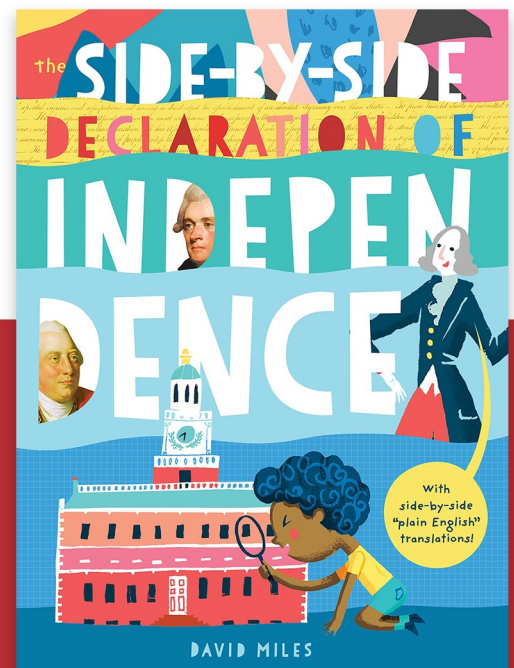
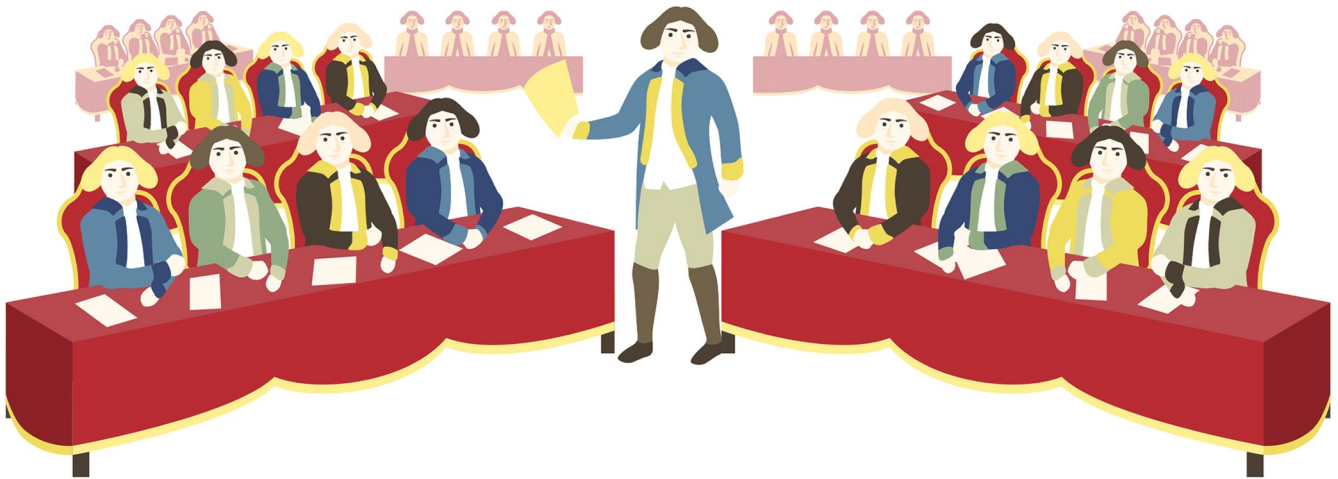


A Notebook Companion™ for
The Side-By-Side Declaration of Independence

UNDERSTANDING THE DECLARATION OF INDEPENDENCE





Understanding the Declaration of Independence

by Carrie Fernandez and [WriteBonnieRose](#)

