



**Literacy Design
Collaborative**

5A. Roots of American Democracy: Declaration of Independence to Articles of Confederation

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This module is part of the *National Literacy Project (NLP) Civics Collection*, a comprehensive and sequenced group of modules aimed at providing a foundation for students to master the essential concepts of civic education. The entire collection of nineteen modules addresses all of the Florida Standards/Benchmarks in civics in grades K-6. Although the collection was aimed at Florida Standards/Benchmarks, the modules can be easily modified to fit civics and literacy benchmarks in another state.

Each module covers one to three weeks of classroom instruction. The modules can be successfully implemented as a schoolwide progression, with each grade's instruction building and deepening students' knowledge and skill. Or modules can stand alone, and teachers can implement modules that address particular standards/benchmarks, as needed. Some teachers use these modules as part of their reading/language arts block; others teach the modules during the time allocated for social studies.

The modules in the *NLP Civics Collection* cover all of the benchmarks in civics (for a matrix of all of the modules, see the Teacher Resources) that are addressed in either the teaching task *or* a mini-task; some benchmarks are covered *only* in a mini-task. Essential literacy standards (Language Arts Florida Standards) are also addressed in each module (for a matrix that lists all of the LAFS standards, see Teacher Resources). In addition, the modules are designed to reinforce the instructional shifts needed for college and career readiness:

- Building knowledge through content-rich texts
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

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Many Florida district content specialists, school level principals, and teachers participated in this project. In addition, the *National Literacy Project*, in collaboration with the *Florida Joint Center for Citizenship*, provided direction, guidance, and oversight for each module and the collection as a whole. Each module was field-tested by at least two teachers during January – May 2017. Systematic feedback was collected from 100+ teachers through a survey and virtual conversations. If you have suggestions to improve a module or feedback you would like to give, please contact Dr. Judith Irvin at jirvin@NLProject.org.

In this module, students study the Declaration of Independence and how the grievances outlined in that document influenced the drafting of the Articles of Confederation, both documents that created a foundation for the Constitution. Students are introduced to the origin of the concept of "rights" and how Locke's ideas were used in the Articles of Confederation. The philosophies of the key players in these events, the Loyalists and the Patriots, are examined. Throughout the module students practice close reading, viewing and listening, and note-taking. They participate in academic discussions to increase their understanding of the events that led to the Constitutional Convention which established our first national government.

GRADES

5

DISCIPLINE

 **Social
Studies**

COURSE

 **Civics**

PACING

 **10hr**

Section 1: What Task?

Teaching Task

Task Template IE3 - Informational or Explanatory

After reading informational texts about the transition from British colonies to an independent nation, write an essay in which you explain why the Articles of Confederation were ratified and how they addressed the grievances of the Declaration of Independence. Support your response with evidence from the text/s. Include at least three examples from the texts in your response.

Standards

Social Studies Next Generation Sunshine State Standards

SS.5.C.1.1

Focus

Explain how and why the United States government was created.

SS.5.C.1.3

Focus

Explain the definition and origin of rights.

SS.5.C.1.4

Focus

Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.

SS.5.C.2.1

Focus

Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.

Florida Standards

LAFS.5.RI.3.9.

Focus

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

LAFS.5.W.1.2.

Focus

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

LAFS.5.SL.1.1.

Focus

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Language Arts Florida Standards (LAFS)

LAFS.5.L.3.4

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.

Texts

 **Free America (song) - Joseph Warren**

 **The Congress (song)**

 **Songs of the Revolution.docx**

 **Excerpt from Patrick Henry.docx**

 **Excerpt from Joseph Galloway.docx**

 **John Locke.docx**

 **Declaration of Independence**

 **The Declaration of Independence (paraphrased).docx**

 **Liberty's Kids #13 The First Fourth of July**

 **The Articles of Confederation by Blair Belton**

Student Work Rubric - Informational or Explanatory Task - Grades 4-5

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Main Idea	Introduces the topic and an unclear main idea.	Introduces the topic and a clear main idea with an inconsistent focus on the main idea.	Introduces the topic and a clear main idea with a consistent focus on the main idea.	Introduces the topic and a clear and specific main idea with a consistent focus on the main idea.
Use of Sources	Includes few relevant details from sources.	Summarizes, paraphrases, or quotes relevant details from sources with minor inaccurate or incomplete elements . Includes a list of sources.	Summarizes, paraphrases, or quotes relevant details from sources. Includes a list of sources.	Summarizes, paraphrases, or quotes well-chosen details from sources. Includes a complete list of sources.
Development	Includes minimal facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate).	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that help develop the main idea .	Explains facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that develop the main idea.
Organization	Sequence of sentences or sections lacks a logical order or an evident beginning, middle, and end.	Sequences sentences and groups related information in paragraphs or sections, with a clear beginning, middle and end . Uses transitions (e.g., another, for example, also, because) to connect information .	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a unifying conclusion. Consistently and precisely uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information
Conventions	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing. Language use is inappropriate	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing. Uses language and domain-specific vocabulary with minor errors .	Consistently applies standard English conventions appropriate to the grade level. Minor errors , while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors . Attempts to use untaught conventions, appropriate to grade level .
C3 Concept: Chronology	Identifies dates of events and specifics.	Accurately sequences multiple events and specifics.	Accurately refers to the chronological sequence of related events to explain or argue.	Accurately refers to the chronological sequence of related events, including historical eras or periods, to explain or argue.

