

Too Late to Apologize

Declaration of Independence

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Grade Level	8th Grade	**Time Frame**	2 class period(s)
Subject	Social Studies	**Duration**	90 minutes
Course	U.S. History		

Essential Question

What conditions cause citizens to rebel against their government?

Summary

Using text analysis techniques, students will explore the Declaration of Independence. They will specifically look at the Four Principles of Government and apply those ideas to the grievances listed in the Declaration of Independence to better understand the reasons behind why the colonies desired to separate from the British and declare their independence.

Snapshot

Engage

Students watch the video "Too Late to Apologize" and answer questions about why the citizens of the colonies chose to rebel against British rule.

Explore

In small groups, students complete a Card Sort to match the Four Principles of Government with their definitions. Then they use the Categorical Highlighting strategy to mark up the lyrics to "Too Late to Apologize," highlighting colonists' complaints.

Explain

Students review the Four Principles of Government, then read and annotate the Declaration of Independence, highlighting grievances. They then record each grievance on a graphic organizer alongside the Principle it violates and discuss and justify their categorizations.

Extend

Students complete an Anchor Chart using the materials generated with the graphic organizer. They rank the grievances related to a single Principle from most to least upsetting.

Evaluate

Students summarize the colonists' reasons for declaring independence and explain how at least one grievance relates to a principle of government.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR401: Locate important details in somewhat challenging passages
CLR403: Draw simple logical conclusions in more challenging passages
IDT402: Identify a clear central idea or theme in somewhat challenging passages or their paragraphs

ACT College and Career Readiness Standards - Writing (6-12)

I&A 301: Understanding the task and writing with purpose. A score in this range indicates that the writer is able to: -Generate a somewhat clear thesis that establishes a perspective on a contemporary issue -Respond to other perspectives on the issue
D&S 301: Building and strengthening the argument. A score in this range indicates that the writer is able to: -Make use of mostly relevant reasoning and examples to support the thesis and arrive at a general or simplistic understanding of the issue -Offer a rationale that largely clarifies the argument -Provide elaboration of ideas and analysis that is somewhat repetitive or imprecise
ORG 302: A score in this range indicates that the writer is able to: -Provide a basic organizational structure are grouped locally

Oklahoma Academic Standards SOCIAL STUDIES (Grade 8)

8.C.1.5: Analyze the significance of the Declaration of Independence as a founding statement of American thought on democracy and the purpose of government.
8.C.1.5.A: Examine the Declaration of Independence, as drafted by Thomas Jefferson, influenced by the Committee of Five, and adopted July 4, 1776.
8.C.1.5.B: Describe the intellectual origins of American political thought as proposed by such Enlightenment philosophers as John Locke and his theory on natural rights.
8.C.1.5.C: Evaluate the role of Judeo-Christian ideals in supporting colonial demands for independence, as exemplified by the Bible being a frequently cited authority by America's Founders.
8.C.1.5.D: Identify the purpose of government as the protection of unalienable individual rights and liberties.
8.C.1.5.E: Explain how a social contract exists between citizens and their government, requiring the consent of the governed, as well as the right of citizens to alter their governments when abusive.

Attachments

- Card Sort—Too Late to Apologize - Spanish.docx
- Card Sort—Too Late to Apologize - Spanish.pdf
- Card Sort—Too Late to Apologize.docx
- Card Sort—Too Late to Apologize.pdf
- Declaration of Independence (Abbreviated Text)—Too Late to Apologize - Spanish.docx
- Declaration of Independence (Abbreviated Text)—Too Late to Apologize - Spanish.pdf
- Declaration of Independence (Abbreviated Text)—Too Late to Apologize.docx
- Declaration of Independence (Abbreviated Text)—Too Late to Apologize.pdf
- Declaration of Independence (Full Text)—Too Late to Apologize - Spanish.docx
- Declaration of Independence (Full Text)—Too Late to Apologize - Spanish.pdf
- Declaration of Independence (Full Text)—Too Late to Apologize.docx
- Declaration of Independence (Full Text)—Too Late to Apologize.pdf
- Four Principles of Government Graphic Organizer—Too Late to Apologize - Spanish.docx
- Four Principles of Government Graphic Organizer—Too Late to Apologize - Spanish.pdf
- Four Principles of Government Graphic Organizer—Too Late to Apologize.docx
- Four Principles of Government Graphic Organizer—Too Late to Apologize.pdf
- Slide Presentation—Too Late to Apologize.pptx
- Too Late to Apologize Lyrics—Too Late to Apologize - Spanish.docx
- Too Late to Apologize Lyrics—Too Late to Apologize - Spanish.pdf
- Too Late to Apologize Lyrics—Too Late to Apologize.docx
- Too Late to Apologize Lyrics—Too Late to Apologize.pdf