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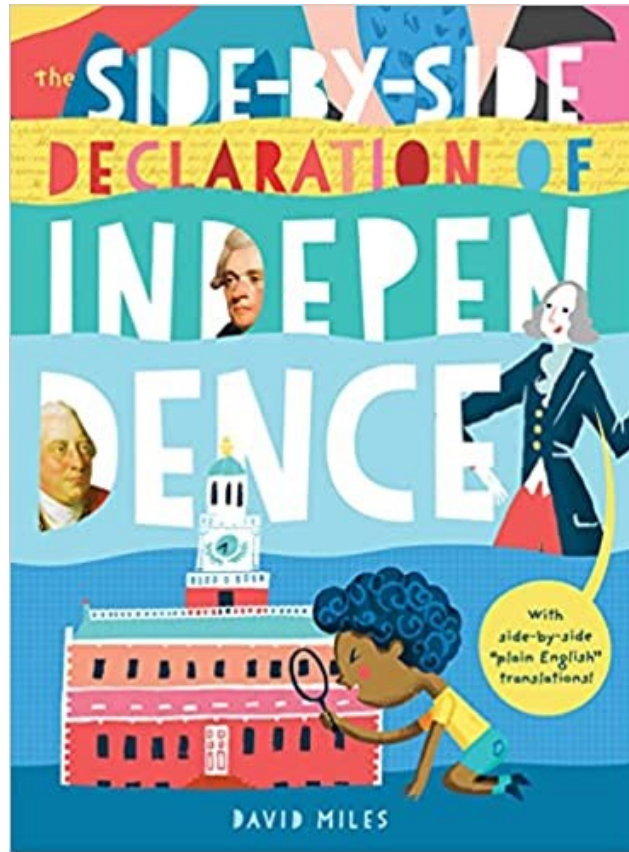
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Acknowledgement



The Side-by-Side Declaration of Independence

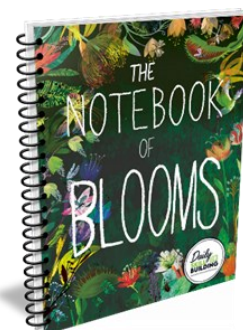
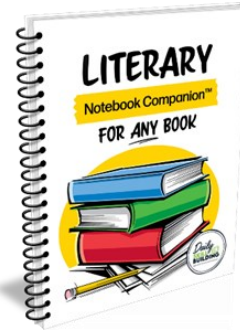
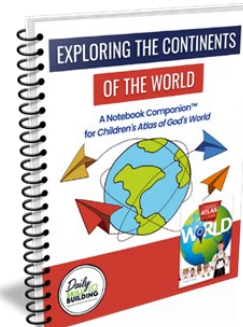
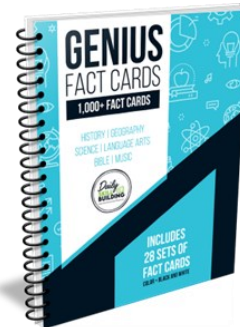
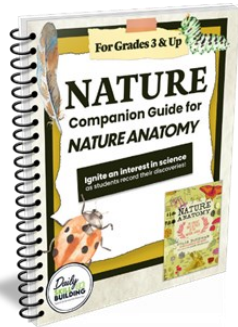
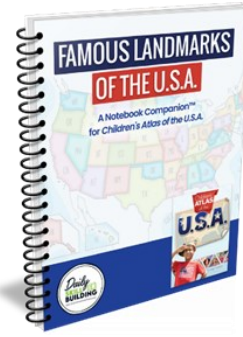
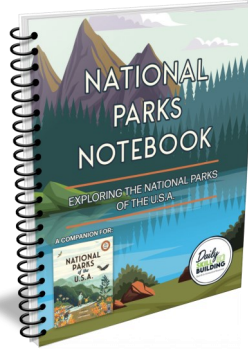
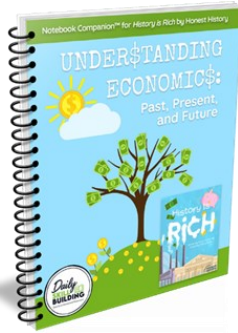
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Do you know what's actually in the full Declaration of Independence? How it was written? What was happening at the time? How to read the formal language? Don't worry! Because now, in *The Side-by-Side Declaration of Independence*, kid patriots (and grown-ups alike!) can tackle the Declaration like never before. Decipher the original text of the Declaration on each left-hand page with help from a "plain English" translation on each right-hand page. Bright illustrations, historical explanations, helpful definitions, and other fun facts round out this brilliant introduction to one of the world's most important documents.

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Note to Parents

The Side-by-Side Declaration of Independence includes a mention of Santa Claus and the Easter Bunny as examples of traditions brought by immigrants on page 39. It also includes a picture of rum, tobacco, and playing cards as illustrations of colonial exports and imports on page 55. As some families may find these references inappropriate, you may wish to review the pages before sharing them with your students.

