

Wreaths Across America

Lesson Plan

Teacher:	Date:
Grades: 6-8	Lesson: Live with Purpose-Concern for the Future

<p>OBJECTIVES: CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>STRATEGIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing <input type="checkbox"/> Write/Pair/Share <input type="checkbox"/> Collaboration <input type="checkbox"/> Discussion Questions <input type="checkbox"/> Small Groups <input type="checkbox"/> Large Group
<p>MATERIALS:</p>	<p>Computer/laptop; internet (with access to YouTube); Smart Board; copies of Write/Pair/Share; copies of the Declaration of Independence; copies of Vocabulary of the Declaration of Independence; copies My Declaration of Independence; copies of Assignment Grading Rubric; copies of the Declaration of Independence Scavenger Hunt; Declaration of Independence Word Search Puzzle; Declaration of Independence Cryptogram</p>
<p>Engage: Hook the students</p>	<p>Explain: As a result of the French and Indian War, Great Britain had huge debts (approximately 150 million pounds, equivalent to 30 trillion dollars today) and they used taxation to help pay these debts. They expected British subjects both in Great Britain and in the colonies to help pay for this debt. Taxes are ways that the government can collect money from its citizens to pay for things that its people need. For example, schools, roads and other benefits people receive from the government. There are different types of taxes, some are collected by the federal government, some are collected by state and local governments. Taxation without representation is a phrase that became popular in the 1760s-70s in the British colonies-later known as the United States. The phrase describes a situation where people are required to pay taxes to a government but the people have no say in making the government's policies. Hand out copies of the Write/Pair/Share Activity. Read directions out loud.</p>

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<p>Explore: Students make sense of a concept through observations.</p>	<p>Hand out copies of the Declaration of Independence. (Words that are underlined are the vocabulary words for students to define after listening to the NPR reading of the Declaration of Independence. Students should underline any additional terms they do not recognize and add them to the list of vocabulary to define.)</p> <p>Play the NPR reading of the Declaration of Independence. Students will follow the reading on their hard copy.</p> <p>https://www.npr.org/2021/07/02/1011754245/an-npr-tradition-heres-the-reading-of-the-declaration-of-independence</p> <p>Students will define the Vocabulary terms. Allow students time to complete the assignment.</p> <p>Once the students have completed the vocabulary, the students will reread the Declaration of Independence either silently or popcorn read out loud.</p> <p>Hand out copies of My Declaration of Independence Activity. Hand out copies of the My Declaration of Independence Grading Rubric or go over it with the class. Allow students time to complete the assignment.</p> <p>Hand out copies of the Declaration of Independence Scavenger Hunt. Allow students time to complete the assignment.</p> <p>Hand out the Declaration of Independence Word Search Puzzle. Allow students time to complete the assignment.</p> <p>Hand out the Declaration of Independence Cryptogram. Allow students time to complete the assignment.</p>
<p>Explain: Teacher introduces formal vocabulary and language to students.</p>	<p>See attached list of vocabulary.</p>
<p>Elaborate: Students apply what they have learned.</p>	<p>6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
<p>Evaluate: assessment.</p>	<p>Teachers will select which activities to use as formal/informal assessments.</p>
<p>Enrichment/Service-Learning Project</p>	<p>Help people who have disabilities in your school. Read to them, help them with their schoolwork, sit with them during lunch, or play with them during recess. Be their friend. Start a Best Buddies Program in your school. For more information, go to https://www.bestbuddies.org/friendship/ Print project completion certificates here</p>

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Write-Pair-Share

You will have **5 minutes** to analyze the following quote: In 1764, Massachusetts Representative James Otis wrote: “the very act of taxing, exercised over those who are not represented, appears to me to be depriving them of one of their most essential rights, as freemen; and if continued, seems to be in effect an entire disfranchisement (the state of being deprived of a right or privilege), of every civil right.” At the end of 5 minutes, you will be paired with a partner, you will read your answer to your partner and they will read their response to you. Write on the back if necessary.

---cut here-----cut here-----cut here---

Name _____

Write-Pair-Share

You will have **5 minutes** to analyze the following quote: In 1764, Massachusetts Representative James Otis wrote: “the very act of taxing, exercised over those who are not represented, appears to me to be depriving them of one of their most essential rights, as freemen; and if continued, seems to be in effect an entire disfranchisement (the state of being deprived of a right or privilege), of every civil right.” At the end of 5 minutes, you will be paired with a partner, you will read your answer to your partner and they will read their response to you. Write on the back if necessary.