Materials

- Slide Presentation—Too Late to Apologize (attached)
- Card Sort—Too Late to Apologize (attached; cut and laminate; one set per group)
- Too Late to Apologize Lyrics—Too Late to Apologize (attached; one copy per student)
- Declaration of Independence (Abbreviated Text)—Too Late to Apologize (attached; see note in Explain; one copy per student)
- Declaration of Independence (Full Text)—Too Late to Apologize (attached; see note in Explain; one copy per student)
- Four Principles of Government Graphic Organizer—Too Late to Apologize (attached; one copy per student)
- Colored pencils or markers
- Highlighters
- Poster or chart paper

20 minutes

Preparation Note

Prior to the lesson, prepare a set of **Card Sort** cards for each group of four students. To make cards reusable for multiple classes, copy them onto card stock, cut them out, laminate them (if desired), and store each set in a plastic bag. Determine whether you will use the full text of the Declaration of Independence or an abbreviated version containing the grievances, based on the level of the class, and make copies of the appropriate option. Write one of the Four Principles at the top of each piece of poster paper prior to distributing to the students to save time assigning the principles. These papers will become the Anchor Charts.

10 minutes

Engage

Before students enter the classroom, display **slide 3** with the essential question. Ask the class for any thoughts about the question. Show **slide 4** with the lesson objectives and explain that the lesson will explore the reasons why people would rebel in the context of the American Revolution.

Advance to **slide 5** and preview the questions with students. Direct them to watch for the answers as they view the video. Go on to **slide 6** to play the video Too Late to Apologize: A Declaration. After students have finished viewing, return to the questions and discuss their answers as a class.

Embedded video
https://www.youtube.com/watch?v=uZfRaWAtBVg

Teacher's Note: Possible student responses

1. Who is the author of this song, or "declaration?" Whom do the singers represent?
   Answer: Colonists
2. What is the main idea of the song, or "declaration?"
   Answer: The colonists will no longer accept the decisions, like unfair taxes, from England or King George.
3. Who is the audience? In other words, for whom is the song or "declaration" created?
   Answer: The English crown; to let England know they have had enough. They are "screaming 'cross the waves."
4. What is the significance of the main idea of this song, or "declaration?"
   Answer: It is too late for England to apologize to the colonists or to take back its unfair laws.

Go back to the essential question on slide 3 to ask, "What caused the colonists to rebel against their own government, England?" Reinforce the idea that the colonists in the song were unhappy with England, Parliament, and King George, who were making decisions for the colonies.

15 minutes

Explore

Place students in groups of four. Pass out a Card Sort set to each group. The card sort contains the Four Principles of Government and their definitions. Show **slide 7** which explains the directions for this activity. Allow about five minutes for the activity and monitor group progress. Discuss as a class which definition goes with which principle.

Pass out the **Too Late to Apologize Lyrics** handout to each group member. Have groups follow the directions on **slide 8** to identify and discuss the complaints or grievances by the colonists as expressed in the lyrics. Explain the Categorical Highlighting strategy, asking groups to determine which principle of government might address each grievance.

Teacher's Note: Categorical Highlighting

Instruct each group to agree on a distinct highlighter color for each of the Four Principles of Government before beginning so that patterns across grievances are easier to identify and compare during later discussion.

As a class discussion, ask each group for at least one grievance they identified and the principle that addresses that grievance.

