



## The Declaration of Independence

# US I Honors Summer Reading Assignment

Resource: <http://www.archives.gov/exhibits/charters/declaration.html>

### Part 1: Define the following terms from the document. Type your own, do not copy & paste. (10 points)

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|----------------|------------------|
| 1. Allegiance  | 11. Tenure       |
| 2. Decent      | 12. Quartering   |
| 3. Impel       | 13. Deprive      |
| 4. Endowed     | 14. Abolish      |
| 5. Consent     | 15. Abdicated    |
| 6. Prudence    | 16. Mercenaries  |
| 7. Transient   | 17. Perfidy      |
| 8. Disposed    | 18. Relinquish   |
| 9. Usurpations | 19. Annihilation |
| 10. Despotism  | 20. Petition     |

### Part 2: Short Response

**Directions: Use the Declaration of Independence and other educational resources to respond to the questions. Responses should be typed and should be 3-5 sentences long. Be sure to answer all parts of the question. (10 Points)**

1. What organized Colonial body approved the writing of the Declaration of Independence AND what men actually composed the document.
2. What Enlightenment principles and philosopher(s) ideas were incorporated into the document?
3. What line in the document “makes you think”? Explain why!
4. List Three grievances the colonists made against the King **AND** identify the historic events that led to their inclusion in the Declaration of Independence.
5. Explain why the founding fathers made multiple references to God in the Declaration of Independence.

**Part 3: Understanding & Evidence**

Following your reading of the Declaration of Independence answer the following questions. You will notice that some of the questions have two parts and that **Part A** needs to be completed before you can answer **Part B**.

1. **Part A:** Identify what the PURPOSE of each of the four sections are individually. (1 Sentence per)

A- \_\_\_\_\_

B- \_\_\_\_\_

C- \_\_\_\_\_

D- \_\_\_\_\_

**Part B:** Provide one piece of EVIDENCE (quote from the document) that supports each section's purpose.

A- \_\_\_\_\_

B- \_\_\_\_\_

C- \_\_\_\_\_

D- \_\_\_\_\_

2. **Part A:** The word “**dissolve**” is used multiple times and various ways throughout the Declaration of Independence. In the context of the document, explain the meaning of the word **dissolve**. (2-3 Sentences)

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**Part B:** Explain, in your own words, how the repetition and meaning of the word **dissolve** helped the founding fathers achieve their ultimate purpose of declaring their independence from the King. (2-3 Sentences)

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3. **Part A:** Based on the Declaration of Independence, explain what the reader can conclude about the political status of the 13 English Colonies in North America. (2-3 Sentences)

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**Part B:** Select one line from the Declaration that best supports your answer from Part A.

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4. In the Third Section of the Declaration of Independence, the founders directly and indirectly refer to freedoms that the Americans should have. Based on your knowledge of the past and the present, identify which of those freedoms was most important to the success of our Nation and explain why you believe that. (1-2 Paragraphs)

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**Submission & Scoring**

Students should turn in the assignment on the first day of class. If any part of the assignment is late TWO points will be deducted for each day it is late. The responses for part 1, 2 and 3 should be typed on the computer and printed out for submission or submitted in Google Classroom. All your work should be saved. The value of the total assignment is 35 points: 20 points for parts 1 & 2 - 15 points for part 3.