. It was rushed off to a printer so copies could be spread across the new country.</p> <ul style="list-style-type: none"> • Did this page have any information about an event that led up to the first Fourth of July? [Pause.] This one doesn't have a date, but it has time words. Listen as I read that part. • As soon as the Continental Congress agreed to the Declaration of Independence, the president of the Continental Congress, John Hancock, signed his name to it. • Did you hear a word or phrase that might indicate time? [Pause.] Yes! As soon as. • As soon as they agreed, the congress signed the petition. Then what happened? [Pause.] Good, they sent it to a printer so they could share it across the new county. Let's add this to our chart. We will be sure that we use the phrase "as soon as" in our chart. • Make another bullet point. [Pause.] [Make another bullet point on the chart.] • As soon as [Pause.] [Write this on the chart paper.] • They signed the declaration [Pause.] [Write this on the chart paper.] • They printed copies [Pause.] [Write this on the chart paper.] 	<p>Students will follow along as teacher reads.</p> <p>Students will determine if the section has information that needs to be added to the graphic organizer. If it does, they will add it with their teacher. If it does not, they will continue following along as the teacher reads.</p> <p>Students will follow along as teacher reads.</p> <p>Students will determine if the section has information that needs to be added to the graphic organizer. If it does, they will add it with their teacher. If it does not, they will continue following along as the teacher reads.</p>
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<ul style="list-style-type: none"> • To share. [Pause.] [Write this on the chart paper.] <p>[Show Slide 35.] However, the fighting with England continued for seven more years. Finally, Britain would lose the war and accept America as a free country. Even though the war didn't end until September 3, 1783, July 4th, 1776 will always be America's Independence Day.</p> <ul style="list-style-type: none"> • Did this page have any information about an event that led up to the first Fourth of July? [Pause.] Yes! This part has lots of information. Let's take it slowly. • First, did the Declaration automatically stop Britain from fighting with America? [Pause.] No, it didn't. • How long did they continue to fight? [Pause.] Yes! 7 years. Let's add this to our chart. • Make another bullet point. [Pause.] [Make another bullet point on the chart.] • After the copies [Pause.] [Write this on the chart paper.] • Were shared [Pause.] [Write this on the chart paper.] • England and America [Pause.] [Write this on the chart paper.] • Continued fighting [Pause.] [Write this on the chart paper.] • For seven years [Pause.] [Write this on the chart paper.] • Ok, let's keep reading. Listen for: when did the war end? Finally, Britain would lose the war and accept America as a free country. Even though the war didn't end until September 3, 1783. • When did the war end? [Pause.] Yes, September 3, 1783. Let's add that to our chart. • Make another bullet point. [Pause.] [Make another bullet point on the chart.] • The war ended [Pause.] [Write this on the chart paper.] • On September 3 [Pause.] [Write this on the chart paper.] • 1783 [Pause.] [Write this on the chart paper.] • The last part of the article says, "July 4, 1776 will always be America's Independence day." We already have this date on our chart, but I love the way this phrase sums up our answer. Let's add it to our chart. • Make another bullet point. [Pause.] [Make another bullet point on the chart.] • July 4, 1776 [Pause.] [Write this on the chart paper.] • Will always be [Pause.] [Write this on the chart paper.] 	<p>Students will follow along as teacher reads.</p> <p>Students will determine if the section has information that needs to be added to the graphic organizer. If it does, they will add it with their teacher. If it does not, they will continue following along as the teacher reads.</p>
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<ul style="list-style-type: none"> America's Independence Day. [Pause.] [Write this on the chart paper.] 	
<p>Guided Practice (4 min)</p> <p>When we retell or rewrite events, often we will use transition words. These are useful to help the reader keep track of the events. Here are some transition words we might use as we retell the events that led to the first Fourth of July. [Show Slide 36.]</p> <ul style="list-style-type: none"> Beginning- first, at first, in the beginning, before Middle- next, then, also, later, suddenly End- last, finally, in the end, eventually <p>When you retell the events that led to the first Fourth of July later in your writing, you will want to make sure you are using complete sentences with transition words. Remember, complete sentences have a subject and a verb.</p> <p>[Show events chart. See Slide 37 for correct sequence.] We have taken lots of notes about the first Fourth of July. Let's review the notes together.</p> <ul style="list-style-type: none"> Hmmm... The events on our chart are not in chronological order. That's a big word! What does chronological mean? [Pause.] Chronological means starting with the event that happened first and following the order in which they occurred. As an example, I can talk about my morning. First, I heard my alarm and then got out of bed. Next, I brushed my teeth, and then I ate my breakfast. Finally, I got dressed for the day. That is in order from what happened first, and then the next thing, and the next thing. I couldn't say that I brushed my teeth first and then heard my alarm to wake me up. That would mean that I brushed my teeth in the bed while I was sleeping! How silly! That would be out of chronological order. I have to start with the first thing and go in order of how things happened. So it should be "first, I heard my alarm and then got out of bed. Next, I brushed my teeth." Right now, the events on our note-taker are not in chronological order. We need to fix it so that our written response that we write later will make sense. We need to mark our note-taker so that we know which event was first, then which happened next, and what happened after that, and after that, until we get to the end. 	<p>Students will quickly learn about transition words they can use in their writing.</p> <p>Students will review their notes from their note-taker to get ready to rewrite the events leading to the first Fourth of July.</p>

