

ELA: Grade 2, Lesson 17, Declaration of Independence Day 2

Lesson Focus: Students will use prefixes to determine word meaning and determine why the colonies didn't want to be British anymore.

Practice Focus: Students will list the reasons the author gives to support the point that the colonies were displeased with the British.

Objective: Students will use The Declaration of Independence and the First Fourth of July to determine why colonies didn't want to be British anymore with a focus on providing reasons the author lists to prove his point.

Academic Vocabulary: delegate, Continental Congress, displeased, petition

TN Standards: 2.RI.KID.1, 2.RI.KID.3, 2.RI.KID.4, 2.RI.KID.8

Teacher Materials:

- Chart paper
- Markers
- 2 pieces of paper to model with
- The Teacher Packet for ELA, Grade 2, Lesson 17

Note to Teacher:

- You will be doing some morphology work with words today. Be sure to review the content so you feel comfortable and write the words on the chart paper before the lesson. You will need make a morphology chart from the previous day's word parts (they are shown on Slide 3 of the Teacher Packet.) When you finish with dis- today, you can add it to the chart under prefixes.

Student Materials:

- 2 pieces of paper, pencil, surface to write on
- Independent practice from the previous lesson
- The Student Packet for ELA, Grade 2, Lesson 17 which can be found at www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our 2nd graders out there, though everyone is welcome to tune in. This lesson is the second in this week's series.</p> <p>My name is ____ and I'm a ____ grade teacher in Tennessee schools. I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn't see our previous lesson, you can find it on www.tn.gov/education. You can still tune in to today's lesson if you haven't seen any of our others. But it might be more fun if you first go back and watch our other lessons, since today we'll be talking about things we learned previously.</p> <p>Today we will be learning about reasons the colonies were displeased with Britain! Before we get started, to participate fully in our lesson today, you will need:</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>

<ul style="list-style-type: none"> • 2 pieces of paper, pencil, surface to write on • Independent practice from the previous lesson • The Student Packet for ELA, Grade 2, Lesson 17 which can be found at www.tn.gov/education <p>Ok, let's begin!</p>	
<p>Intro (1 min)</p> <p>Today our goal is to use The Declaration of Independence and the First Fourth of July to determine why colonies didn't want to be British anymore. We will begin with me showing you what that looks like, and then there will be time for you to practice on your own with my support. Finally, I will assign you independent work that you can complete after the video ends.</p> <p>[Show Slide 1.] Yesterday, we learned about three men who helped author, or write, the Declaration of Independence.</p> <ul style="list-style-type: none"> • [Point to Thomas Jefferson.] This is Thomas Jefferson. He wrote most of the Declaration of Independence. • [Point to Franklin and Adams.] This is Benjamin Franklin and John Adams. They helped to review the document and make changes. <p>Listen as I read a section from yesterday's section. Finally, the document was ready for the colonies' representatives to read and approve. By the afternoon of July 4th, 1776, they had done just that. The thirteen British colonies had decided not to be British anymore. They had declared their independence. America was born.</p> <ul style="list-style-type: none"> • When was the Declaration ready to be shared? [Pause.] Yes, July 4, 1776! The Fourth of July! This is a holiday we celebrate during the summer. Usually people celebrate with fireworks! This is known as America's birthday! • What decision had the colonies made when they wrote the Declaration? [Pause.] Great, they decided they didn't want to be British anymore. They wanted to be independent. <p>Your assignment yesterday was to determine what the Declaration of Independence was. Get your assignment from yesterday out. Look over your answer and see if you included some of the same things I did. Ready? [Pause.]</p> <p>[Show Slide 2.] The Declaration of Independence is a written document announcing America's freedom from Britain. Thomas Jefferson, Benjamin Franklin, and John Adams</p>	<p>Students will learn the goal of the lesson.</p> <p>Students will review the people who were responsible for creating the Declaration of Independence.</p> <p>Students will review parts of the texts from yesterday to build knowledge for today's reading.</p> <p>Students will review their independent practice assignment from yesterday.</p>

