

QUESTIONS TO THINK ABOUT BEFORE CREATING YOUR DECLARATION OF INDEPENDENCE

STUDENT'S RIGHTS

1. Name your group and the people you represent?
 - Think name of country, name of government, and the name of the country's citizens.
 - Ex. Country - United States, Government - Congress, Citizens - Americans

REASON

1. Decide if your group will alter the government (system in control) or abolish and institute a new government (system in control).
 - **AND EXPLAIN WHY YOU ARE FIXING THE GOVERNMENT OR DECLARING INDEPENDENCE (Questions 3 through 4 helps answers this question)?**

RIGHTS/EXPECTATIONS OF GOVERNMENT AND CITIZENS

2. What rights are students born with?
3. Where do these rights come from?
 - Who or what gives these rights to the students?
 - What is the name of these rights?
 - Give examples of student's rights.
 - Who is supposed to protect these rights?
 - What can citizens do if these rights aren't protected?

GRIEVANCES

4. How have students been oppressed?
 - Name your oppressor(s).
 - Create your list of grievances
 - Five to seven grievances per person.

EXPLAIN WHY CHANGING THE SYSTEM IS NOT ALWAYS THE RIGHT OPTION

5. Give warning about changing the current system.
 - Give reasons why some established systems should not be changed.
 - Give reasons why some established systems should be changed.

EXPLAIN HOW YOU HAVE TRIED TO STRENGTHEN THE RELATIONSHIP HAVING DIFFERENCES

6. How have students tried to make things right?

EXPLAIN WHAT DOES INDEPENDENCE LOOKS LIKE

7. What does an independent group of students look like?
8. What are independent students able to do?

CONCLUSION

9. Explain why you feel you are doing what's right as you move forward into independence.
 - The writers of the Declaration of Independence believed in Divine Providence.
 - Make a pledge to each other.
 - Show that the entire group mutually agrees with each other and define what you are willing to give up for one another.

CHILDREN'S RIGHTS

2. Name your group and the people you represent?
 - Think name of country, name of government, and the name of the country's citizens.
 - Ex. Country - United States, Government - Congress, Citizens - Americans.

REASON

3. Decide if your group will alter the government (system in control) or abolish and institute a new government (system in control)
 - **AND EXPLAIN WHY YOU ARE FIXING THE GOVERNMENT OR DECLARING INDEPENDENCE (Questions 3 through 4 helps answers this question)?**

RIGHTS/EXPECTATIONS OF GOVERNMENT AND CITIZENS

4. What rights are children born with?
5. Where do these rights come from?
 - Who or what gives these rights to each child?
 - What is the name of these rights?
 - Give examples of children's rights
 - Who is supposed to protect these rights?
 - What can citizens do if these rights aren't protected?

GRIEVANCES

6. How have children been oppressed?
 - Name your oppressor(s).
 - Create your list of grievances
 - Five to seven grievances per person.

CHANGING THE SYSTEM IS NOT ALWAYS THE RIGHT OPTION

7. Give warning about changing the current system.
 - Give reasons why some established systems should not be changed.
 - Give reasons why some established systems should be changed.

EXPLAIN HOW HAVE TRIED TO STRENGTHEN THE RELATIONSHIP

8. How have children tried to make things right?

EXPLAIN WHAT DOES INDEPENDENCE LOOK LIKE

9. What does an independent group of children look like?
10. What are independent children able to do?

CONCLUSION

11. Explain why you feel you are doing what's right as you move forward into independence.
 - The writers of the Declaration of Independence believed in Divine Providence.
 - Make a pledge to each other.
 - Show that the entire group mutually agrees with each other and define what you are willing to give up for one another.

STEPS TO COMPLETE THE DECLARATION OF INDEPENDENCE DOCUMENT

VOCABULARY – You will be expected to incorporate vocabulary terms in your Declaration of Independence. These words are NOT limited to the words on Brainscape but **ANY** word that you learned during Unit 2. **Highlight the vocabulary words in your DOI to show that you used them. A minimum of 10 words need to be used.** You can receive credit if you substitute the vocabulary term for another word. **To receive credit for using the vocabulary words, the words must be highlighted in a different color within the Declaration of Independence.**

FIRST SECTION - You must speak to all the children or students in the world.

- State your main purpose.
 - Explain the child's/students' rights to independence and end or change their relationship.
 - Legitimize your cause for independence.
- Sentence Starter
 - **When in the course of ...**

Would all or the majority of children or students be inspired after reading this first sentence?

SECOND SECTION – List the rights that all “student’s” or “children” have.

- Give your rights a name.
- Explain where these rights come from.
- Include examples of rights
- Discuss the responsibility of the parents or adults.
- Explain what the students or children are allowed to do if this responsibly is not met.
- Give warning about changing the current system.
 - When should you not call for independence?
 - What gives the right to call for independence?
 - Explain how you have tried to work with your oppressors.
- Sentence starter
 - **We hold these ...**
 - **To secure these rights, ...**
 - **Whenever any form of government ...**
 - **Prudence, indeed, will dictate that...**

THIRD SECTION - List of Grievances

- Each student in the group come up with five to seven complaints each.
 - Out of the combined complaints choose three times the total number of the group.
 - Example – If there are four students in the group a minimum of twelve grievances are required.
- Sentence starter
 - **He/She has..**
 - **They have...**
 - **For...**

FOURTH SECTION - Resolution of Independence

- State how you consistently warned your oppressors about being oppressed.
 - Explain how they responded.
- Officially declare independence from whoever is oppressing the group.
 - Name your group or government.
 - Example United States of America
- Explain what the independence looks like for your group.
- Makes a mutual pledge that supports the...
 - The declaration,
 - Belief that you are doing what is right.
 - The Declaration of Independence used the phrase “with a firm reliance on the protection of [Divine Providence](#).
 - and the group mutually agrees,
 - What do you pledge to each other?
 - Sign your names
- Sentence starter
 - In every stage
 - We have warned them...
 - They have been..
 - We therefore, the...
 - And for the support of this Declaration...

Do the rights speak for the student or child reading the declaration? Will they be inspired to start a movement or follow yours if they read your Declaration of Independence?