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The National Archives-Overview of the Declaration of Independence

The Declaration of Independence was designed for multiple audiences: the King, the colonists, and the world. It was also designed to multitask. Its goals were to rally the troops, win foreign allies, and to announce the creation of a new country. The introductory sentence states the Declaration's main purpose, to explain the colonists' right to revolution. In other words, "to declare the causes which impel them to the separation." Congress had to prove the legitimacy of its cause. It had just defied the most powerful nation on Earth. It needed to motivate foreign allies to join the fight.

Preamble

These are the lines contemporary Americans know best: "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." These stirring words were designed to convince Americans to put their lives on the line for the cause. Separation from the mother country threatened their sense of security, economic stability, and identity. The preamble sought to inspire and unite them through the vision of a better life.

List of Grievances

The list of 27 complaints against King George III constitute the proof of the right to rebellion. Congress cast "the causes which impel them to separation" in universal terms for an international audience. Join our fight, reads the subtext, and you join humankind's fight against tyranny.

Resolution of Independence

The most important and dramatic statement comes near the end: "That these United Colonies are, and of Right ought to be Free and Independent States." It declares a complete break with Britain and its King and claims the powers of an independent country.

In Congress, July 4, 1776

The unanimous Declaration of the thirteen united States of America,

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 and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

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 to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct

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object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

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He has abdicated Government here, by declaring us out of his Protection and waging War against us. He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by 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.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority 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; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

Georgia Button Gwinnett Lyman Hall George Walton North Carolina William Hooper Joseph Hewes John Penn South Carolina Edward Rutledge Thomas Heyward, Jr. Thomas Lynch, Jr. Arthur Middleton Massachusetts John Hancock	Maryland Samuel Chase William Paca Thomas Stone Charles Carroll of Carrollton Virginia George Wythe Richard Henry Lee Thomas Jefferson Benjamin Harrison Thomas Nelson, Jr. Francis Lightfoot Lee Carter Braxton	Pennsylvania Robert Morris Benjamin Rush Benjamin Franklin John Morton George Clymer James Smith George Taylor James Wilson George Ross Delaware Caesar Rodney George Read Thomas McKean	New York William Floyd Philip Livingston Francis Lewis Lewis Morris New Jersey Richard Stockton John Witherspoon Francis Hopkinson John Hart Abraham Clark New Hampshire Josiah Bartlett William Whipple	Massachusetts Samuel Adams John Adams Robert Treat Paine Elbridge Gerry Rhode Island Stephen Hopkins William Ellery Connecticut Roger Sherman Samuel Huntington William Williams Oliver Wolcott New Hampshire Matthew Thornton
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Vocabulary-Declaration of Independence

Directions: Listen to the Declaration of Independence. Define the following terms making sure to give the definition in context to the way it is used in the document. Add additional terms that you may not know to the end of the table below.

unalienable	
instituted	
prudence	
transient	
usurpation	
evinces	
despotism	
sufferance	
constrains	
tyranny	
assent	
wholesome	
accommodation	
relinquish	
inestimable	
formidable	
tyrants	
depository	
fatiguing	
compliance	
dissolution	
legislative	
annihilation	
naturalization	
appropriations	
judiciary	
tenure	
hither	
civil	
jurisdiction	
quartering	
mock	

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inhabitants	
consent	
abolishing	
province	
arbitrary	
absolute	
charters	
abdicated	
mercenaries	
desolation	
perfidy	
barbarous	
constrained	
insurrection	
oppression	
petitioned	
redressed	
unwarrantable	
emigration	
magnanimity	
conjured	
kindred	
disavow	
consanguinity	
acquiesce	
rectitude	
absolved	
levy	
providence	

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Vocabulary-Declaration of Independence

Directions: Listen to the Declaration of Independence. Define the following terms making sure to give the definition that is in context to the way it is used in the document. Add additional terms that you may not understand to the table below.