Background for Students

Everybody seems to love the Fourth of July. Fireworks, parades, picnics, festivals, family, friends, and fun! What a day--a whole day spent celebrating all that makes America great. But just what exactly are we celebrating?

The Fourth of July is also known as Independence Day. It is a holiday to celebrate the colonies' adoption of the Declaration of Independence on July 4, 1776.

In this module, you will learn about the Declaration of Independence and why the colonies believed they needed their independence. Once they declared their independence, they also recognized that they would need to work together and support each other. To accomplish this, they established "a firm league of friendship with each other" which they named the United States of America. This was accomplished through the Articles of Confederation that defined our first national government. How did a group of men create a government that would satisfy people who had just listed all the problems with the government they had loyally supported before?

Extension

The Constitutional Convention as a Four Act Drama - <http://teachingamericanhistory.org/convention/lloyd/>

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

ARGUMENT ANALYSIS: The ability to identify important facts and information from an argument

NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

ANNOTATION: The ability to complete a thoughtful, critical analysis of a text

Transition to Writing

IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

Writing Process

PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

DRAFTING THE RESPONSE: Ability to craft an introduction, body, and conclusion

PEER EDITING: Ability to provide meaningful feedback to improve others' writing

REVISION AND FINAL DRAFT: Ability to incorporate needed revisions and prepare for publication

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
1 hr	<p>TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>1. WRITING FRAMES Complete the writing frames on the topic of rights and rules.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> contribute to their group's discussion of rights and rules reflect on their learning and the importance having a national government. 	<p>Divide students into groups of 2-4. Provide students with the following scenario and then use a timer or time signal for each step.</p> <p>Imagine that you are shipwrecked in a foreign land with 100 other people. They could be strangers or people you know, but you all have one problem in common: there is no way to leave this foreign land. Therefore, you must decide upon a constitution that will protect the rights and freedoms of all 100 people. All 100 must agree to this constitution!</p> <p>1. (15 minutes): Provide each student with a copy of the Framing the Discussion handout. Then give the following directions:</p> <ul style="list-style-type: none"> Discuss what might happen if all 100 people live together with no rules and laws. As you discuss, consider the following: a) What might the stronger, more dominant people do? b) What might the weaker people do? c) Would there be criminals? d) Who or what would protect people? Use the handout to record your group's responses as well as your personal thoughts. Have each group share a necessary rule. <ul style="list-style-type: none"> (15 minutes): Provide each group with a sheet of chart paper and direct them to make two columns with a box at the bottom. (See sample organizer under Teacher Resources.) Column titles are Rights and Rules. Using their notes from the Framing the Discussion handout, have students <ul style="list-style-type: none"> Record a list of rights that everyone in the new land should have in the first column. Record a list of basic rules (laws) that everyone must follow in the second column. Have students use the box at the bottom of their chart paper to record their group's ideas on how the people should decide on a final list of laws and rules. (10 minutes) Have each group share out, with subsequent groups only sharing any rights or rules that are new to the list. Have the class decide which of the suggestions given would be best for deciding on final rights and rules. Remind students that our Constitution is a written, signed documents that serves as a set of "rules" or laws that protect the rights of American citizens. Pass out the short informational article about John Locke (see handout) for students to read. Facilitate a discussion about whether or not students agree or disagree with his ideas, and why it is (or is not) important for our country to have a national

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				<p>government.</p> <ul style="list-style-type: none"> Finally, have students complete the writing frames handout as learning outcome statements and as a general assessment of whether or not the activity was a success. <p>Modified from the lesson Life, Liberty and Property: What's the Big Idea? by Michael Long</p>
<p>Standards:</p> <p>LAFS.5.SL.1.1. : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>LAFS.5.RI.1.1. : Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>SS.5.C.1.3. : Explain the definition and origin of rights.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none"> Writing Frames.docx Rights and Rules.docx Framing the Discussion.docx John Locke.docx 				
30 mins	<p>TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>2. UNPACKED TASK Complete the attached worksheet analyzing the task.</p>	<p>Students meet expectations if they are able to unpack the demands of the task.</p>	<ol style="list-style-type: none"> Display the task prominently in the room. Have students complete the handout, "Examining the Task" Break students into small groups to discuss their responses. Ask students to rewrite the task in their own words. Have students examine the module rubric and ask for clarification of anything they do not understand.
<p>Standards:</p> <p>LAFS.5.RI.2.4 : Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>LAFS.5.RI.1.1. : Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none"> Examining the Task.docx Informational Explanatory Rubric Grade 2-5.pdf 				
<p>Reading Process</p>				
Not provided	<p>ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p>	<p>3. KEEPING A VOCABULARY LOG In your Learning Log on your Vocabulary log page, list words and phrases during the reading process that are essential to understanding the texts. Add definitions as</p>	<ul style="list-style-type: none"> The Vocabulary Log will include at least 12 of the identified unit terms and a total of 20 words with definitions in student's words, 	<p>The Vocabulary Log will be an on-going activity for the duration of the Active Reading and Transition to Writing sections of the Module. The following terms are suggested as essential based on the texts but should not be considered a complete list:</p> <ul style="list-style-type: none"> sovereignty delegate Declaration of Independence

