



SEP 10350

Celebrating Constitution Day

Grades 3-5



Shell Educational Publishing

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Declaration Signers Guess Game

Grade Three Lesson Plans

Objective

Understands historical figures who believed in the fundamental democratic values (e.g., justice, truth, equality, the rights of the individual, responsibility for the common good, voting rights) and the significance of these people both in their historical context and today.

Materials

- ★ copies of *Biographies* (page 15)
- ★ nametags for each of the signers on the *Biographies* sheet
- ★ copies of *Clues* (page 16)
- ★ copy of *Declaration Signers* (page 14) on an overhead transparency
- ★ overhead projector

Procedure

- 1 Explain that even after Thomas Jefferson wrote the Declaration of Independence, it didn't really mean anything until he got important people to agree with it—it would have just been one man's opinion without the rest of the signers.
- 2 Display *Declaration Signers* (page 14), and refer to the *Declaration Signers Questions* (page 13) to help students interact with this primary source.
- 3 Explain the following procedure for the Declaration Signers Guess Game.
 - ★ Each student will have a nametag taped to his or her back—they may not look at their own nametags.
 - ★ Each student will have a copy of *Biographies* (page 15) with a list of the signers of the Declaration of Independence and a short biography of each.
 - ★ Each student should ask yes or no questions that will help him or her guess the identity of the person taped to his or her back. For example, one might ask, "Am I from Virginia?"
 - ★ The student of whom the question has been asked should look at the *Biographies* sheet and correctly answer the question.
 - ★ The questioner should write the answer on the *Clues* sheet (page 16).
 - ★ When students have a guess as to their identity, they should circle this person on their *Biographies* sheet and compare, one last time, their guess to the information on their *Clues* sheet, and should then bring their guess to the teacher.
- 4 Play the game until every student has guessed his or her identity (or for a set time period).
- 5 Discuss the activity. Why do students think these signers were from only 13 states? Which of these signers have students heard of? Which are new to them?
- 6 To assess your students' learning, go over each activity in the *Bloom's Taxonomy Chart* (page 13) with the class. Assign each student an activity or allow them to choose their own. All of these activities are based on Bloom's Taxonomy of Cognitive Development.
- 7 Finally, for an extension, refer to *Extension Activity* (page 13).

Declaration Signers Guess Game

Grade Three Lesson Plans (cont.)

Declaration Signers Questions

- ★ Look closely—are there any names you recognize?
- ★ What do you notice about the way these people are dressed? How is this different from today's styles?
- ★ What do you think is the purpose of this document?
- ★ What else do you notice about this document?

Bloom's Taxonomy Chart

Knowledge: What was the Declaration of Independence? On a piece of paper, write a one-sentence definition.

Comprehension: Why was getting the Declaration of Independence signed by important people so useful to the United States? On a piece of paper, write three reasons.

Application: In this lesson you learned about some, but not all of the signers of the Declaration of Independence. Use the Internet to find the name of another signer and list three facts about this person.

Analysis: What else do you want to know about the person whose name was stuck to your back? List three things you would like to know.

Synthesis: The signers of the Declaration of Independence took a risk for what they thought was right. Draw a picture of someone else who stood up for his/her beliefs and write a sentence about this person.

Evaluation: Imagine the Declaration of Independence had never been written. Make a poster showing what it would be like if we still lived under British rule.