Additionally, there is a question on page 72 that asks students if they were part of the U.S. government if they would try to make amends to Native Americans for wrong treatment during the colonial days. As that question is terribly complex and best suited for older students, it has not been included in this Notebook Companion™.

NOTEBOOKING

A Creative Kid's Favorite Way to Homeschool

Notebooking is a great way to learn that incorporates many different elements, such as open-ended questions, written narration, drawing and sketching, labeling diagrams, drawing maps, and more – all in the student's own words.

Notebooking allows creative students to excel and provides an opportunity to **document learned material in a customizable way**. Notebooking is a creative kid's favorite way to homeschool!

What is Notebooking?

Notebooking is basically journaling. Your student's notebook will have a **written element and a visual component** and will be a compilation of important things in the form of **written narrations, sketches, and more** that document what has been learned.

Customizable & Creative Individual Notebooks

When you are teaching multiple children of different ages, it's easy to use the notebook approach in your homeschool. All you need are good living books, someone to read them to your children (yourself or an older child), and a Notebook Companion™ or blank notebooking pages.

There are all sorts of **creative ways to customize a student's notebooking journal**. If you are using a three-ringed binder, it's easy to insert extras. Here are some examples of things you can add to your student's notebook: written narration, artwork, maps, timelines, field trip notes and pictures, creative writing assignments, graphic organizers, magazine clippings, paper crafts, brochures, essays and research papers (as they get older), book reports, copywork, vocabulary journal pages, poetry, charts and diagrams, photographs, and more!

Notebooking with Beginners

If your child can draw and orally narrate back to you what they have learned, you can start notebooking with them. You may need to ask your child questions and write down what they say if they don't have the ability to write it for themselves. They will have a blast drawing what they see in their minds, and their notebooking journals will be treasured keepsakes for years to come.

As younger students progress with writing abilities, notebooking will be a familiar form of learning for them, and they will know what to do. You could also use a Notebook Companion™ specifically for younger children. We have Beginner's Notebook Companions™ for grades K-3 that incorporate drawing, narration, coloring, and matching.

There's No Right or Wrong Way to Notebook

Unlike worksheets and tests, notebooking doesn't have an answer key. There's no right or wrong way to do it. Since notebooking encourages creativity and individuality, your children may record totally different facts on their own pages, even after reading the same book.

Notebooking encourages out-of-the-box thinking, and you'll want to steer clear of requiring specific things to be detailed if you are using a blank notebook template or a sheet of blank paper. If you would like to use question prompts and boxes that provide space to draw specific things from the text, consider our Notebook Companions™, which are a great transition from worksheets to notebooking.

How Do I Grade a Notebook Page?

You may be wondering if you need to correct or grade a student's notebook pages. A notebook page is not an essay or a research paper, and you don't want to mark it all up with a red pen. The idea is to encourage students to learn a ton, record facts they have learned, and allow them to ENJOY it! You can save grading papers and critiquing writing skills for when they are doing a composition assignment or a grammar lesson. Notebooking success is simply watching your students enjoy learning!

How to Use This Notebook Companion™

All our Notebook Companions are self-paced. You simply use the Notebook Companion™ alongside the book it accompanies, and students complete the notebooking pages as you read through the book together or independently.

Understanding the Declaration of Independence

Notebook Companion™ for

The Side-by-Side Declaration of Independence

We've designed *Understanding the Declaration of Independence* to be suitable for upper elementary through middle school and junior high. Upper elementary students can complete the notebooking questions, drawing assignments, and glossary work for each lesson. They may also wish to complete one or more of the Writing Prompts at the end of each lesson. Older students may wish to complete all of these activities as well as one or more Research Projects that are included for each lesson.

Lesson 1

Read pages 2-4 of *The Side-by-Side Declaration of Independence*. Answer the questions with what you learned.

