



Subject: Declaration of Independence

Skill: Close Reading

Framing:

Discuss with students the idea of [Independence](#). Ask them what they associate with the word “Independence”? What does that mean when applied to or used by a person, a community, or a nation? Why might a person or nation want independence? What might a person or nation do to get independence? What is a “[declaration](#)”? Why would a person or nation write a declaration of independence?

Use the selected resources to frame a discussion around a close reading of the Declaration of Independence, paying attention to the various reasons why Americans wanted independence from Britain and how they expressed their intent.

Relevant State Standards:

Social Studies Skills, Strand 2: Uses inquiry-based research.

Civics, Strand 1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents.

Resources:

PRIMARY	SECONDARY	LESSON PLAN	VISUAL
<p>The Declaration of Independence: Digital images of the Declaration with links to a transcription, an explanatory essay, and more. <i>Source: National Archives</i></p>	<p>Reading the Declaration: A digitally annotated copy of the Declaration, offering additional context and explanation. <i>Source: Monticello</i></p>	<p>Declare The Causes: A lesson plan designed for elementary school which views the Declaration through the lens of complaint and frames the document as part of a legacy of protest. <i>Source: National Endowment for the Humanities</i></p>	<p>Political Cartoon Criticizing the King: Published May 1, 1775, this political cartoon criticizes King George III. <i>Source: Library of Virginia</i></p>

Further Research:

[The Declaration at Monticello:](#) Links to resources on the declaration, including a digital exhibition, a timeline, explanatory essays, and a close-reading interactive.