<p>worked to make if perfect, so representatives from the colonies would approve it.</p> <ul style="list-style-type: none"> • Did you use the definition of the word declaration, announcement, in your answer? [Pause.] • Did you use the definition of the word independence, freedom, in your answer? [Pause.] • Did you join together "an important announcement" with "freedom"? [Pause.] • Did you include important historical people and events? [Pause.] 	
<p>Teacher Model/Read-Aloud (15 min)</p> <p>Today as we read, we are going to find evidence for why the colonies didn't want to be British anymore. Before we read, let's get our notes page ready and review our morphology chart from yesterday.</p> <p>First, let's get our notes page ready. Take one of your papers and copy the following title on the top of your paper. Ready? [Pause.]</p> <ul style="list-style-type: none"> • Why did the colonies [Pause.] [Add this to the chart paper.] • Not want to be [Pause.] [Add this to the chart paper.] • British anymore? [Pause.] [Add this to the chart paper.] <p>Great, now let's review our morphology chart from yesterday. [Show Slide 3.] We can use morphology to be better readers and writers (spellers). Remember a morpheme is the smallest unit of a word that has meaning. Our morphology chart has different units which hold meanings. The first one is prefix.</p> <ul style="list-style-type: none"> • Say prefix. [Pause.] A prefix is a word part we find at the beginning of a word. • Look at this word from yesterday. [Write rebuild on your board or chart paper. Point to the word.] The prefix is re-. Let's put a box around it. [Draw a box around re-.] • It means to do again. [Write to do again above re-.] • Say base word. [Pause.] The base word is a word that can stand alone and has meaning. Look at this word from yesterday. [Point to the word rebuild.] The base word is build. Let's underline it. • Build means to construct something. [Write construct above build.] • So rebuild means [Point to build.] to build [Point to re-.] again. • The tower of blocks fell, but we can rebuild it. 	<p>Students will create their notes page.</p> <p>Students will review their morphology chart from the previous day.</p>

Today we will add another morpheme to our morphology chart. [Write the word dislike on a piece of paper or dry erase board.]

- **This is the word dislike. The prefix in this word is dis-** . [Draw a box around the prefix dis-.] **The other word part is like.** [Underline like.] **I will underline like.**
- **Listen to this sentence.** [Pause.] **I love carrots, but I dislike brussel sprouts.**
- **What do you think dislike means?** [Pause.] **Good idea. When you dislike something you don't like it.**
- **Dis- means not, or the opposite of.**
- **Let's add this to our chart.** [Write dis- under the prefix side of the morphology chart. Then write "not or opposite of."] **Dis means not or the opposite of.**
- **Let's look at some more words with the prefix dis- to see if we can find out what they mean.**

[Show Slide 4 OR write these words on the same paper as dislike.] [Point to the word disagree.] **Say disagree.** [Pause.] **What is the prefix you see?** [Pause.] **Yes! Let's put a box around dis. Dis- means not or the opposite of. Agree means to have the same opinion. Let's underline agree.** [Underline.] **So disagree means [Point to dis.] to not [Point to agree.] have the same opinion**

[Point to the word disobey.] **Say disobey.** [Pause.] **What is the prefix you see?** [Pause.] **Yes! Let's put a box around dis. Dis- means not or the opposite of.** [Draw box.] **Obey means to listen to a command. Let's underline obey.** [Underline.] **So disobey means to [Point to dis.] to not [Point to obey.] listen to a command.**

[Point to the word disrespect.] **Say disrespect.** [Pause.] **What is the prefix you see?** [Pause.] **Yes! Let's put a box around dis. [Draw a box.] What does dis- mean?** [Pause.] **Yes! Dis- means not or the opposite of. Respect means to think of other people's feelings or wishes. Let's underline respect.** [Underline.] **So disrespect means to [Point to dis.] to not [Point to respect.] think of other people's feelings or wishes.**

[Point to the word disagree.] **Say distrust.** [Pause.] **What is the prefix you see?** [Pause.] **Yes! Let's put a box around dis. [Draw box.] What does dis mean?** [Pause.] **Yes! Dis- means not or the opposite of. Trust means to have belief or to believe someone or in something. So distrust means to**

Students will learn the meaning of the prefix dis- and add the information to the morphology chart.

Students will practice determining a word's meaning by using the prefix dis-.

