

Declaration of independence student worksheet answers

1

The Declaration of Independence
"In your words"

The Final Text	Experiences of the past century	Issues at our
"When in the Course of human events, it becomes necessary for one people to declare their independence of 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 solemn and sacred obligation is imposed upon them to 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."		
"The history of King George III's reign is a history of oppression and tyranny. He has endeavored to bring us under the same oppressive and tyrannical rule as the British people have been under."		



Name _____ Date _____

Declaration of Independence

Fill in the blanks with the correct words from the box.

of Declaration _____ and formed _____
and from the words of _____
to state, our rights do not come from _____
They come from our _____

Complete each sentence with facts from the box.

- There were _____ members of the Continental Congress who signed the Declaration of Independence and it was written on _____.
- It was written in _____ and it was signed on _____.
- The first Congress of the United States was _____.
- The Declaration of Independence was signed in the city of _____.
- The Declaration of Independence was signed on _____.
- Thomas Jefferson was the author of the Declaration of Independence.
- The Declaration of Independence included the idea of _____, _____, and the right to _____.
- The date when the colonies finally declared independence from Britain was _____.
- According to America's founders, governments should only get their power from the people of the country and _____.

Name _____

Drafting the Declaration of Independence

Directions: For this WebQuest, you will visit the Library of Congress' online exhibit on Thomas Jefferson here: <http://www.loc.gov/rr/exhibitions/declaration.html>. Use the information under each subheading to answer the following.

- Who appointed Jefferson to the committee for drafting a declaration of independence?
 - a. Adding a Bill of Rights
 - b. Removing a sentence condemning the slave trade
 - c. All members of the committee signing the bottom
 - d. Adding a Preamble to the back page of it.

INFLUENTIAL PRECEDENTS
Match each document to how it influenced Jefferson.

- A treatise from which flowed the principles embedded in the Declaration of Independence.
- A list of governmental abuses by King George III.
- Call for a halt to trade with Great Britain, including an end to the importation of slaves.
- His smooth, eloquent language.

A. Instructions to Delegates of the 1st Continental Congress

B. Fairfax County Resolves

C. Mason's Virginia Declaration of Rights

D. Jefferson's Draft of a Constitution for Virginia

THIS FRAGMENT & ROUGH DRAFT

- Both the fragment and rough draft are examples of:
 - a. Primary sources
 - b. Secondary sources
 - c. Tertiary sources
 - d. Research papers
- Click on the image of *Drafted Rough Draft* - what is the full title?
- Who helped Thomas Jefferson make changes to the Declaration?
- When did Congress formally adopt the final text of the Declaration?
- Match the details of the Great House and indicate where Thomas Jefferson lived.

Democracy: Declaration of Independence

Name _____

Words to Know

Directions: Choose the word from the box that best matches each definition. Write the word on the line.

consent of the governed

colonies

condemnation

grievances

legislature

loyal

persuade

represent

inalienable rights

violation

- saying that a person or a group is wrong
- breaking the law or a rule
- statements that something is not right or unfair
- to convince someone to act based on good reasons
- rights all people have simply by virtue of being

Directions: Choose the word from the list that best completes each sentence. Write the word on the line.

- We need someone who will _____ our state and work on our behalf in Congress.
- The _____ is responsible for writing laws that help all citizens.
- People living in the American _____ did not like being taxed by the British government.
- Some colonists were _____ to the king and did not want to become an independent country.
- Government exists through the _____ and is the basis for its authority.

Write Sentences
On the back of this assignment or on a separate sheet of paper, write sentences using the words listed at the top.

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THE DECLARATION OF INDEPENDENCE

Small Group Activity Sheet

I. Philosophical influences on the content of the Declaration of Independence:

Aristotle 384 – 322 B.C. – In his book The Republic, he describes democratic based government.

John Locke 1632 – 1704 – Presented an argument for "unalienable rights"

Thomas Hobbes 1588 – 1679 – A proponent of "natural laws of the universe."

II. Content of the Declaration of Independence:

Paragraph 1:
1. What is the purpose of the first paragraph of the Declaration?

Paragraph 2:
2. According to the Declaration of Independence, what are the colonists seeking?