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		<p>required to complete each column.</p>	<p>a formal definition, and citation of location in text.</p>	<ul style="list-style-type: none"> ● compromise ● ratify ● Articles of Confederation ● patriot ● social contract ● legislature ● representatives ● allegiance ● Constitutional Convention ● fence-sitter ● tyrant ● congress ● Loyalist or Tory ● petition ● reconciliation ● constitution ● Parliament ● allegiance <p>Depending upon your students, you may elect to preview the essential vocabulary term(s) as they appear in the texts throughout the Module. A daily review of essential vocabulary from the previous mini-task would be beneficial to ensure that all students are capturing the essential terms in their Learning/Vocabulary Logs.</p> <p>Note: A chart paper, sticky-note, add-a-word poster, or any word collection strategy/technique that allows easy viewing and addition would allow you and the students to quickly note and reference vocabulary throughout the Module. For ideas, see <i>5 Easy Steps to Rockin' Word Walls</i> in Teacher Resources.</p>
<p>Standards:</p> <p>LAFS.5.L.3.4.C. : 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.</p> <p>LAFS.5.L.3.4. : 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.</p>				
<p>Additional Attachments:</p> <p>📄 Essential_Vocabulary_Log.rev.docx</p> <p>📄 {5 Steps Series} 5 Easy Steps to Rockin' Word Walls I Dr. Kimberly's Literacy Blog.pdf</p> <p>📄 Essential Vocabulary.docx</p>				
<p>30 mins</p>	<p>ARGUMENT ANALYSIS: The ability to identify important facts and information from an argument</p>	<p>4. REVOLUTIONARY SONGS ANALYSIS Analyze the two Songs of the Revolution to determine which one represents the Loyalist's viewpoint and which the Patriot's viewpoint.</p>	<p>Not scored</p>	<p>Discuss with students the feelings in America leading up to the American Revolution. Point out that although many people were still undecided (fence-sitters) in their feelings toward the King, there were two groups with very strong feelings, the Loyalists and the Patriots. Explain that the Loyalists were loyal subjects of King George III and content under British rule, while the Patriots felt the King's rule was unjust and wanted the American colonies to gain their independence from Great Britain.</p> <p>1. Tell students they will be listening to two songs from the Revolutionary War era. Use the links</p>

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				<p>below to access the songs. As they listen, students are to determine whether the song presents the Loyalist or Patriot viewpoint.</p> <ol style="list-style-type: none"> 2. Divide students into small groups and provide them with the handout of the songs' lyrics. Discuss the meaning of some of the challenging vocabulary words, such as tyrants, dominion, ensnare, execrate, and adieu. (Only vocabulary that they are likely to encounter again needs to be addressed in the interactive notebooks.) 3. Have the groups read and annotate each song, confirming which song would have been sung by loyalists and which by patriots. (Note: the written versions differ slightly from the audio version. Both have been abridged.) <ul style="list-style-type: none"> ● Direct students to underline evidence in the song to support the group's opinion. ● In the margin, have them explain how the evidence shows the song to be a Loyalist or Patriot song. ● Review as a class to ensure that all groups are interpreting the songs correctly. <ul style="list-style-type: none"> ● Working in groups, have students apply a who, what, when, where, why, and how approach to discuss the songs. Have them to focus specifically on <ul style="list-style-type: none"> ● Who is being praised? ● Who is being scorned or complained about? ● What are some of the complaints expressed? ● What are some of the claims being made? ● Circulate as groups analyze and discuss. Share out whole class.
<p>Standards:</p> <p>LAFS.K12.SL.1.2 : Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LAFS.5.RI.2.5 : 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.</p> <p>SS.5.C.2.1 : Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 🔗 Free America 📄 Songs of the Revolution Teacher.docx 🔗 The Congress 📄 Songs of the Revolution.docx 				
<p>1 hr and 15 mins</p>	<p>ARGUMENT ANALYSIS: The ability to identify important facts and information from an argument</p>	<p>5. GRAPHIC ORGANIZER ON PERSPECTIVES OF LOYALISTS AND PATRIOTS</p> <p>Read the excerpt from Joseph Galloway or Patrick Henry to identify the key points of the argument and rewrite them in your own words.</p>	<p>Students meet expectations if they correctly identify the different perspectives of Loyalists and Patriots.</p>	<ol style="list-style-type: none"> 1. Review the task. 2. Divide the class into two groups representing the Loyalists and the Patriots, and provide the members of each group with the corresponding handout, as well as the notes organizer. Explain that they are to identify the arguments made in their speech and to record them in their own words on the graphic organizer. (The questions to the right of the text will provide additional scaffolding.) 3. Review the meaning of Loyalist and Patriot, and read each speech aloud once.