Teacher's Note: Possible student responses

- In the song, "no liberties" would violate the idea of inalienable rights.
- "No fair trial" would violate the principles of law and order.
- Unfair taxes would relate to no consent of the governed or lack of popular sovereignty.
- No tea would be the tax on tea that resulted in the Boston Tea Party and a lack of popular sovereignty.
- Students could also interpret "no tea," "the acts," and "unfair taxes" as a lack of popular sovereignty or a lack of equality and justice under the law.

30 minutes

Explain

As a class, review the Four Principles of Government listed on **slide 9**. Keep students in their groups of four. Pass out copies of the **Declaration of Independence** (either full or abbreviated text) as well as the **Four Principles of Government graphic organizer**.

Teacher's Note: Full or abbreviated text?

Choose the full text of the Declaration of Independence for classes ready to engage with the Declaration's original language and philosophical framing. Choose the abbreviated version, containing grievances only, for classes needing a more accessible entry point or where time is limited.

Ask groups to identify, discuss, and highlight or circle the grievances or reasons to separate from England in the Declaration of Independence. List each grievance on the graphic organizer by deciding as a group which principle of government was violated. (Student opinions will vary slightly depending on the groups' reasoning of how the grievance applies to the principle and the basic parts of the Declaration of Independence.)

Allow 25 to 30 minutes for groups to complete the graphic organizer. Move about the room to monitor progress by all groups.

Discuss as a class how groups categorized the grievances, asking groups to explain their justification. The graphic organizer can be turned in as an assessment.

25 minutes

Extend

Still in their small groups, students will work to create an Anchor Chart over one of the Four Principles of Government. Distribute the poster paper to each group. Students will select one of the Principles of Government to focus on. Using the directions on **slide 10**, direct students to use the grievances from the discussion to complete their anchor chart. Grievances should be ranked in order from most upsetting to the colonists to least upsetting. Their Anchor Chart should include a full-color illustration of the Principle being outlined.

Teacher's Note: Extending This Lesson

This lesson's Explain and Extend sections can be adapted for classrooms with additional instructional time (an additional 1–2 class periods) by replacing the Anchor Chart activity with a Socratic Seminar. This alternate path allows for deeper student-led discussion and higher-order questioning around the Declaration of Independence and the Four Principles of Government.

To use this option:

- After completing the graphic organizer in Explain, instruct students how to conduct a Socratic Seminar to prepare for the discussion format.
- Have students use Bloom's Taxonomy or similar Higher-Order Thinking question stems to draft higher-order thinking questions based on the Declaration text and the Four Principles along with any other clarification questions. Post these on chart paper to help support discussion during the seminar.
- Conduct the Socratic Seminar as usual.

10 minutes

Evaluate

At the end of class, give students time to complete a brief writing task using the What Did I Learn Today strategy. Questions for the writing task are displayed on **slide 11**. Students should address at least one of these in their writing:

1. Summarize the reasons the American colonists gave for declaring independence from England.
2. Were the colonists justified in declaring independence? Support your answer with at least one grievance from the Declaration and the Principle of Government it violated.

The writing task and the graphic organizer will serve as assessments for this lesson. Anchor Charts generated by the groups can also serve as formative assessments of this lesson.

Resources

- K20 Center. (n.d.). Anchor charts. Strategies. https://learn.k20center.ou.edu/strategy/58
- K20 Center. (n.d.). Card sort. Strategies. https://learn.k20center.ou.edu/strategy/147
- K20 Center. (n.d.). Categorical highlighting. Strategies. https://learn.k20center.ou.edu/strategy/192
- K20 Center. (n.d.). Socratic seminar. Strategies. https://learn.k20center.ou.edu/strategy/781
- K20 Center. (n.d.). What did I learn today? Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f5078797
- National Archives. (2017). Declaration of Independence: A transcription. https://www.archives.gov/founding-docs/declaration-transcript
- Soomo Publishing. (n.d.). Lyrics: Too late to apologize: A declaration. https://genius.com/Soomo-publishing-too-late-to-apologize-a-declaration-lyrics
- Soomo. (2010). *Too late to apologize: A declaration* [Video]. YouTube. https://www.youtube.com/watch?v=uZfRaWAtBVg