unalienable	not able to be deprived of
instituted	established
prudence	common sense
transient	temporary, brief
usurpation	violations, damage
evinces	to make clear, demonstrates
despotism	a system of government where an unelected ruler has absolute power and uses it in a harmful way.
sufferance	endurance, especially of pain or distress
constrains	compels, forces
tyranny	oppressive, oppression
assent	allow, consent
wholesome	sensible, practical
accommodation	to adapt, modify
relinquish	let go of, surrender
inestimable	immeasurable, enormous
formidable	admirable
tyrants	dictators, despots
depository	stockpile, collection
fatiguing	very tiring, draining
compliance	falling in line, agreement
dissolution	suspension, closure
legislative	lawmaking
annihilation	extermination, total destruction
naturalization	the admittance of a foreigner to the citizenship of a country
appropriations	occupation of
judiciary	legal, official
tenure	term, duration
hither	to come here, here
civil	public, civic
jurisdiction	rule, authority
quartering	housing, lodging

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mock	fake, artificial
inhabitants	occupants
consent	agreement, consensus
abolishing	to do away with, eliminate
province	area, territory
arbitrary	random
absolute	unlimited
charters	a legal document that grants rights, powers, or privileges
abdicated	step down from, abandoned
mercenaries	armed agents
desolation	devastation
perfidy	betrayal
barbarous	cruel, brutal
constrained	restrained, hindered
insurrection	rebellion, revolution
oppression	persecution, cruelty
petitioned	requested, appealed
redressed	to make a complaint and to ask for the government to correct injustices
unwarrantable	inexcusable, unjustifiable
emigration	migration
magnanimity	fairness, nobility
conjured	summoned, called up
kindred	kinship, families
disavow	deny, renounce
consanguinity	descent from the same ancestor
acquiesce	go along with, concede
rectitude	integrity
absolved	released, liberated
levy	impose
providence	intervention of God in the affairs of men

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My Declaration of Independence

For this assignment, you'll create your own, modern-day example of a Declaration of Independence.

Instructions:

Step 1: Pick FIVE of the grievances listed in the Declaration of Independence and rewrite them in your own words and with enough of an explanation that they make sense.

For example, "He has refused his Assent to Laws, the most wholesome and necessary for the public good." could be rewritten as, "The King did not allow laws to be passed that benefited the colonies." Include both the actual text and your example.

Step 2: Following the template laid out in the Declaration of Independence, write your own declaration about any injustices your notice in your life or those around you (it could be related to school, work, study groups, relationships, political issues, etc.) Although not required, you could use the following outline to write your own declaration (add information to each of the four paragraphs):

- (1) When in the course of human events it becomes necessary...
- (2) We hold these truths to be self-evident, that all _____ are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are...
- (3) To prove this, let Facts be submitted to a candid world...(Here you must list at LEAST five grievances, or complaints, in support of your argument)
- (4) We, therefore, solemnly publish and declare...

Step 3: Share your declaration in a visually appealing way, either in the form of an infographic, presentation, or video.

Sample

When in the course of human events it becomes necessary for one person to demand assistance in the regular maintenance of the bathroom cleanliness, decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

I hold these truths to be self-evident, that all men and women are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are the rights to cleanliness, public sanitation, leisure time, and peace. Over the past several years, my family has repeatedly ignored my requests to assist in cleaning the toilets.

To prove this, let facts be submitted to a candid world... Instead of lending a helping hand, her requests have been blatantly ignored and denied. While she works endlessly to maintain the porcelain glow of the toilet, the brass shine on the faucets, and the impeccable whiteness of the shower tub, her family members seem dead set on creating as much possible filth within the bathroom quarters.

In over 5 years of family life, she has never once seen an unexpectedly clean bathroom. She wipes the counters and mirrors at least thrice weekly with a Clorox wipe, which goes unnoticed by all. She vacuums and cleans the bathroom floor at least weekly. She uses a bathmat instead of dripping wetness all over the clean bathroom carpets while no one else does so. She was once asked if they own a toilet brush cleaner. Yes, yes they do. Others claim to not know the location of the bathroom cleaning supplies, although they remain faithfully under the bathroom sink.

I, therefore, solemnly publish and declare that the time has come for me to step down from her bathroom duties and relinquish them entirely to the fate of her family. She will not mop, vacuum, clean, wipe, or brush any portion of the bathroom and will wait to see just how filthy it becomes before her family members realize she has retired from these duties.