Who founded the first British colony in what became the United States? _____

Where was it located, and what was it called? _____

What colony was established in Virginia? _____

What did these colonies have a great deal of at first? _____

What was the name of one of the governing bodies in the colonies? _____

What were two other European countries who had colonies in America? _____

What war was fought between 1754-1763? _____

In addition to much land, what else did Great Britain get with its victory? _____

Understanding the Declaration of Independence

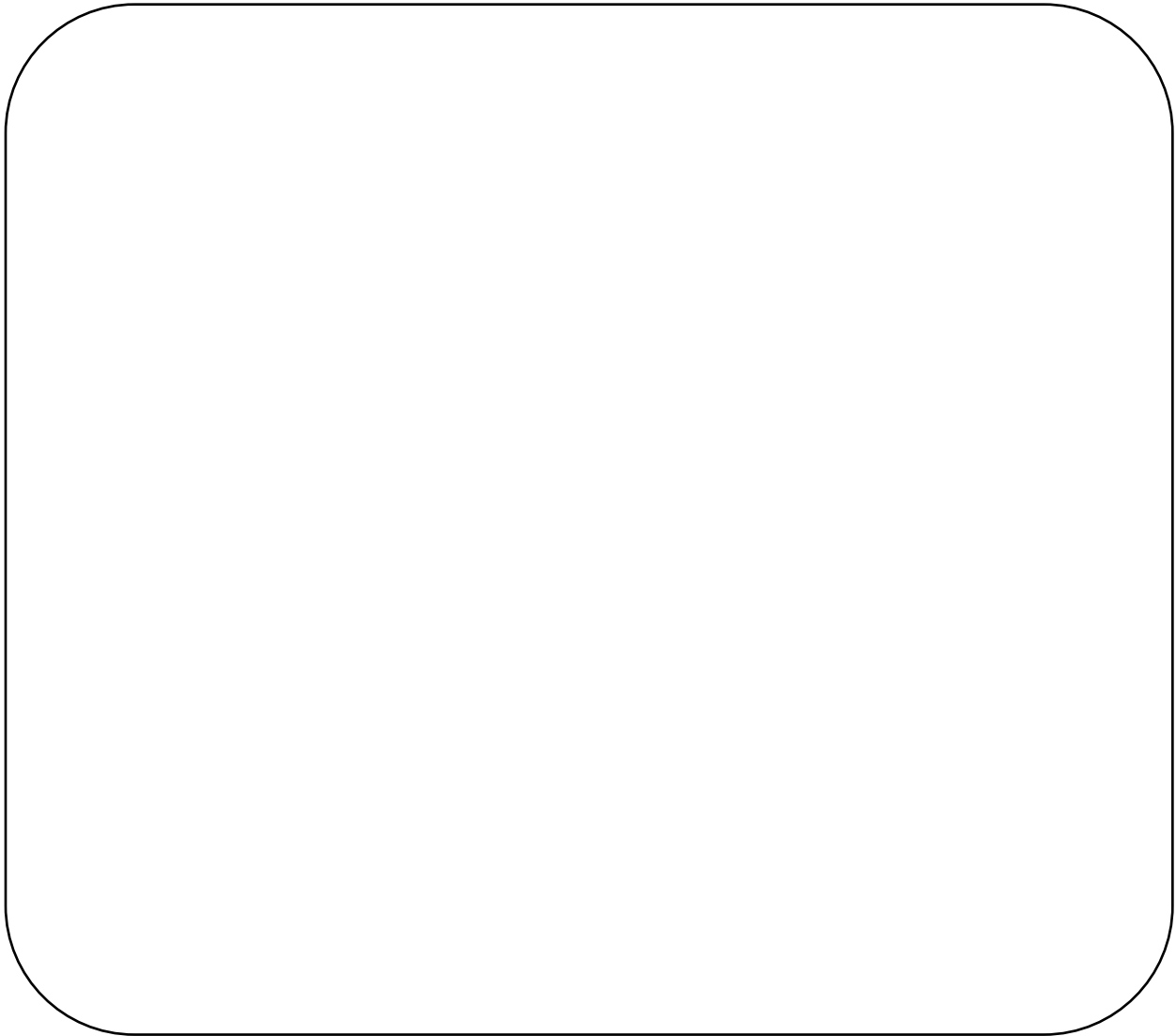
What “brilliant idea” did Great Britain come up with to take care of this problem?

Label the map of the thirteen U.S. colonies as shown on page 2.



Understanding the Declaration of Independence

Draw a picture of Colonel George Washington as shown on page 3.



What kinds of goods were taxed? _____

How did the colonists respond to the new taxes? _____

How did the British respond? _____

Bonus Projects

Choose one or more of these projects to help you learn more about what you just read.