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- Using a think-aloud approach, model a close read of the text to annotate important words and phrases and to identify points from their arguments, first with the beginning of one speech and then with the other.
- Use the organizer to paraphrase the key points from the text. (Samples responses are under Teacher Resources.)
- Have students then work in small groups to locate other points of argument and record them in their own words. Circulate and assist as needed.
- Encourage students to interact with other members of their Loyalist or Patriot group to uncover key points they may have overlooked.
- Beginning with the Loyalist group, have students share the key points of the arguments with their classmates from the other group. The Patriot group members are to complete the Loyalist half of the graphic organizer while they listen. Allow them to ask questions to complete their notes. Then have the groups reverse roles.
- In their notebooks, have students respond to, "What did I learn today that will help me write a strong response to the task?" (If students need assistance, suggest that they focus on problems and differing points of view.)

Extension

Provide students with Stickman Diagrams and have them complete one for a Loyalist or a Patriot.

1. With a partner, they will share their descriptions looking for similarities and differences in the comparisons.
2. With the same partner, they will then duplicate the stick figure diagram (found in resources) on poster paper and create a poster which illustrates a Patriot in one color for each characteristic, and a Loyalist in a second color for each characteristic.
3. Hang the posters throughout the classroom and allow students to walk the gallery looking for similarities and differences among the posters.

Standards:

SS.5.C.2.1 : Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.

LAFS.5.RI.1.3 : 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.

Additional Attachments:

- 📄 [Excerpt from Patrick Henry.docx](#)
- 📄 [Excerpt from Joseph Galloway.docx](#)
- 📄 [Stickman Diagram.pdf](#)
- 📄 [Notes on Loyalists and Patriots.docx](#)
- 📄 [Loyalists and Patriots Teacher.docx](#)
- 📄 [Stickman Diagram Directions.pdf](#)

50 mins	NOTE-TAKING: Ability	6. NOTES ORGANIZER	Students meet	The Declaration of Independence, drafted by Thomas
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to select important facts and passages for use in one's own writing.

Identify several of the serious grievances outlined in the Declaration of Independence.

expectations if they

- locate Locke's ideas within the Declaration of Independence
- identify several of the 27 grievances
- explain how one of the grievances challenged the Colonies

Jefferson and adopted on July 4, 1776, announced that the 13 American colonies were no longer subject to British rule. Today, you will learn why the Declaration of Independence was needed and what the grievances against British rule under King George were.

1. Provide students with the notes organizer.
 - Direct them to use the first part of the organizer as they view "The First Fourth of July."
 - In the first column, they are to take notes on the events leading up to the ratification of the Declaration of Independence.
 - Working in small groups, students are to discuss the events they recorded, add additional as needed, and explain their implications for a new country.
2. Provide students with a copy of the *Declaration of Independence (Paraphrased)* for them to follow along as the teacher reads aloud. (If you wish, show students the original Declaration of Independence - Link provided under Teacher Resources.)
 - After reading aloud once, have students number the paragraphs to prepare for a close reading of the text.
 - Direct students to paragraph 2 and have them take out their completed writing frames from MT 1.
 - Model a close read by thinking aloud as you compare Locke's thinking and the Declaration.
 - Using information from their frame sheet, have students work in pairs as they continue to discuss the first question.
 - Once they agree on an answer, have them record it on their notes organizer.
 - Direct students to paragraph 4, and underline the last line, **To prove this, let us list his offenses:**
 - Using paragraphs 5, 6, and 7, model a close read by thinking aloud as you interpret each complaint and annotate by putting it into your own words in the margin.
 - Do paragraphs 8, 9, and 10 together as a class.
 - Place students in small groups. Assign each group 2 or 3 of the grievances from paragraphs 11 through 24 to discuss and record in their own words. Circulate to assist as students work.
 - Then ask each group to share their grievances with the class. Discuss the grievances and which they think the colonists would have been most concerned about.
 - Have students synthesize their notes by responding to the boxed question at the bottom of the organizer.

Standards:


LAFS.5.SL.1.1. : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.5.RI.1.3. : 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.

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SS.5.C.1.4 : Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.

