



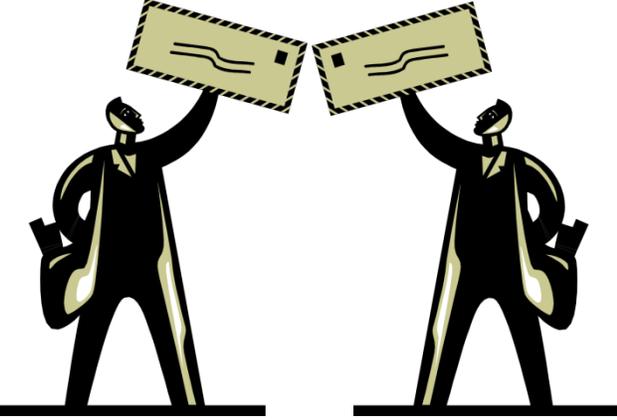
DECLARATION TRANSLATION

By Heather Cagle

Activity Description

Using illustrations, student pairs will present the literal interpretations and intended meanings of different statements from the Declaration of Independence (provided below).

Example

What It Says	What It Means
 <p data-bbox="175 1255 792 1533">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—</p>	 <p data-bbox="841 1276 1442 1411">The people in the colonies know that all people are equal and have the right to live and be free.</p>

Suggested Grade Level

Middle school (grades 6–8)

Estimated Time to Complete

30–45 minutes (to create), 15 minutes to share

Objectives

Students will be able to

- analyze the Declaration of Independence;
- explain complaints of the colonists in the Declaration of Independence;
- demonstrate an awareness of the Declaration of Independence, a historical process developed in protest.

Materials Needed

- Poster board or paper
- Markers, colored pencils, crayons, etc.
- Dictionaries and thesauruses
- Cut-apart statements from the Declaration of Independence; see below

Activity Procedures

1. Assign each student a partner and give each student one of the statements taken from the Declaration of Independence (provided below) and one sheet of paper or half a piece of poster board.
2. With the statement, the student pairs will draw a picture of what the statement says and what the statement actually means. “What It Says” will be similar to the *Amelia Bedelia* books, which feature literal interpretations of words. “What It Means” will depict the intended meaning of the statement.
3. Encourage the students to look up words of which they do not know the meanings. They should work together to come up with a “What it Means” sentence. Then, each student in the pair can do an illustration.
4. When the pairs have completed their portion of the Declaration, have them share with the class in proper order.

Common Core State Standards

English Language Arts Standards, College and Career Readiness Anchor Standards for Language
Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

English Language Arts, History/Social Studies, Grades 6–8
Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**DECLARATION OF INDEPENDENCE
STATEMENTS FOR STUDENTS**

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 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 Invasions from without, and Convulsions within.

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 harass 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 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 cutting off our Trade with all parts of the world:

For transporting us beyond Seas to be tried for pretended offenses

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

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.

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.

