



Grade 05 Social Studies Unit 03 Exemplar Lesson 01: Declaring Independence

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of teachers. The duration for this lesson is only a recommendation, and districts may modify the time taken to meet students' needs. To better understand how your district may be implementing CSCOPE lessons, please contact your district's selected IPed for your preferences. Please first consult the TEx Commissioner's List of State Board of Education Approved Instructional Resources and Materials, <http://www.texas.gov>, for social studies.

Lesson Synopsis

In this lesson, students take a closer look at actions that have become routine, such as reciting the Pledge of Allegiance and singing the Star Spangled Banner. The lesson provides a brief overview of the documents that led the United States as it became a free and independent nation (Declaration of Independence, U.S. Constitution, and the Bill of Rights) and focuses on the Declaration of Independence.

TEKS

The Texas Essential Knowledge and Skills (TEKS) describe the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a cross through (X) sample-passage indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at <http://education.texas.gov/standards.aspx?tab=145>.

- 5.16 Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:
 - 5.16A Identify the key elements and the purposes and explain the importance of the Declaration of Independence.
 - 5.16B Explain the student understands important symbols, customs, celebrations, and traditions that represent American beliefs and principles and contribute to our national identity. The student is expected to:
 - 5.16B.1 Explain ceremonial customs, including the Star Spangled Banner, and national symbols such as the stars and stripes.
 - 5.16B.2 Sing or recite "The Star Spangled Banner" and explain its history.
 - 5.16B.3 Recite and explain the meaning of the Pledge of Allegiance to the United States Flag.
 - 5.16B.4 Describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day.

Social Studies Skills TEKS

- 5.01 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
 - 5.01A Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
 - 5.01B Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
 - 5.01B.1 Create written and visual material such as journal entries, reports, graphs, organizers, outlines, and bibliographies.

GETTING READY FOR INSTRUCTION

Performance Indicators

Grade 05 Social Studies Unit 03, PI 01

As a student, write a letter to King George explaining why you and the members of your colony are demanding freedom. Justify your explanation with three reasons.

Standards: 5.16B, 5.16B.1, 5.16B.2, 5.16B.3, 5.16B.4

Skills: 5.01A, 5.01B.1

Key Understandings

- Different points of view on political, economic, and social issues may lead to conflict.
 - How did the different points of view between England and the British colonies lead to conflict?
 - What actions did the colonies take to resolve the issues?

Vocabulary of Instruction

Midland Isd Exemplar Lessons

Guillaume Favre



Midland Isd Exemplar Lessons:

Resources in Education ,1986

Weekly Law Digest ,1967

Lessons Midland Radio and Television Schools, Inc,1941

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