**Grade 5 Learning Experience Example: 5.H.CH.1**

**Introduction**

The following learning experience was developed by the Bill of Rights Institute to demonstrate implementation examples aligned to the *Kentucky Academic Standards (KAS) for Social Studies* 5.H.CH.1.

It is important to note that the assignment(s), indicated throughout these Teacher Notes, and related resource(s) represent one example. This example is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school’s curriculum and determine appropriate instructional resources based on language found in [Kentucky Revised Statute (KRS) 160.345](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fapps.legislature.ky.gov%2Flaw%2Fstatutes%2Fstatute.aspx%3Fid%3D51319&data=05%7C01%7Clauren.gallicchio%40education.ky.gov%7Cd7e4118aebe74301935d08da63f51820%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637932201576774398%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=Nw%2BeZs0pD2iXofQylinAQ2JsFkBfkXtocfzyn8mip%2BM%3D&reserved=0). It is under the discretion of the superintendent to determine the local curriculum, including the evaluation and selection of instructional resources. The KDE does not adopt, select or recommend specific curricula for coursework. Per KRS 160.345(g), “the local superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the local board of education, the school principal, and the school council and after a reasonable review and response period for stakeholders in accordance with local board of education policy.”

***Kentucky Academic Standards (KAS) for Social Studies* alignment:**

5.H.CH.1 Describe the impact of fundamental documents on the development of the United States.

*Educators may have to engage students with a standard multiple times throughout a year in order to meet the full intent of the standard. As a result, the following assignment example may not encompass the entire scope of the standards identified.*

**Overview:**

Participants will use the Declaration of Independence and the Causes of the American Revolution video to explore the document as a primary source.

| **Compelling Question:** How did the ideals of natural rights and justice inspire a revolution for independence in the colonies?**Supporting Question:**  How does the Declaration of Independence show the American ideals of justice and natural rights? |
| --- |

**Teacher Notes**

* Prework/Warm Up: Vocabulary Word Study
	+ Students examine the definitions of Justice and Natural Rights from the [Principles and Virtues handout](https://bri-docs.s3.amazonaws.com/Principles%2Band%2BVirtues%2BScaled%2BDown%2BVersion.pdf)
	+ Students discuss guiding questions:
		- What are some examples of natural rights?
		- What examples of justice have you experienced?
		- How might justice and natural rights help everyone get along or be treated fairly?
		- How are justice and natural rights related?
		- What are some examples of ways you can respect the natural rights of others at home or at school?
* Students watch the video: [Causes of the American Revolution](https://youtu.be/BVv3JXyhW1E?si=s9SEQgJvcG4DE9_r) looking for examples of justice and natural rights. After viewing the video, have students answer the following True/False statements:
	+ The French and Indian War was only between France and the Native American tribes? False
	+ The British government began to tax the colonies because they thought the Americans should share in the cost of protecting themselves. True
	+ The “Intolerable Acts” were a punishment for the Boston Tea Party. True
	+ Taxes were the only reason Americans wanted to declare independence. False
* Students [View the Declaration of Independence Image](https://www.ilibrarian.net/images/declaration_of_independence_lg.jpg) and complete the “See” column of [Handout D: See Think Wonder worksheet](https://billofrightsinstitute.org/activities/declaration-of-independence-graphic-organizer). Ask the following questions:
	+ What do you think the Founders are trying to say by capitalizing “In Congress”?
	+ Why is it significant that the document is “unanimous”?
* Teacher reads aloud from the Declaration of Independence using the [Read Aloud Script of the Declaration](https://billofrightsinstitute.org/activities/teacher-read-aloud-script-declaration-of-indpendence), pausing where indicated to allow students to complete the “Think” column of Handout D.
* Students discuss the following assessment/reflection questions:
	+ Why does this document include a long list of grievances?
	+ What section do you think is the most important? Why?
	+ Where are natural rights discussed in the document?
	+ How does the idea of justice show up in the Declaration of Independence?
* Option 2: Students may complete [Handout E](https://billofrightsinstitute.org/activities/declaration-of-independence-for-elementary-students), a scaffolded version of the Declaration, after viewing the image of the Declaration.
* Assessment:
	+ Develop a claim that answers the supporting question, “How does the Declaration of Independence show the American ideals of justice and natural rights?” In your response, include evidence from the sources you investigated.