<p>[Point to dis.] to not [Point to trust.] believe someone or in something.</p> <p>Great job! Now let's read to find out why the colonies didn't want to be British anymore.</p> <p>[Show Slide 5.] Not long before, the colonies had established a Continental Congress. The Continental Congress was made up of delegates from each of the thirteen colonies and served as the government.</p> <ul style="list-style-type: none"> • The colonies had established a Continental Congress. • What was it made up of? [Pause.] Yes, it was made up of delegates. • Say delegate. [Pause.] a delegate is a person representing or making decisions for a large group. It is kind of like the leader of a group. • So the Continental Congress was a group of leaders from the different colonies. • What was their purpose? [Pause.] Yes, they acted like the government. <p>[Show Slide 6.] This is an oil painting of the Continental Congress when they were signing the Declaration for Independence. Notice the men standing at the table.</p> <ul style="list-style-type: none"> • [Point to the man in the all brown suit standing at the table.] This is John Adams. • [Point to the man putting the papers on the table.] This is Thomas Jefferson. • [Point to the man to Jefferson's left.] This is Benjamin Franklin • All these men are the delegates from the different colonies. <p>Let's keep reading. [Show Slide 7.] For years, the colonies had been displeased with the way the British had forced them to follow laws they didn't approve. One of the most important issues to the colonies was something called "taxation without representation." The British government taxed many goods, such as tea, without asking the colonists for permission.</p> <ul style="list-style-type: none"> • Listen to the first sentence again. "For years, the colonies had been displeased with the way the British had forced them to follow laws they didn't approve." • [Write displeased on your chart paper or dry erase board.] Say displeased. [Pause.] Do you see a prefix 	<p>Students will follow along as the teacher reads.</p> <p>Students will answer questions and determine the meaning of delegate.</p> <p>Students will determine what the continental congress was.</p> <p>Students will follow along as the teacher reads.</p>
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<p>in this word? [Pause.] Yes! Dis-. Let's put a box around dis. [Draw a box around dis-.]</p> <ul style="list-style-type: none"> • What does dis- mean? [Pause.] Yes! It means not or the opposite of. [Write "not" above the prefix dis-.] • Look at base word pleased. [Underline the word pleased.] Pleased means happy. [Write happy above the word pleased.] • So displeased means [Point to the word dis-.] not [Point to the word pleased.] happy. • We said we were trying to figure out why the colonies didn't want to be British anymore. What did we learn in this sentence? [Pause.] Yes! The colonies were displeased with them, or were not happy. • What were they displeased with? [Pause.] Great, they were displeased that the British were making them follow rules they didn't agree with. • Let's add this information to our notes. First, make a bullet point. [Make a bullet point under the title.] Now let's add the information. Add it to your notes as I add it to our chart. • The colonies [Pause.] [Add this to the chart paper.] • Were displeased [Pause.] [Add this to the chart paper.] • Because the British [Pause.] [Add this to the chart paper.] • Made them follow rules [Pause.] [Add this to the chart paper.] • They didn't agree with [Pause.] [Add this to the chart paper.] • Listen to the next sentence. "One of the most important issues to the colonies was something called taxation without representation. The British government taxed many goods, such as tea, without asking the colonists for permission. • Did you hear another reason why the colonists might be displeased, or not happy, with the British? [Pause.] I agree! They taxed goods without permission. • Let's add this to our notes. • Make another bullet point. [Pause.] [Make a bullet point on the chart.] Make the notes on your paper as I write them on our chart. Ready? [Pause.] • The British taxed goods [Pause.] [Add this to the chart paper.] • Without the colonies' [Pause.] [Add this to the chart paper.] 	<p>Students will determine what displeased means by using morphology.</p> <p>Students will add notes to their note-taker.</p> <p>Students will add notes to their note-taker.</p>
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<ul style="list-style-type: none"> • Permission [Pause.] [Add this to the chart paper.] <p>Let's keep reading. [Show Slide 8.] The British government made lots of other rules that the colonies had to follow, and the colonies couldn't do anything about it. In 1775, the Continental Congress sent a petition to the British King.</p> <ul style="list-style-type: none"> • Did you hear something else that might have displeased the colonies? [Pause.] Yes, the British made lots of rules they had to follow and they couldn't do anything about it. • Let's add this to our notes. First, make another bullet on your paper. [Pause.] [Make another bullet on your chart paper.] Add this to your notes as I write it on our chart. Ready? [Pause.] • The British made rules [Pause.] [Add this to the chart paper.] • The colonies had to follow [Pause.] [Add this to the chart paper.] • And they couldn't do [Pause.] [Add this to the chart paper.] • Anything about it [Pause.] [Add this to the chart paper.] • Listen to the last sentence again. "In 1775, the Continental Congress sent a petition to the British King. • Who were the Continental Congress again? [Pause.] Oh yeah! That's right, they were the delegates that made the government. Remember these guys? [Show Slide 9.] • So these delegates sent a petition to the British King. Hmmm... Petition. • Say petition. [Pause.] A petition is a request to change something that is signed by many people. • I wonder what they wanted to change. [Pause.] That's a good idea! Maybe they wanted to change some of the things on our notes. Like the rules that they were forced to follow but didn't agree with. Or maybe the taxes the British put on their goods without permission. • We said a petition was a request to change something that has been signed by many people. Who do you think signed this petition? [Pause.] Yes, I think so too. I bet all the delegates in that picture signed it. <p>Let's keep reading. [Show Slide 10.] It listed the ways that the colonies thought Britain had treated them unfairly. The</p>	<p>Students will follow along as the teacher reads.</p> <p>Students will add notes to their note-taker.</p> <p>Students learn what petition means.</p>
<p>Students follow along as the teacher reads.</p>	<p>Students follow along as the teacher reads.</p>

