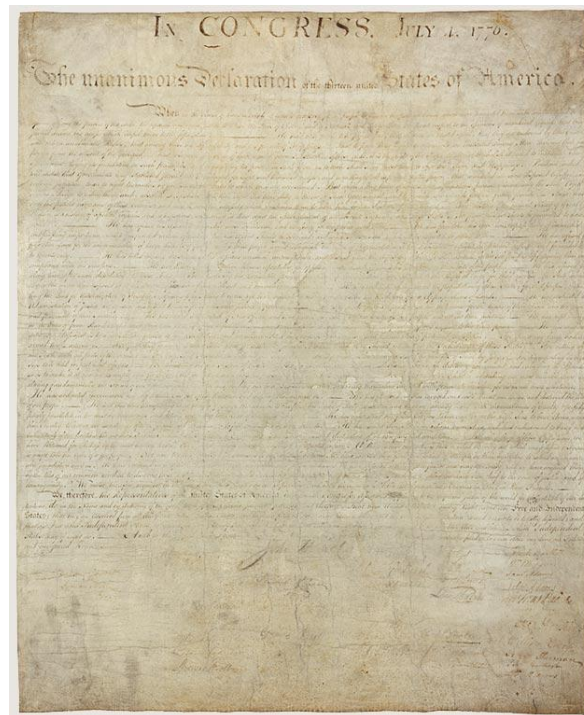


Standard 1: Foundations of Government, Law, and the American Political System

SS.5.C.1.4

#1

Identify the Declaration of Independence's grievances and the Article of Confederation's Weakness.



http://www.archives.gov/exhibits/charters/declaration_zoom_1.html

What are some of the grievances contained in the Declaration of Independence?

Teacher Note: These lessons should be taught in conjunction with American history benchmarks to add historical perspective to these important civics understandings.

Teacher Content Knowledge Resource¹

There are three core themes, and multiple subthemes, found in the *Declaration of Independence*. It is a common misunderstanding that the *Declaration of Independence* formed a government which it did not. This concept is important because the *Declaration of Independence* focuses instead of what the colonists found to be unacceptable governance. These unacceptable governance practices fell into three broad categories.

One category of complaints dealt with the concentration of power, such as that found in a unitary government, which contributed to the abuse of power and thus should be avoided. Another category of concern speaks to the colonists' concern that they lacked meaningful representation in the legislature. The third category of concern was that the king denied the states a voice in government.

Examples of Complaints against King George III and their Associated Meaning

Complaint	Meaning
He has refused his Assent to Laws, the most wholesome and necessary for the public good.	He has refused to enforce laws
He has forbidden his Governors to pass Laws of immediate and pressing importance	He has forbidden the legislature to pass laws
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 refused to pass laws that would benefit particular states He expects that states will forfeit their right of representation
He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their Public Records	He made it difficult for the colonists to participate in governance
He has obstructed the Administration of Justice by refusing his Assent to Laws for establishing Judiciary Powers.	He has forbidden laws to be passed that establish 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 denied judges their independence to make decisions based on case facts and the law alone

¹ This content also covers American History Benchmark SS.5.A.5.3: Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.	He has forced persons to house military personnel
For imposing taxes on us without our Consent	Taxed citizens without the citizens giving their approval
For depriving us in many cases, of the benefit of Trial by Jury	Denying those accuse of crimes jury trials under circumstances that the colonists deemed appropriate
He has abdicated Government here, by declaring us out of his Protection and waging War against us.	Refused to protect the colonists from foreign aggression on colonial lands

Declaration of Independence timeline

Source: "Brief History of the Declaration of Independence" by Robert Longley; available at: <http://usgovinfo.about.com/cs/historicdocuments/a/bldechist.htm>

May 1775 - The Second Continental Congress convenes in Philadelphia. A "petition for redress of grievances," sent to King George III of England by the First Continental Congress in 1774, remains unanswered.

June - July 1775 - Congress establishes the Continental Army, a first national monetary currency and a post office to serve the "United Colonies."

August 1775 - King George declares his American subjects to be "engaged in open and avowed rebellion" against the Crown. The English Parliament passes the American Prohibitory Act, declaring all American sea-going vessels and their cargo the property of England.

January 1776 - Colonists buy the thousands of copies of Thomas Paine's "Common Sense," stating the cause of American independence.

March 1776 - Congress passes the Privateering Resolution, allowing colonists to arm vessels in order to "cruize [sic] on the enemies of these United Colonies."

April 6, 1776 - American seaports were opened to trade and cargo from other nations for the first time.

May 1776 - Germany, through a treaty negotiated with King George, agrees to hire mercenary soldiers to help put down any potential uprising by American colonists.

May 10, 1776 - Congress passes the "Resolution for the Formation of Local Governments," allowing colonists to establish their own local governments. Eight colonies agreed to support American independence.