<ul style="list-style-type: none"> • [Display events chart.] Let's scan our chart to find the first event. What should you look for when trying to determine which event came first? [Pause.] Dates will help, and we can also use transition words to help us. Which event came first? [Pause.] Here is a hint, it uses the transition word before. [Pause.] Yes! Before the revolution started, the colonies established the Continental Congress to serve as their government. We are going to number each event to help us during our writing later. Write a number 1 next to the bullet for "Before the revolution started, the colonies established the Continental congress to serve as their government." [Write a number 1 next to "Before the revolution started, the colonies established the Continental congress to serve as their government."] • What happened next? [Pause.] Excellent! 1775- Continental Congress sent petition to the King that was ignored. The date helped us determine that it came next. Let's write a 2 next to this bullet. [Write a 2 next to "1775- Continental Congress sent petition to the King that was ignored."] • What happened next? [Pause.] Excellent thinking! That transition word – after – really helped us figure this out. After the king ignored the petition, the Continental Congress selected 5 men to write the Declaration of Independence. Write a 3 next to this bullet. [Write a 3 next to "After the king ignored the petition, the Continental Congress selected 5 men to write the Declaration of Independence."] • What happened next? [Pause.] Perfect! April 19, 1776- The American Revolution began with the Battle of Lexington. Write a 4 next to it. [Write a 4 next to "April 19, 1776- The American Revolution began with the Battle of Lexington."] • What happened next in our chronological order? [Pause.] Yes! The date helped us out again. July 4, 1776- Colonies accepted the declaration declaring independence. America was born. Write a 5 next to it. [Write a 5 next to "July 4, 1776- Colonies accepted the declaration declaring independence. America was born."] • What was the next event? [Pause.] Correct! As soon as they signed the declaration, they printed copies to share. Write a 6 next to it. [Write a 6 next to "As soon as they signed the declaration, they printed copies to share."] 	
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<ul style="list-style-type: none"> • What happened next? [Pause.] Yes! After the copies were shared, England and America continued fighting for seven years. Write a 7 next to that bullet. [Write a 7 next to "After the copies were shared, England and America continued fighting for seven years."] • What happened next? [Pause.] The war ended on September 3, 1783. Write the number 8 next to it. [Write 8 next to "The war ended on September 3, 1783."] • Finally, what was the ending result? [Pause.] Absolutely! July 4, 1776 will always be America's Independence Day. Write a 9 next to the final bullet. [Write a 9 next to "July 4, 1776 will always be America's Independence Day."] <p>Excellent work, friend! Now you can use your note-taker when it is time to write about the events. Be certain to organize your writing in chronological order using the numbering system you just completed.</p>	
<p>Independent Work (2 min)</p> <p>Now it's your turn to demonstrate your understanding of <i>The Declaration of Independence</i>. You will respond to a question by writing the answer on a piece of paper. You need to write your answer in complete sentences. Remember, a complete sentence has a subject and a verb. It is a complete thought. For today's written response, you will also use transition words.</p> <p>I will read the question twice, so you will have time to write it down. [Show Slide 38.] Many events led to the United States' first Fourth of July. Use the text, "The Declaration of Independence and the first Fourth of July," to describe the series of events that led to this important day.</p> <p>[Pause.] Use the text, "The Declaration of Independence and the first Fourth of July," to describe the series of events that led to this important day.</p> <p>In order to answer the question, you need to connect the major historical events leading to America's freedom being celebrated on a national holiday.</p> <ul style="list-style-type: none"> • To help, use the note-taker you created today. • When rereading the text, look at the title and subheadings in the text for major events. • Use bold face vocabulary words in your answer • Make a connection between the document and the holiday 	<p>Students will connect the major historical events leading to America's freedom being celebrated on a national holiday through a written response.</p>

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<ul style="list-style-type: none">• Don't forget to write about the causes and link them to the first Fourth of July.• Use complete sentences and transition words.	
<p><u>Closing</u> (1 min)</p> <p>I enjoyed working on recording the major events leading to the Declaration of Independence with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series!</p> <p>Bye!</p>	

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