<p>Continental Congress hoped that the King and the colonies could reach an agreement and that would make both sides happy. But the king ignored the petition.</p> <ul style="list-style-type: none"> • Oooohhh! This said the petition listed ways the colonies thought Britain had treated them unfairly. That's what we just said! • What did the Continental Congress hope the petition would do? [Pause.] Yes, they hoped to reach an agreement that would make both sides happy. • Were they able to come to an agreement? [Pause.] [Gasp.] NO. The king ignored the petition. • Do you think this pleased the colonies? [Pause.] I don't think so either. Let's add this to our notes. • Make another bullet point. [Pause.] [Add another bullet point to the chart.] Write this on your paper and I write it on our notes. Ready? [Pause.] • The king [Pause.] [Add this to the chart paper.] • Ignored the petition [Pause.] [Add this to the chart paper.] 	<p>Students add notes to their note-taker.</p>
<p>Guided Practice (2 min)</p> <p>Today, we were trying to determine why the colonies no longer wanted to be Britain. Let's review our notes.</p> <p>[Show your chart paper notes with bullet points.] We saw many things that displeased the colonies. What does displeased mean? [Pause.] Yes, it mean not happy. These are the things that displeased the colonies:</p> <ul style="list-style-type: none"> • the British made them follow rules they didn't agree with • the British taxed goods without the colonies' permission • the British made rules the colonies had to follow and they couldn't do anything about it • the British kind ignored their petition <p>What is a petition again? [Pause.] Yes, a request to change something signed by many people.</p>	<p>Students will review their notes they took during class.</p> <p>Students will review some of the vocabulary words they learned.</p>
<p>Independent Work (4 min)</p> <p>Today your independent practice is to answer the following question. [Show Slide 11.] The author says the colonies were displeased with the British. What reasons does he give to support this point?</p> <p>Be sure to use your notes to help you. Get your other piece of paper out so you can write down your assignment. Write it on your paper as I read it aloud. Ready? [Pause.]</p> <ul style="list-style-type: none"> • The author says [Pause.] 	<p>Students will write their assignment down.</p>

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<ul style="list-style-type: none">• The colonies were displeased [Pause.]• With the British [Pause.]• What reasons [Pause.]• Does he give [Pause.]• To support this point [Pause.] <p>One more time. Ready? [Pause.]</p> <ul style="list-style-type: none">• The author says [Pause.]• The colonies were displeased [Pause.]• With the British [Pause.]• What reasons [Pause.]• Does he give [Pause.]• To support this point [Pause.]	
<p><u>Closing</u> (1 min)</p> <p>I enjoyed working on determining why the colonies didn't want to be British anymore with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series!</p> <p>Bye!</p>	

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