Research Projects

- As we read, the first British colony founded in what became the United States was on the island of Roanoke. The colony disappeared, and historians still aren't sure what happened. Do some research and find out more about the first settlers on Roanoke and what we know about what happened.
- Learn more about Sir Walter Raleigh and his life.
- Learn more about the Virginia House of Burgesses. When was it established? What sorts of things was it responsible for? What happened to it as the American Revolution approached?
- As we read, George Washington served as a colonel in the British Army during the French and Indian War. What was his life like before serving in the war? What sorts of jobs did he do, what were his interests, and where did he live? What else can you learn about him?

Writing Prompts

- Write a short story that shares what you think might have happened to the settlers on Roanoke.
- Write a fictional conversation between George and Martha Washington when he tells her he is going to fight for the colonists in the American Revolution.

Lesson 2

Read pages 5-7 of *The Side-by-Side Declaration of Independence*. Answer the questions with what you learned.

How many colonies sent delegates to the First Continental Congress? _____

Where did the First Continental Congress meet, and when did they meet?

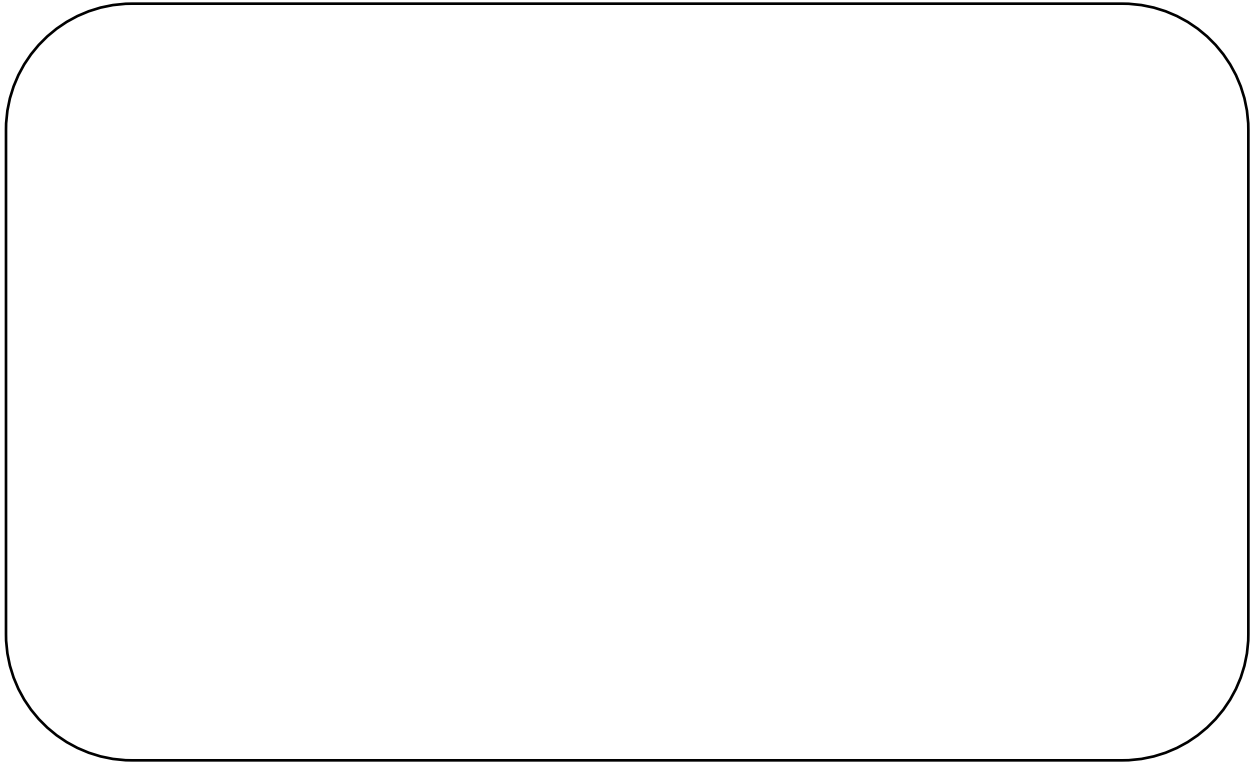
What did they decide to do, and what did they write? _____

When and where did the Second Continental Congress meet? _____

Who did some colonists send a letter to? What did they declare and say that they wanted?