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Assignment Grading Rubric My Declaration of Independence

Criteria	Poor	Good	Excellent
Grievances rewrite _____/5	Does not rewrite grievances or do so in a way that demonstrates understanding	Rewrites grievances in simple, modern, language.	Demonstrates understanding of five grievances from the Declaration of Independence by rewriting them in simple, modern, language.
My Declaration _____/10	Does not closely follow the model of the original or does not provide enough evidence.	Rewrites a declaration following the model of the original, listing at least five grievances, and including an introduction and a proclamation.	Rewrites a declaration following the model of the original, listing at least five grievances, and including an introduction and a proclamation. Ideas demonstrate understanding of the original document and creativity in applying it to a modern situation.
Visual _____/5	Provides brief responses or shows little effort to participate in the learning community.	Responds kindly and builds upon the comments from others, but may lack depth, detail, and/or explanation.	Creates a visually appealing final product presenting the new Declaration. It is free from errors and easy to follow and understand.
Comments:			
TOTAL Points _____/20			

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<https://courses.lumenlearning.com/wm-ushistory1/chapter/module-5-assignment/>

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Declaration of Independence Scavenger Hunt

Directions: Using your copy of the Declaration of Independence, find the answers to the following questions.

1. Who was the primary writer of the Declaration of Independence?
2. When was the Declaration of Independence adopted by Congress?
3. The Declaration of Independence was intended for multiple audiences. Who were the intended audiences?
4. What were the goals of the Declaration of Independence?
5. Why was it necessary for the colonies to win foreign allies?
6. What was the irony in the phrase “We hold these truths to be self-evident, that all men are created equal”?
7. How many grievances does the Declaration of Independence list against England? Which 2 do you think were most significant?
8. According to the Declaration of Independence, what 3 unalienable rights are all men entitled to?
9. Where does the government get its power?
10. If the government becomes destructive, what do the people have the right to do?



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Declaration of Independence Scavenger Hunt

Directions: Using your copy of the Declaration of Independence, find the answers to the following questions.

1. Who was the primary writer of the Declaration of Independence? **Thomas Jefferson**
2. When was the Declaration of Independence adopted by Congress? **July 4, 1776**
3. The Declaration of Independence was intended for multiple audiences. Who were the intended audiences? **The intended audiences for the Declaration of Independence were the King of England-King George III, the colonists and the rest of the world.**
4. What were the goals of the Declaration of Independence? **The goals of the Declaration of Independence were to rally the troops, to win foreign allies, and to announce the creation of a new country.**
5. Why was it necessary for the colonies to win foreign allies? **The colonist were declaring their independence from the most powerful country in the world at that time, and they could not win a war against England without help from other countries.**
6. What was the irony in the phrase “We hold these truths to be self-evident, that all men are created equal”? **Answers will vary, should include slavery.**
7. How many grievances does the Declaration of Independence list against England? Which 2 do you think were most significant? **The Declaration of Independence lists 27 grievances against England. Answers will vary.**
8. According to the Declaration of Independence, what 3 unalienable rights are all men entitled to? **According to the Declaration of Independence, all men are entitled to life, liberty and the pursuit of happiness.**
9. Where does the government get its power? **The government gets its power from the consent of the governed.**
10. If the government becomes destructive, what do the people have the right to do? **If the government becomes destructive, the people have the right to alter or abolish it.**



Remember-Honor-Teach

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Declaration of Independence Word Search Puzzle

W	N	O	I	S	S	E	R	P	P	O	Q	R	E	Y	T
U	S	U	R	P	A	T	I	O	N	I	J	U	D	P	O
L	K	J	H	G	F	D	S	B	A	M	Z	R	E	B	X
P	E	T	I	T	I	O	N	E	D	Q	A	Z	S	W	S
S	C	O	E	D	C	R	F	N	V	T	G	B	P	Y	U
T	H	O	M	A	S	J	E	F	F	E	R	S	O	N	F
Y	R	H	N	T	G	B	H	R	F	I	S	E	T	O	F
R	E	Q	E	M	I	G	R	A	T	I	O	N	I	C	E
A	D	P	A	O	J	O	H	N	A	D	A	M	S	W	R
N	R	A	Z	E	D	C	R	K	V	Y	H	N	M	L	A
N	E	N	A	T	U	R	A	L	I	Z	A	T	I	O	N
Y	S	A	V	T	N	Y	R	I	R	E	T	R	A	H	C
M	S	E	F	H	P	S	B	N	K	S	W	W	Y	D	E
M	E	R	C	E	N	A	R	I	E	S	V	M	N	D	X
R	D	H	F	D	P	R	O	V	I	D	E	N	C	E	I