3. According to the Declaration of Independence, what is the purpose of government?

4. According to the Declaration of Independence, where does a government get its power?

5. According to the Declaration of Independence, what is one responsibility that the people have?

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page 1 of 2

The declaration of independence student worksheet britannica answers.

The Fathers of our country are the men who signed the Declaration of Independence and/or the United States Constitution. They were also known as patriots, people who wanted to be independent from England in the 1700's. Page 2 [Home] This worksheet is a PDF document. You will need Adobe Acrobat Reader to view the worksheet or answers. Each worksheet may consist of several pages, scroll down to the see everything. Have you heard of the Declaration of Independence? The members of Congress signed the Declaration of Independence on July 4, 1776, declaring the United States an independent country. Great for third and fourth graders, this worksheet explains the history behind this notable document and asks critical thinking questions. As they learn about the Declaration of Independence, students will start thinking about civics and government. View answersAdd to collectionAssign digitallyCommon Core State StandardsTexas Essential Knowledge and Skills (TEKS)Virginia Standards of Learning (SOL)Next Generation Science Standards (NGSS)BC Performance StandardsAlberta Program of StudiesThe Australian Curriculum (ACARA)The Victorian Curriculum (F-10)No standards associated with this content. Blend reading, writing, and historical concepts with the Declaration of Independence worksheet. What was the Declaration of Independence? When was it signed? What did it do? Why did it anger the British government? How did the Declaration of Independence lead to the American Revolution? These are just a few questions that your students will uncover the answers to with a Declaration of Independence constructed response worksheet. This worksheet integrates Social Studies and Writing concepts. This two-page resource consists of the following Declaration of Independence activities: Students will read a short passage about the Declaration of Independence. Students will then complete a R.A.C.E.S. graphic organizer to plan out their response to a prompt. Students record their answer as a constructed response paragraph, and use a checklist to verify that all parts are included. Tips for Differentiation + Scaffolding In addition to independent student work time, use this worksheet as an activity for: Fast Finisher Activity Challenge your fast finishers to extend their constructed response topic into a research project or essay development activity. Support Struggling Students Support struggling writers or ESL students by providing sentence frames to aid them in constructing their sentences. Read the passage together and highlight ideas that could be used as evidence and supporting details. Easily Download & Print Use the dropdown icon on the Download button to download the PDF version of this resource. To save paper, we suggest printing this 2-page worksheet double-sided. Additionally, project the worksheet onto a screen and work through it as a class by having students record their answers in their notebooks. Get more worksheets to have handy! This resource was created by Nicole Ellis, a teacher in New York, and Teach Starter Collaborator. Don't stop there! We've got more activities to shorten your lesson planning time: Review and practice multiple reading skills using the text "King Midas and the Golden Touch" with these digital and print resources.9 pagesGrades: 3 - 5Enhance your students' comprehension, vocabulary, and writing skills with this nonfiction Earth Day passage and accompanying activities.11 pagesGrades: 3 - 5Solidify your nonfiction reading response lessons with this set of 12 comprehension task cards.6 pagesGrades: 1 - 2 Read, write, and draw to learn about Memorial Day with a printable mini-book. 8 pages Grades: K - 2 Increase vocabulary and build background knowledge about Columbus Day with a set of vocabulary word wall cards. 1 page Grades: K - 2 Build and write sentences about patriotic holidays in the United States with a group of six holiday sentence-building worksheets. 1 page Grades: K - 1 Build and write sentences about different patriotic holidays with this cut-and-paste worksheet.8 pages Grades: K - 2 Enhance your students' close reading strategies, vocabulary, and writing skills with a Boston Tea Party reading passage and accompanying activities. 1 page Grades: 3 - 5 Learn about Martin Luther King, Jr. with a printable book for kindergarten and first-grade students. 4 pages Grades: K - 2 Read and write about George Washington Carver using the RACES strategy for constructed response paragraphs. 2 pages Grades: 2 - 3 Support your students in reviewing the vocabulary and concepts surrounding Constitution Day with this worksheet. 3 pages Grades: K - 2 Read, write, and draw to learn about Independence Day with a printable mini-book. 8 pages Grades: PK - 2 Discover the influence and positive character traits of Thurgood Marshall with a reading passage and RACES writing prompt for fourth grade. 1 page Grades: 2 - 4

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