**Hope and the Declaration of Independence**

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| Benchmark(s): | * SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence. * ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning. * ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently. * ELA.K12.EE.3.1 Make inferences to support comprehension. |
| Student Learning Outcome(s): | Students will explain why the Declaration of Independence was a source of hope for colonized people in the 18th and 19th centuries and remains a source of hope for people around the world. |
| Duration of Lesson: | 45 – 60 minutes |
| Materials Needed: | * Definitions of Hope * Declaration of Independence: A Transcription * The Gettysburg Address by Abraham Lincoln * What to the Slave is the Fourth of July by Frederick Douglass * Hope and the Declaration of Independence Graphic Organizer |
| Instructional Procedures: | 1. Provide students with background information so that they understand the historical context for the writing and signing of the Declaration of Independence.    1. Consider incorporating the following content into the background information: the underlying themes of English colonial policies concerning taxation, representation, and individual rights that formed the basis of the American colonists’ desire for independence. 2. Provide students with various definitions of hope. Discuss each definition and determine a working definition of hope that the class will use for this assignment.    1. Explain the importance of using common definitions of terms when analyzing primary sources. 3. Have students read the Declaration of Independence and complete the “Concept of Hope in the Declaration of Independence” and “Historical Context for Hope in the Thirteen Colonies” columns of the graphic organizer. 4. When students are finished reading the text and completing the assigned columns of the graphic organizer:    1. Have students discuss the concepts of hope they cited and respond to the following question: “Why was the Declaration of Independence a source of hope for the colonists in the Thirteen Colonies and for colonized people around the world?    2. Create a class list that provides an overview of why the Declaration of Independence was a source of hope for the colonists in the Thirteen Colonies and for colonized people around the world. 5. Wrap-up: Have students complete an exit pass with the following question: Why does the Declaration of Independence remain a source for hope in the United States and around the world? |
| Extension of Learning: | * Option 1: Using adopted instructional materials and appropriate supplemental materials, have students complete the “Hope Inspired by the Declaration of Independence” column. * Option 2: Have students read “The Gettysburg Address” and an excerpt from “What to the Slave is the Fourth of July” to respond to the following question: “Why was the Declaration of Independence a source of hope for abolitionist Frederick Douglass and President Abraham Lincoln in their efforts to abolish slavery in America?” |
| Universal Design for Learning Strategies: | Visit <https://udlguidelines.cast.org/> and adjust the lesson as appropriate for your students. |
| Assessment(s): | Formative assessment opportunities include:   * Evidence of student learning as they read the text and complete the graphic organizer. * Evidence of student learning on the completed graphic organizer. * Evidence of student learning during the small group discussions and whole class share out. * Evidence of student learning on the exit pass. |

**Teacher Resources**

Definitions of Hope

From Merriam-Webster

* To cherish a desire with anticipation: to want something to happen or be true.
* To desire with expectation of obtainment or fulfillment.
* To expect with confidence.
* Desire accompanied by expectation of or belief in fulfillment.

From Cambridge Dictionary

* To want something to happen or to be true, and usually have a good reason to think that it might:
* Something good that you want to happen in the future, or a confident feeling about what will happen in the future.
* To express the feeling or wish that something desired will happen.

**Declaration of Independence Graphic Organizer**

As you read the Declaration of Independence complete the following graphic organizer.

1. In the “Concept of Hope in the Declaration of Independence” column cite evidence from the document that is representative of the working definition of hope.
2. In the “Historical Context for Hope in the Thirteen Colonies” column explain the events and ideas of the time period that inspired the patriot hope for independence. This should be related to the concept of hope cited.
3. In the “Hope Inspired by the Declaration of Independence” column provide an example of how the Declaration of Independence inspired hope in future generations. This should be related to the overall concepts of hope evidenced in the document.

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| **Concept of Hope**  **in the Declaration of Independence** | **Historical Context**  **for Hope in the Thirteen Colonies** | **Hope Inspired by the Declaration of Independence** |
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**Declaration of Independence: A Transcription**

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| **In Congress, July 4, 1776**  **The unanimous Declaration of the thirteen united States of America,** When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.  We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.  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.  He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.  In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.  Nor have We been wanting in attentions to our Brittish brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.  We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, 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; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.  (Source: <https://www.archives.gov/founding-docs/declaration-transcript>) |

The Gettysburg Address

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| President Lincoln delivered the 272 word Gettysburg Address on November 19, 1863 on the battlefield near Gettysburg, Pennsylvania.  “Fourscore and seven years ago our fathers brought forth, on this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting-place for those who here gave their lives, that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate, we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth.”  (Source: <https://rmc.library.cornell.edu/gettysburg/good_cause/transcript.htm>) |

**What to the Slave is the Fourth of July? Frederick Douglass, July 5, 1852**

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| Allow me to say, in conclusion, notwithstanding the dark picture I have this day presented of the state of the nation, I do not despair of this country. There are forces in operation, which must inevitably work the downfall of slavery. “The arm of the Lord is not shortened,” and the doom of slavery is certain. I, therefore, leave off where I began, with hope.  While drawing encouragement from the Declaration of Independence, the great principles it contains, and the genius of American Institutions, my spirit is also cheered by the obvious tendencies of the age. Nations do not now stand in the same relation to each other that they did ages ago. No nation can now shut itself up from the surrounding world, and trot round in the same old path of its fathers without interference. The time was when such could be done. Long established customs of hurtful character could formerly fence themselves in, and do their evil work with social impunity. Knowledge was then confined and enjoyed by the privileged few, and the multitude walked on in mental darkness.  But a change has now come over the affairs of mankind. Walled cities and empires have become unfashionable. The arm of commerce has borne away the gates of the strong city. Intelligence is penetrating the darkest corners of the globe. It makes its pathway over and under the sea, as well as on the earth. Wind, steam, and lightning are its chartered agents.  Oceans no longer divide, but link nations together. From Boston to London is now a holiday excursion. Space is comparatively annihilated. Thoughts expressed on one side of the Atlantic, are distinctly heard on the other. The far off and almost fabulous Pacific rolls in grandeur at our feet. The Celestial Empire, the mystery of ages, is being solved. The fiat of the Almighty, “Let there be Light,” has not yet spent its force. No abuse, no outrage whether in taste, sport or avarice, can now hide itself from the all-pervading light.  Source: ([What to the Slave is the Fourth of July?, Frederick Douglass, July 5, 1852](https://teachingamericanhistory.org/library/document/what-to-the-slave-is-the-fourth-of-july/)) |