May 15, 1776 - The Virginia Convention passes a resolution that "the delegates appointed to represent this colony in General Congress be instructed to propose to that respectable body to declare the United Colonies free and independent states."

June 7, 1776 - Richard Henry Lee, Virginia's delegate to the Continental Congress, presents the Lee Resolution reading in part: "Resolved: 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."

June 11, 1776 - Congress postpones consideration of the Lee Resolution and appoints the "Committee of Five" to draft a final statement declaring the case for America's independence. The Committee of Five is composed of: John Adams of Massachusetts, Roger Sherman of Connecticut, Benjamin Franklin of Pennsylvania, Robert R. Livingston of New York and Thomas Jefferson of Virginia.

July 2, 1776 - By the votes of 12 of the 13 colonies, with New York not voting, Congress adopts the Lee Resolution and begins consideration of the Declaration of Independence, written by the Committee of Five.

July 4, 1776 - Late in the afternoon, church bells ring out over Philadelphia heralding the final adoption of the Declaration of Independence.

August 2, 1776 - The delegates of the Continental Congress sign the clearly printed or "engrossed" version of the Declaration.

Summary

Together, the *Declaration of Independence* outlined the colonists' concerns about how King George III treated them, and was intended to convince the rest of the world as to why independence was needed. While the *Declaration* does not itself form a government, it does indicate what the colonists would avoid (abuse of power, or tyranny) or pursue (representation in the legislature, states' rights) when they did form governments in the future. The two governments that were eventually formed were organized under the *Articles of Confederation* (1781-1789) and the *U.S. Constitution* (1789-present).

Common Core State Standards

Grade 5 English Language Arts, Reading: Literature

Key Ideas and Details

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.8. (Not applicable to literature)

RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Complexity of Text

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Common Core State Standards

Grade 5 English Language Arts, Reading: Informational Text

Key Ideas and Details

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Common Core State Standards

Grade 5 English Language Arts, Reading: Language

Vocabulary Acquisition and Use

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

Common Core State Standards

Grade 5 English Language Arts, Reading: Writing

Text Types and Purposes

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- Provide a concluding statement or section related to the opinion presented.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Civics Content Vocabulary

Teacher Note: Preteach vocabulary words and definitions. As a vocabulary extension following the lesson, have students complete the chart for each word providing examples and non-examples (if applicable) and a gesture/visual/symbol for each word.

Word	Definition	Example	Non-Example	Gesture/Visual/Symbol
Articles of Confederation	the first constitution of the United States, adopted in 1781 and replaced in 1788			
Declaration of Independence	a document that listed the basis for democratic government and the grievances of the colonists			
grievances	a cause of distress, giving reason for complaint			

Instructions for conducting a Read Aloud

Preparing for a Read Aloud:

1. Select a read aloud text that will provide a springboard for teaching the civics benchmark (See suggested books within this module, but not limited to).
2. Along with the content civics vocabulary for this module, identify additional vocabulary terms within the selection necessary for text comprehension and understanding the civics benchmark.
3. Generate questions of varying complexity related to the text that support deeper understanding of the civics benchmark.
4. Plan opportunities for authentic student engagement with the text during the Read Aloud (text discussion, turn & talk, think-pair-share).

Conducting a Read Aloud:

1. Introduce the book.
2. Briefly introduce the predetermined vocabulary words.
3. During the Read Aloud, conduct think alouds so students are provided a model of thinking that is applied while reading. Use the generated questions to ask students about the text to allow opportunities for authentic student engagement (text discussion, turn & talk, think-pair-share) and to clarify understanding.
4. After the Read Aloud, provide opportunities for students to discuss and write about civics concepts learned.

Suggested Books

Give Me Liberty: The Story of the Declaration of Independence by Russell Freedman

Known for his stellar biographies and superb nonfiction, Freedman now offers a fine book about the creation of one of the nation's most important historical documents. The first five chapters vividly bring to life the events that led to Colonial uprising and revolt. The next three chapters describe the Second Continental Congress, formation of the Continental Army, Battle of Bunker Hill, and drafting of the Declaration by Thomas Jefferson. The final chapter discusses the impact of the famous document at the time it was written and its continuing importance, and offers practical information about its preservation, storage, and display. The author points out the important roles women, slaves, and free blacks played in the Revolution, but is also careful to note the restrictions placed on these groups by the white male majority. Quotations from journals, essays, speeches, letters, and songs of the day add color to the compelling narration. Many bold reproductions, in color and black and white, supplement the text.

The Declaration from A to Z by Catherine Osornio

Using an alphabetic format, Osornio provides a basic chronological overview of events surrounding the issuance of the Declaration of Independence. Unfamiliar terms are defined within the entries. The illustrations vary between large-scale spreads and smaller individual pictures. The design unpredictability holds readers' interest and allows letters to correspond more closely to the images. Accurate historical details in the paintings help illuminate the period. Unfortunately, there are some problems. Pictorial focal points, such as the map of the 13 colonies and John Hancock's signature, are sometimes lost in the gutter, and text placed over dark picture areas is difficult to read. No sources, bibliography, or index are included, which limits the book's use for research. The complete text of the Declaration is not included, either. As part of a class study, the book could be used to introduce the topic, to supplement more straightforward texts, or as a writing or research prompt.