Understanding the Declaration of Independence

Draw a picture of Independence Hall as shown on page 5.



How did King George III respond? _____

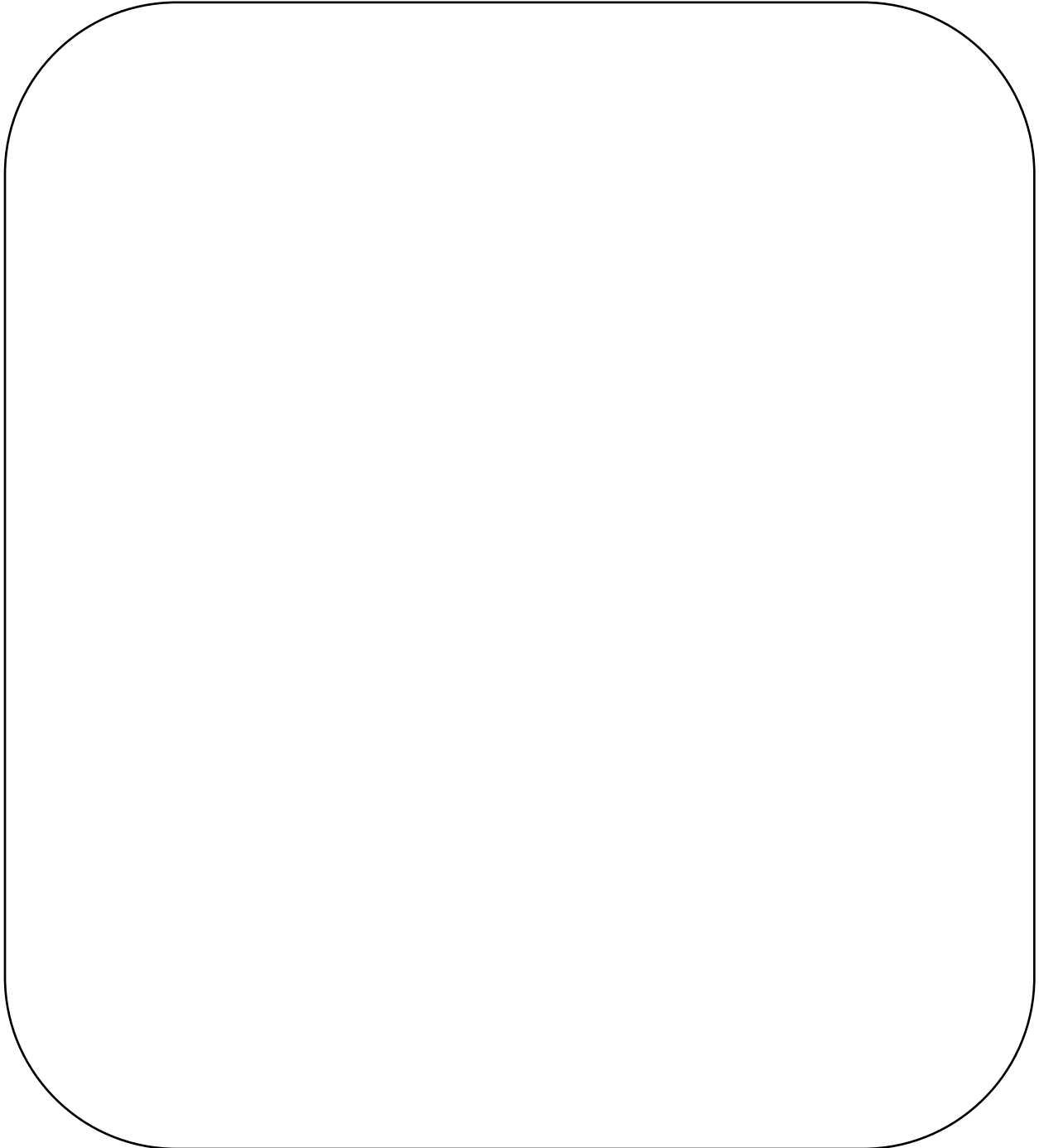
What did Congress appoint to draft a declaration of independence? What five men helped write it?