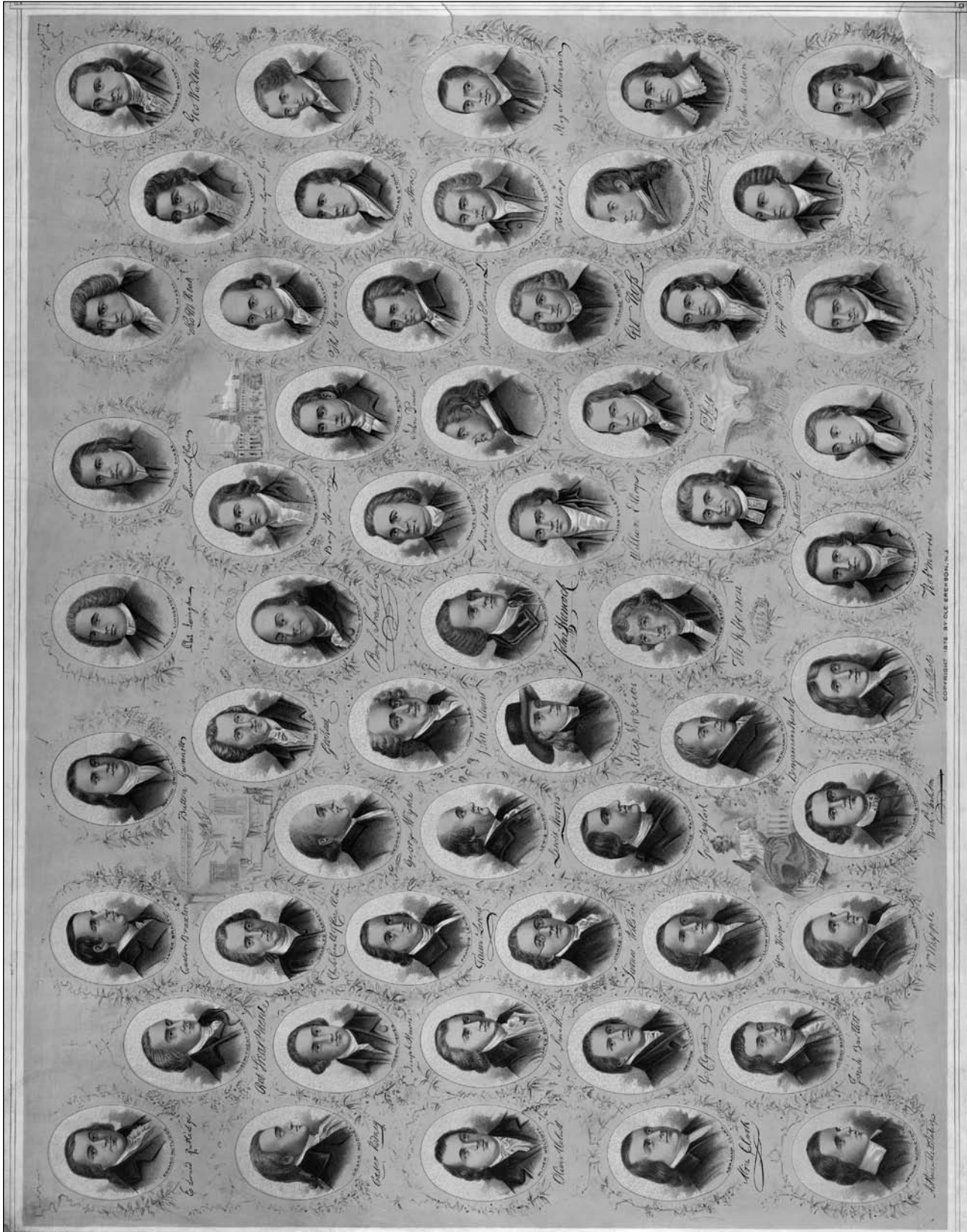
Extension Activity

- 1 Have students use the Internet or other grade-appropriate research materials to find three facts about the person they had taped to their backs.
- 2 Have students make posters, illustrating the person and write both the facts from the *Biographies* sheet and the three facts they discovered in the course of research.

Declaration Signers Student Reproducible

Name: _____

Date: _____



Courtesy of Library of Congress

Biographies

Student Reproducible

Name: _____

Date: _____

Name	State	Job(s)	Fact
John Adams	Massachusetts	lawyer	vice president under George Washington
Samuel Adams	Massachusetts	tax collector	cousin of John Adams
Josiah Bartlett	New Hampshire	doctor and judge	second signer of the Declaration
Charles Carroll	Maryland	politician	studied in France
Abraham Clark	New Jersey	sheriff	studied math and surveying
Benjamin Franklin	Pennsylvania	printer, publisher, scientist	didn't go to school past age 10
John Hancock	Massachusetts	governor	an orphan
Stephen Hopkins	Rhode Island	lawyer and teacher	never went to school
Thomas Jefferson	Virginia	lawyer	wrote over 16,000 letters
Lewis Morris	New York	farmer and judge	lost all his wealth in the revolution
John Penn	North Carolina	lawyer	died at age 48
George Read	Delaware	Judge	graduated college at age 15
Edward Rutledge	South Carolina	politician	lawyer in England
Rodger Sherman	Connecticut	cobbler and lawyer	self taught
George Walton	Georgia	lawyer and judge	first job was as a carpenter
William Whipple	New Hampshire	sailor and merchant	head of the New Hampshire militia

Clues

Student Reproducible

Name: _____

Date: _____

Check off the states your person is NOT from:

Connecticut	
Delaware	
Georgia	
Maryland	
Massachusetts	
New Hampshire	
New Jersey	
New York	
North Carolina	
Pennsylvania	
Rhode Island	
South Carolina	
Virginia	

Check off the jobs your person does NOT do:

Cobbler	
Doctor	
Farmer	
Judge	
Lawyer	
Politician	
Printer	
Sailor	
Sheriff	
Tax Collector	

List any other clues you have: _____