Additional Attachments:





-  [The Declaration of Independence \(Primary Source\)](#)
-  [Liberty's Kids #13 The First Fourth of July](#)
-  [Declaration of Independence Notes Organizer.docx](#)
-  [The Declaration of Independence \(Paraphrased\).docx](#)

45 mins	<p>ANNOTATION: The ability to complete a thoughtful, critical analysis of a text</p>	<p>7. THE ARTICLES OF CONFEDERATION ORGANIZER</p> <p>Complete the organizer outlining what Congress was and was not allowed to do under the <i>Articles of Confederation</i>.</p>	<p>Students meet expectations if they are able to distinguish between state and federal powers under the <i>Articles of Confederation</i>.</p>	<p>Provide students with the organizer they will use to gather their information.</p> <p>Close reading</p> <ol style="list-style-type: none"> 1. Provide students with the book, <i>The Articles of Confederation</i>, by Blair Belton, or a similar text. <ul style="list-style-type: none"> • Divide students into small groups and assign one of the first 7 chapters to each group. • Review annotating main ideas (if needed) and provide post-it notes. • Have students read their portion of the text independently and annotate important ideas. • Working with a partner, have students complete the graphic organizer, identifying the how the federal government could function under the <i>Articles of Confederation</i> and what powers were reserved for the states. • As a class, discuss the balance of power between the federal government and the state governments. • In their interactive notebooks, have students complete a quick write on why the states would be willing to ratify the <i>Articles of Confederation</i>.
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Standards:

- LAFS.5.SL.1.1** : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- LAFS.5.W.3.8** : 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.
- SS.5.C.1.1** : Explain how and why the United States government was created.

Additional Attachments:

-  [The Articles of Confederation Organizer.docx](#)
-  [Articles of Confederation \(Primary Source Document\)](#)
-  [Five Close Reading Strategies](#)
-  [The Articles of Confederation by Blair Belton](#)

Transition to Writing

1 hr	<p>IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.</p>	<p>8. CIRCLE DISCUSSION</p> <p>Discuss how the <i>Articles of Confederation</i> addressed the grievances listed in the <i>Declaration of Independence</i>.</p>	<p>Students meet expectations by contributing relevant information from the previous mini-tasks during the</p>	<p>Topic for Discussion</p> <ol style="list-style-type: none"> 1. Provide students with the following guiding question: How did the <i>Articles of Confederation</i> address the grievances listed in the <i>Declaration of Independence</i>? 2. Allow Students time to organize their notes and
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			circle discussion.	<p>organizers to prepare for the discussion.</p> <p>Inner/Outer Circle Discussion</p> <ol style="list-style-type: none"> 1. Pass out the Circle Discussion handout and review protocols for Inner/Outer Circle Discussion, focusing on strategies to move a discussion forward. <ul style="list-style-type: none"> ● Assign all students their role for the discussion (1/2 of the class will form an inner circle and 1/2 of the class the outer circle). ● Make sure all students have their their notes from previous mini-tasks. ● Using the Inner Outer Circle Teacher Resource, prompt inner circle students with questions on the relevant topics. ● Students in the outer circle use the handout to take notes as they listen attentively to the discussion, but they may not speak. <ul style="list-style-type: none"> ● For the first half of the allotted time, allow the students in the inner circle to discuss key topics related to completion of the task. Then have the inner and outer circle switch roles and continue the discussion. <p>Wrap Up</p> <ol style="list-style-type: none"> 1. Review task for the module. Ask students, "How will today's discussion help you to respond to the task?"
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Standards:

LAFS.5.SL.1.1. : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.5.RI.3.9. : Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

SS.5.C.1.4 : Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.

SS.5.C.1.1 : Explain how and why the United States government was created.

Additional Attachments:




 [Circle Discussion Notes.docx](#)

 [Inner Outer Circle Discussion.docx](#)