When did Congress officially declare freedom from Great Britain? _____

Understanding the Declaration of Independence

When was the Declaration of Independence officially adopted by Congress?

Draw a picture of three of the nation's founders working on the Declaration of Independence as shown on page 6.



Bonus Projects

Choose one or more of these projects to help you learn more about what you just read.

Research Projects

- Learn more about the First Continental Congress. When was it held? What were its goals? What were some of its major accomplishments?
- Learn more about the Second Continental Congress. When was it held? What were its goals? What were some of its major accomplishments?
- Choose one of the men responsible for drafting the Declaration of Independence and learn more about his life before, during, and after the American Revolution.

Writing Prompts

- Write a short story about a time when the five men who drafted the Declaration of Independence met and debated about what it should say and how to say it.
- Imagine you are a young person in Philadelphia during a meeting of either the First or the Second Continental Congress. You really want to hear what's going on. What do you do? Do you find a way to eavesdrop? What do you hear, and what happens next?

Lesson 3

Read pages 9-11 of *The Side-by-Side Declaration of Independence*. Answer the questions and complete the pages with what you learned.

Copy the portion of the original text of the Declaration of Independence as shown.

Copy another way to say the same thing. _____

Draw a picture of the illustration attributed to Benjamin Franklin as shown on page 10.



Understanding the Declaration of Independence

Because declaring independence was so risky, it could only be done if every state did what?

Up to what amount of the population were loyal to King George III? _____

How was Congress able to say the states were completely united? _____

Vocabulary

Copy the vocabulary word and definition from page 10. Add the definition to the Glossary at the end of the unit.

Bonus Projects

Choose one or more of these projects to help you learn more about what you just read.

Research Projects

- One of the key words in the opening phrase of the Declaration of Independence is “unanimous.” As we read, not everyone agreed, however. What were some of the disagreements between the various colonies about? How were they resolved?
- What can you find out about why New York abstained from voting for independence?

Writing Prompts

- Imagine your older brother, uncle, or father is one of the delegates to the Second Continental Congress and is traveling there to cast his vote. What do you talk about before he leaves? How does he feel? How do you feel?
- Some members of your family believe the United States of America should be independent, but others want to remain loyal to the king. Write about a family discussion that you are part of.

Lesson 4

Read pages 12-13 of *The Side-by-Side Declaration of Independence*. Answer the questions and complete the pages with what you learned.

Copy the portion of the original text of the Declaration of Independence as shown.

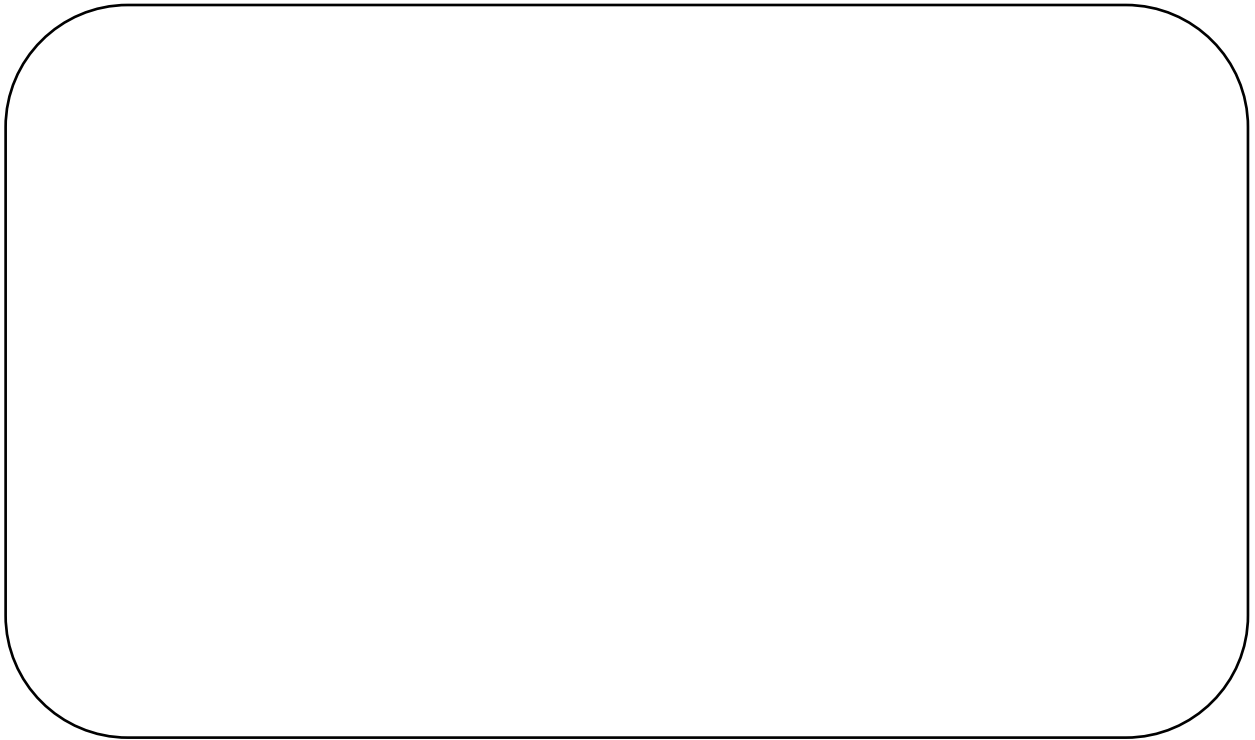
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Understanding the Declaration of Independence