The Declaration of Independence in Translation: What It Really Means by Aime Leavitt

How long is four score and seven years? Just what are unalienable rights? These translations make important historical documents meaningful. Each book translates the work of a primary source into a language you can understand.

Understanding the Articles of Confederation by Sally Isaacs

Information about the Articles of Confederation

Bell Work

Module Objective:

1. The student will identify the grievances of the Declaration of Independence.

Activity:

1. Post the definition of the word grievance on the board.
2. Post the following prompt underneath the definition: Think about some grievances you have at school. How is the best way to communicate these grievances to your teacher or principal?
3. Allow students five minutes to brainstorm with their shoulder partner.
4. Share answers as a whole class.

Guided Practice Activity

Activity:

1. Pass out a piece of paper. Ask students to fold the paper in half vertically.
2. Ask the students if they have ever had an issue with something that they have purchased. For example, it did not do everything that was explained on the commercial or the food item did not look like the picture.
3. Instruct the students to write down the name of the product on the left half of the paper.
4. Tell the students that these issues are weaknesses of the product.
5. Instruct the students to write down the weaknesses of the product on the left side of the paper underneath the name of the product.
6. On the right side of the paper, ask the students to write a list of why they are bothered by the product. These would be the grievances.
7. Post the work.

Application Activity

Activity:

1. Lead a class discussion about the history of the Declaration of Independence by utilizing the information from the Teacher Content Knowledge Resource page. Specifically focus on how this document was used to persuade the need for independence and how the term grievance fits into the Declaration of Independence.
2. Pass out the information sheet: Some of the Grievances of the Declaration of Independence.
3. Divide the class into 4-5 groups.
4. Divide the grievances between the groups.
5. Pass out a piece of chart paper to each group. Instruct the students to fold the chart paper into fourths. Have the students draw a picture, cut out pictures, write phrases, or make symbols to represent each of their groups' assigned grievances.
6. Allow the students to share their drawings.

Some of the Grievances in the

Declaration of Independence

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.

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.

Source- <http://www.earlyamerica.com/earlyamerica/freedom/doi/text.html>

Supplemental Resources and Activities

Website	Web Address	Description
1.	http://americanhistory.about.com/od/governmentandpolitics/f/articles_of_confederation_fails.htm	A source for background information on the Articles of Confederation
2.	http://bensguide.gpo.gov/	Ben's Guide to Government – Age appropriate information about government for students
3.	www.brainpop.com	BrainPop – videos and quizzes to build background knowledge (interactive online videos with questions) Causes of the American Revolution Declaration of Independence Thomas Jefferson James Madison

Some of the Grievances in the Declaration of Independence

(Student friendly updated wording)

- He won't let us pass laws we need for everybody's good.
- Even when we do pass laws, he won't sign them so they can go into effect.
- He tried to force men to give up their right to make laws.
- He calls men together to make laws in the most inconvenient times and places, so that they won't be able to go discuss the new laws.
- He won't let new settlers come to America, and he won't let the settlers take over new land from the Native Americans.
- He won't let us choose our own judges, and instead he chooses them all himself, so they're all on his side.
- He sends lots of new government officials that we don't want, and he makes us pay for them.
- He sends lots of English soldiers here when there isn't even a war, and makes us let them live in our own houses.
- He tells us these soldiers can do whatever they want and don't have to obey the law.
- He won't let us buy and sell things from wherever we want. We can only buy things from England.
- He makes us pay all kinds of taxes without asking us about it.
- He won't let us have a jury for our trials, only a judge.
- He sends people accused of crimes far away to England for their trials.

Source: <http://www.historyforkids.org/learn/northamerica/after1500/government/declaration.htm>

Subjects and Predicates

- The **subject** tells what the sentence is about.
- The **predicate** explains what the subject is doing.

Directions: Read the sentences below. Underline the subject. Double underline the predicate.

1. One of the colonists' grievances was that King George III kept a standing army in the colonies in times of peace.
2. Many people in the colonies were angry about the high taxes and the fact that they were not represented within parliament, the British legislature.
3. The colonies sent delegates to the Second Continental Congress.
4. Ben Franklin strongly supported the Declaration of Independence.
5. The Declaration of Independence contains grievances about King George.
6. Some colonists known as "Loyalists" did not want to be independent from England.
7. The Congress voted for the Declaration of Independence in July of 1776.
8. The Articles of Confederation was the first constitution of the United States.

Answer Key

Subjects and Predicates

1. One of the colonists' grievances was that King George III kept a standing army in the colonies in times of peace.
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