Writing Process

20 mins	<p>PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.</p>	<p>9. BRAINSTORM WEB Brainstorm ideas on how you would respond to the task.</p>	<p>Students meet the expectations if their webs contain 3 or 4 of the colonists' grievances and how they Articles addressed them.</p>	<ol style="list-style-type: none"> 1. Have students return to the teaching task and be certain they understand what is expected. <ul style="list-style-type: none"> ● After reading informational texts about the transition from British colonies to an independent nation, write an essay in which you explain why the Articles of Confederation were ratified and how they addressed the grievances in the Declaration of Independence. Support your response with evidence from the text/s. ● As a class, have students brainstorm ideas on the need for the Articles of Confederation. ● Using the Brainstorm Web, have students record 3 or 4 challenges and use the outer circles to briefly
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				indicate how they addressed through the Articles of Confederation.
<p>Standards:</p> <p>LAFS.5.W.3.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.5.W.2.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>SS.5.C.1.4 : Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.</p> <p>SS.5.C.1.1 : Explain how and why the United States government was created.</p>				
<p>Additional Attachments:</p> <p> Brainstorm Web.docx</p>				
40 mins	<p>DRAFTING THE RESPONSE: Ability to craft an introduction, body, and conclusion</p>	<p>10. OPENING PARAGRAPH Write an opening paragraph that includes an attention grabber/hook to get the reader's attention, provides some background information, and establishes your controlling idea.</p>	<p>Student meet the expectations if they:</p> <ul style="list-style-type: none"> • write a hook to get the reader's attention. • provide background information. • establish a controlling idea that provides a clear response to the task 	<ol style="list-style-type: none"> 1. Offer several examples of opening paragraphs. 2. Ask the class to discuss what makes the paragraph examples strong or weak. 3. Review the TEA Paragraph Building <ul style="list-style-type: none"> ◦ Topic Sentence – Explains what the paragraph is about. ◦ Supporting Evidence – Gives examples of your topic sentence. ◦ Analysis of Evidence – Explains how your evidence supports your topic sentence.
<p>Standards:</p> <p>SS.5.C.1.1 : Explain how and why the United States government was created.</p> <p>LAFS.5.RI.3.9 : Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>LAFS.5.W.1.2.A : 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.</p>				
<p>Additional Attachments:</p> <p> Supporting ELLs.pdf</p> <p> Samples of opening paragraphs</p>				
1 hr	<p>DRAFTING THE RESPONSE: Ability to craft an introduction, body, and conclusion</p>	<p>11. BODY PARAGRAPHS Each of your body paragraphs should focus on details that support your controlling idea. You will cite evidence to support these details in each paragraph. As you write, periodically reread the task to ensure that you address all of the important aspects of the</p>	<p>Students will meet expectations if they write 2 to 4 body paragraphs that develop the controlling idea, include evidence from the texts, and include an analysis of the evidence.</p>	<ol style="list-style-type: none"> 1. Write one body paragraph with the class to model how it is done, or analyze a body paragraph from one of the module texts. 2. Using their notes and text, students will write their body paragraphs, citing evidence from the text to support the key details and explaining the relationship between the evidence and their details. 3. Students should include the following in their body paragraphs: <ul style="list-style-type: none"> • Transitional words or phrases • A reference to the prompt

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		<p>task. Utilize your organizer and outline to guide you as write your body paragraphs.</p>		<ul style="list-style-type: none"> ● Key detail ● Evidence from the text to support the detail ● Analysis of the evidence <p>4. Have students share their work, either class wide or with partners.</p>
<p>Standards:</p> <p>LAFS.5.W.2.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>LAFS.5.W.1.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>SS.5.C.1.4 : Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.</p> <p>SS.5.C.1.1 : Explain how and why the United States government was created.</p>				
<p>15 mins</p>	<p>DRAFTING THE RESPONSE: Ability to craft an introduction, body, and conclusion</p>	<p>12. CONCLUSION Write a conclusion to wrap up your essay including the following:</p> <ul style="list-style-type: none"> ● Transition ● A restatement of your controlling idea ● Something for your reader to think about 	<p>Scored according to the LDC rubric</p>	<ol style="list-style-type: none"> 1. Remind students that an effective conclusion allows the writer to have the final say on the issues, to synthesize their thoughts, to demonstrate the importance of their ideas, and to give the reader to a new view of the subject. It should show the reader how the examples and evidence fit together. 2. Write a concluding paragraph with the class to model what a conclusion should look like, or analyze a concluding paragraph from one of the module texts. 3. Have students write their conclusion.
<p>Standards:</p> <p>LAFS.5.W.2.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>LAFS.5.W.1.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>				
<p>45 mins</p>	<p>PEER EDITING: Ability to provide meaningful feedback to improve others' writing</p>	<p>13. SMALL PEER GROUP WORKSHOP In groups of three, help edit other students' essays.</p>	<p>Meets expectations if:</p> <ul style="list-style-type: none"> ● includes at least three comments per page ● questions are asked to prompt the writer to provide more details and to get the author to 	<ol style="list-style-type: none"> 1. If students are new to peer editing, the Peer Edit with Perfection Tutorial (link under Teacher Resources) provides teachers with a PowerPoint to introduce the process. 2. Review the roles of responder and writer in the peer editing process using the Peer Editing Guide. (Reproducible for classroom use.) 3. Discuss the Peer Edit with Perfection Handout with students. (Reproducible for classroom use.) 4. Arrange students into groups of three. 5. Have them comment on a paper for about 10