Copy another way to say the same thing. _____

On the next page, draw and label pictures of Jean-Jacques Dessalines and Miguel Hidalgo y Castilla as shown on page 13.

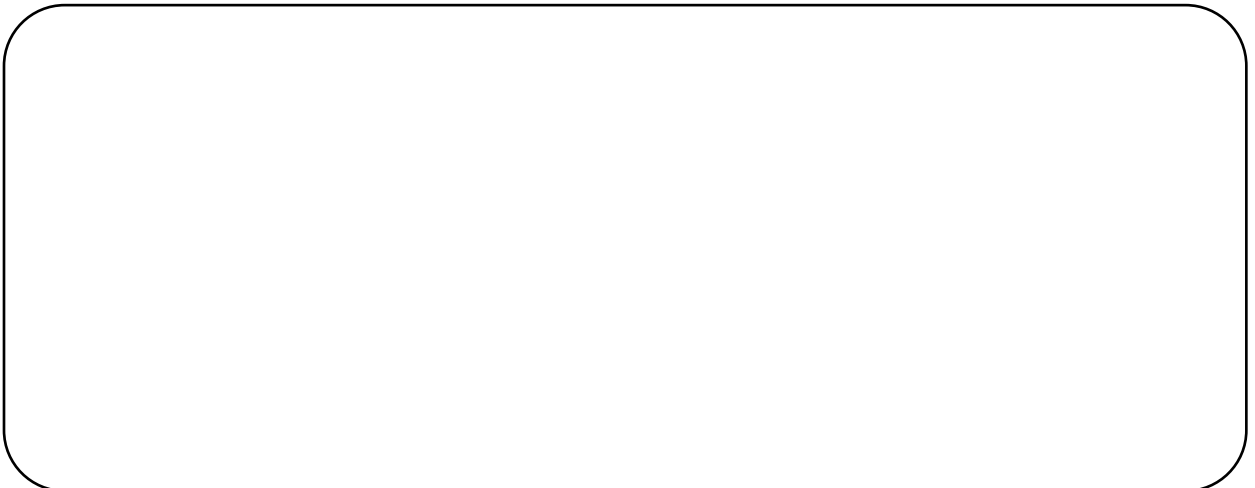
Understanding the Declaration of Independence



The American Revolution marked the first time a colony did what? _____

Vocabulary

Copy the vocabulary word and definition from page 12. Add the definition to the Glossary at the end of the unit.



Bonus Projects

Choose one or more of these projects to help you learn more about what you just read.

Research Projects

- What are some other examples you can find when one country separated itself from another? What were some of the reasons and events that led to that separation, and what happened when the countries became separate?
- What lands around the world were controlled by the British Empire at the time of the American Revolution?

Writing Prompt

- The Declaration of Independence explains that being free and equal is something people are entitled to because of the “Laws of Nature and of Nature’s God.” Do you agree that freedom is a gift from God that all people are entitled to? Why or why not?