Thomas Jefferson	sufferance	John Hancock	petitioned
tyranny	despotism	redressed	oppression
emigration	usurpation	charter	providence
naturalization	Ben Franklin	mercenaries	John Adams

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ANSWER KEY

Name _____

Declaration of Independence Word Search Puzzle

W	N	O	I	S	S	E	R	P	P	O	Q	R	E	Y	T
U	S	U	R	P	A	T	I	O	N	I	J	U	D	P	O
L	K	J	H	G	F	D	S	B	A	M	Z	R	E	B	X
P	E	T	I	T	I	O	N	E	D	Q	A	Z	S	W	S
S	C	O	E	D	C	R	F	N	V	T	G	B	P	Y	U
T	H	O	M	A	S	J	E	F	F	E	R	S	O	N	F
Y	R	H	N	T	G	B	H	R	F	I	S	E	T	O	F
R	E	Q	E	M	I	G	R	A	T	I	O	N	I	C	E
A	D	P	A	O	J	O	H	N	A	D	A	M	S	W	R
N	R	A	Z	E	D	C	R	K	V	Y	H	N	M	L	A
N	E	N	A	T	U	R	A	L	I	Z	A	T	I	O	N
Y	S	A	V	T	N	Y	R	I	R	E	T	R	A	H	C
M	S	E	F	H	P	S	B	N	K	S	W	W	Y	D	E
M	E	R	C	E	N	A	R	I	E	S	V	M	N	D	X
R	D	H	F	D	P	R	O	V	I	D	E	N	C	E	I

Thomas Jefferson	sufferance	John Hancock	petitioned
tyranny	despotism	redressed	oppression
emigration	usurpation	charter	providence
naturalization	Ben Franklin	mercenaries	John Adams

Wreaths Across America Lesson Plan

Teacher:	Date:
Grades: 6-8	Lesson: Live with Purpose-Concern for the Future

Name _____

Declaration of Independence Cryptogram

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

23 5 8 15 12 4 20 8 5 19 5

20 18 21 20 8 19 20 15 2 5 19 5 12 6

5 22 9 4 5 14 20 20 8 1 20 1 12 12

13 5 14 1 18 5 3 18 5 1 20 5 4

5 17 21 1 12 20 8 1 20 20 8 5 25

1 18 5 5 14 4 15 23 5 4 2 25

20 8 5 9 18 3 18 5 1 20 15 18

23 9 20 8 3 5 18 20 1 9 14

21 14 1 12 9 5 14 1 2 12 5

18 9 7 8 20 19 19 8 1 19 1 13 15 14 7

19 8 5 17 5 1 18 5 12 9 6 5

12 9 2 5 18 20 25 1 14 4 20 8 5

15 21 18 19 21 9 20 15 6

8 1 16 16 9 14 5 19 19

Remember-Honor-Teach

Wreaths Across America

Lesson Plan

Teacher:	Date:
Grades: 6-8	Lesson: Live with Purpose-Concern for the Future

Declaration of Independence Cryptogram ANSWER KEY: 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.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

 23 5 8 15 12 4 20 8 5 19 5

 20 18 21 20 8 19 20 15 2 5 19 5 12 6

 5 22 9 4 5 14 20 20 8 1 20 1 12 12

 13 5 14 1 18 5 3 18 5 1 20 5 4

 5 17 21 1 12 20 8 1 20 20 8 5 25

 1 18 5 5 14 4 15 23 5 4 2 25

 20 8 5 9 18 3 18 5 1 20 15 18

 23 9 20 8 3 5 18 20 1 9 14

 21 14 1 12 9 5 14 1 2 12 5

 18 9 7 8 20 19 19 8 1 19 1 13 15 14 7

 19 8 5 17 5 1 18 5 12 9 6 5

 12 9 2 5 18 20 25 1 14 4 20 8 5

 15 21 18 19 21 9 20 15 6

 8 1 16 16 9 14 5 19 19