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			<p>reflect on his/her own writing.</p> <ul style="list-style-type: none"> ● comments provide useful and constructive feedback for the writer ● positive comments are explained ● feedback avoids broad sweeping comments such as “Your writing is awesome,” “Keep it up!” or “This draft is really good” ● feedback targets aspects of the essay like organization, textual support, content, and focus, rather than editing for typos, misspellings, and grammatical errors. 	<p>minutes, then pass the paper to the next group member for further commentary.</p> <ol style="list-style-type: none"> 6. When all of the members of the group have read an essay, have them discuss their feedback. 7. The author will take notes silently on the discussion. 8. Then, when the discussion is over, the author asks clarifying questions and questions about any other aspect of the writing that did not come up in discussion. <p>Post these steps for the class to see.</p> <p>Step One:</p> <ol style="list-style-type: none"> 1. Read your group member’s essay and add comments, suggestions, and questions in the margins. 2. Try to add <i>at least three comments</i> per page. 3. Use What? When? Why? Where? Who? or How? questions when you want the essay’s writer to provide more details. 4. Also, attempt to point out awkward phrases, confusing ideas, or otherwise unclear passages as you mark the writer’s rough draft. <p>Step Two:</p> <ol style="list-style-type: none"> 1. Once you have read the entire essay and noted suggestions on post-its, provide oral feedback to the essay’s writer; your goal should be to provide the writer with specific possibilities for revision. 2. Make your feedback as specific as possible so that the writer knows exactly which section of the essay you’re addressing. 3. In your feedback, deal with areas such as <i>purpose, clarity, content, textual support, organization, and how well the essay addresses the task’s prompt.</i>
<p>Standards:</p> <p>LAFS.5.W.2.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>LAFS.5.W.2.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>				
<p>Additional Attachments:</p> <p>🔗 Peer Edit with Perfection! (read write think)</p> <p>🔗 Peer Editing Guide (read write think)</p> <p>🔗 Peer Edit with Perfection Tutorial - PowerPoint for Teacher Use (read write think)</p>				
<p>30 mins</p>	<p>REVISION AND FINAL DRAFT: Ability to incorporate needed revisions and prepare for publication</p>	<p>14. PUTTING THE ESSAY TOGETHER Examine your introduction, body paragraphs, and conclusion, and revise your work to make it the best it can be. Be sure all of the body paragraphs</p>	<p>Students will produce a revised draft for publication.</p>	<ol style="list-style-type: none"> 1. Remind students that revising is the process of making sure that the essay says what the writer wants it to say. Most writers look for the biggest problems first and then tackle the smaller ones. <ul style="list-style-type: none"> ● For example, a writer may begin with the completeness of the content, accuracy and depth of supporting details and evidence, and the way the writing is organized, then look at style, grammar, spelling and usage.

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relate to your controlling idea.

- Sometimes it is helpful to consider reviewing the writing by looking at paragraphs, then sentences, and finally words and phrases.
2. Have students put their essay together and then quietly read their work aloud. They should circle ideas that are confusing, put arrows where information or evidence is missing, and cross out repetitious information or words. They can also edit their writing by circling words and phrases that they wish to improve or that have been overused.
 3. Have students revise their work for publication.

Standards:

LAFS.5.W.2.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LAFS.5.W.1.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.









- a. 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.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

Instructional Resources

Teacher Resource

- 📄 [Essential Vocabulary.docx](#)
- 📄 [Loyalists and Patriots Teacher.docx](#)
- 📄 [LDC 5A Kid_Friendly_Performance_Task_Expectations 2016.docx](#)
- 📄 [FSA Grades 4:5 Informative:Explanatory Rubric.pdf](#)
- 📄 [Student Friendly ELA Rubric Florida.pdf](#)
- 📄 [{5 Steps Series} 5 Easy Steps to Rockin' Word Walls I Dr. Kimberly's Literacy Blog.pdf](#)
- 📄 [Summarizing_Strategies.pdf](#)
- 📄 [LDC 5A Stick Man Diagram Teacher.pdf](#)
- 📄 [Stages of Second Language Development and ESOL Strategies.pdf](#)
- 🔗 [Peer Edit with Perfection Handout](#)
- 🔗 [Peer Editing Guide Handout](#)
- 🔗 [Peer Edit with Perfection Tutorial \(Locate under Strategy in Practice.\)](#)
- 📄 [Standards Matrix for All Modules.pdf](#)
- 📄 [Descriptive Matrix of All Modules.pdf](#)

Student Handout

-  **Essential Vocabulary Log.docx**
-  **Examining the Task.docx**
-  **Loyalists and Patriots.docx**
-  **Writing Frames.docx**
-  **Declaration of Independence Notes Organizer.docx**
-  **The Articles of Confederation Organizer.docx**
-  **Brainstorm Web.docx**
-  **LDC 5A Stick Man Diagram Student.pdf**

Section 4: What Results?

Student Work Samples

Meets Expectations

 **Sample 1**

Emerging

 **Sample 3**

Approaches Expectations

 **Sample 2**


Teacher Reflection

Not provided

All Attachments

- 🔗 Free America (song) - Joseph Warren : <https://s.ldc.org/u/b8wq4pv77lbcvt5wya0pknv31>
- 🔗 The Congress (song) : <https://s.ldc.org/u/di3na11mp1qzqktsmf50jx7iw>
- 📄 Songs of the Revolution.docx : <https://s.ldc.org/u/ar4cq5jc7mxmlscs7cnu95hvr>
- 📄 Excerpt from Patrick Henry.docx : <https://s.ldc.org/u/6ahbd2xxdcijp0t3ns0oerngn>
- 📄 Excerpt from Joseph Galloway.docx : <https://s.ldc.org/u/d39aprljsraub07thmchqiyic>
- 📄 John Locke.docx : <https://s.ldc.org/u/30pk9ot7o19tamauwq25vyaqq>
- 🔗 Declaration of Independence : <https://s.ldc.org/u/989wlyntw17o7d4usw4rc5gu2>
- 📄 The Declaration of Independence (paraphrased).docx : <https://s.ldc.org/u/8psvseuttcueahbujkpeixe66>
- 🔗 Liberty's Kids #13 The First Fourth of July : <https://s.ldc.org/u/3ryueos6ww4oulhc4b2czt0wd>
- 🔗 The Articles of Confederation by Blair Belton : <https://s.ldc.org/u/8na3buewspwezo5hxrtcnz0in>
- 📄 Sample 1 : <https://s.ldc.org/u/bkp5clf1zjr7dgd04oi9dk6qd>
- 📄 Sample 3 : <https://s.ldc.org/u/55bqzxsobnh40j5sa8hby7c34>
- 📄 Sample 2 : <https://s.ldc.org/u/2gdui9jcaubes7qq2adt6nyh3>
- 📄 Essential Vocabulary.docx : <https://s.ldc.org/u/dm3hvarwh6okwunzq3yrx04s>
- 📄 Loyalists and Patriots Teacher.docx : <https://s.ldc.org/u/asapf5ofz21w3ghhjt2zc8yo8>
- 📄 LDC 5A Kid_Friendly_Performance_Task_Expectations 2016.docx : <https://s.ldc.org/u/3el8x9b7oaga1i96fve26dg6p>
- 📄 FSA Grades 4:5 Informative:Explanatory Rubric.pdf : <https://s.ldc.org/u/8zn1o4ayu91cgt4ww8grl7xuj>
- 📄 Student Friendly ELA Rubric Florida.pdf : <https://s.ldc.org/u/5cpq9eayjf6kjplc4b72eslna>
- 📄 {5 Steps Series} 5 Easy Steps to Rockin' Word Walls I Dr. Kimberly's Literacy Blog.pdf : <https://s.ldc.org/u/9k07z9dpg5aw01fqmvozpikvh>
- 📄 Summarizing_Strategies.pdf : <https://s.ldc.org/u/5f2umr3twx3bwt0b662egjfs>
- 📄 LDC 5A Stick Man Diagram Teacher.pdf : <https://s.ldc.org/u/8leha3cf5dhcxpeaqouf48csa>
- 📄 Stages of Second Language Development and ESOL Strategies.pdf : <https://s.ldc.org/u/6h8un8ncw8ufm32iil7pd5pr9>
- 📄 Essential Vocabulary Log.docx : <https://s.ldc.org/u/a57kssk32xjf2rqqoq3k6itla>
- 📄 Examining the Task.docx : <https://s.ldc.org/u/2pwc32ylui0l3i5kog36tu1sg>
- 📄 Loyalists and Patriots.docx : <https://s.ldc.org/u/w32toqp646uydtq6ehbkxgq2>
- 📄 Writing Frames.docx : <https://s.ldc.org/u/f5l4cfr1r1xvous1yq6neh2ix>
- 📄 Declaration of Independence Notes Organizer.docx : <https://s.ldc.org/u/djtgd3cz2dh4ddcbq95z60r5s>
- 📄 The Articles of Confederation Organizer.docx : <https://s.ldc.org/u/8xceiri2lu272a7yfa390x99d>
- 📄 Brainstorm Web.docx : <https://s.ldc.org/u/465gotq4ev74856dyp2fvmkyh>
- 📄 LDC 5A Stick Man Diagram Student.pdf : <https://s.ldc.org/u/8da02ilciritj8z56p3q5qq7v5>
- 🔗 Peer Edit with Perfection Handout : <https://s.ldc.org/u/2ct1swgnw3adzuxno8z67miwx>

 **Peer Editing Guide Handout** : <https://s.ldc.org/u/cqfabpdyfarnybtc2n16pctld>

 **Peer Edit with Perfection Tutorial (Locate under Strategy in Practice.)** :
<https://s.ldc.org/u/eyaj1lj6bbfaby9s5d3e7k0b8>

 **Standards Matrix for All Modules.pdf** : <https://s.ldc.org/u/39ttdtinvpz9p2ov783dbd5nd1>

 **Descriptive Matrix of All Modules.pdf** : <https://s.ldc.org/u/w5l21i276uzvbxuuvaxlf7dc>