

## LICENSE TO DECLARE INDEPENDENCE

Learning Objective: The student will

Arrange in alphabetical order, by the name of the state, the license plates and determine what important American document is revealed.

TEKS: 5.16 A; 8.16 A, C, GOVT 8 B

Materials Needed: Set of license plates per group, copy of the paragraph from Declaration of Independence

Teaching Strategy:

1. Divide the class up into groups of three. Pass out a set of license plates to each group and tell them to arrange the license plates in alphabetical order by the states. Once they have completed arranging the license plates, have the students guess which document the plates are from. *An alternative strategy is to let the students use the paragraph as a guide, and not tell them about the alphabetical order in putting together the puzzle.*
2. Place a transparency of the paragraph on the overhead projector and have the class choral read. Turn the overhead projector off and repeat the process using the license plates.
3. Using the blank license plates, have the students come up with their own puzzles.

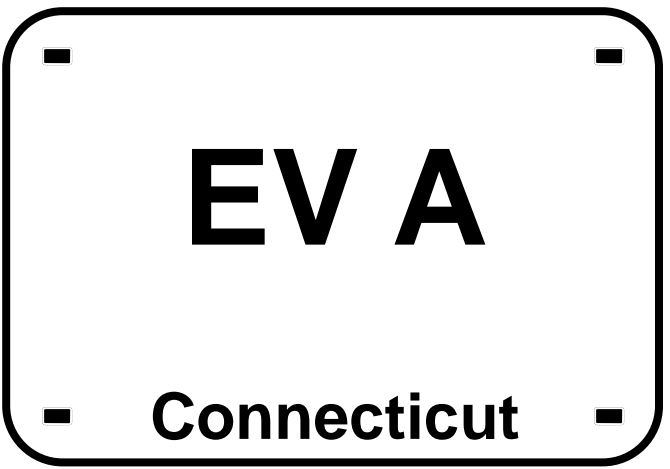
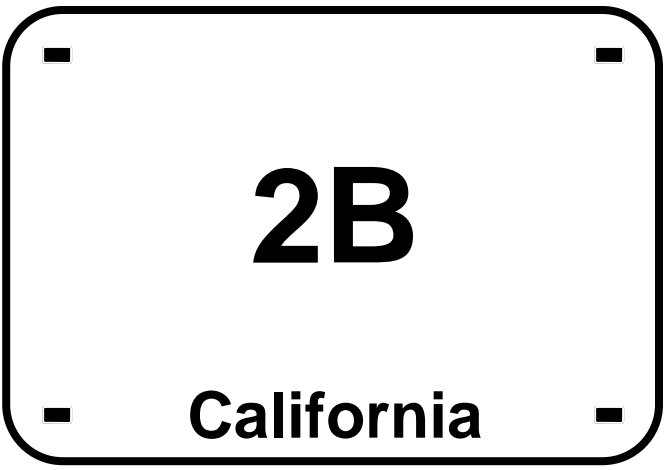


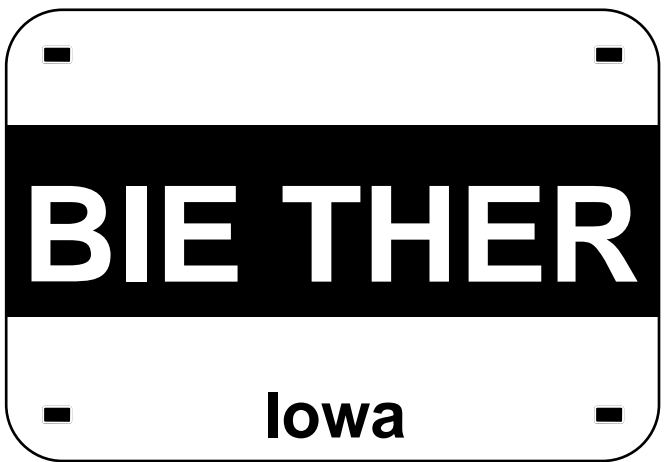
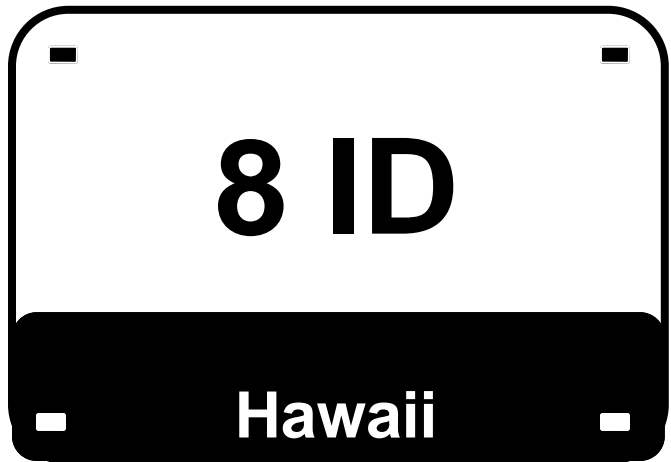
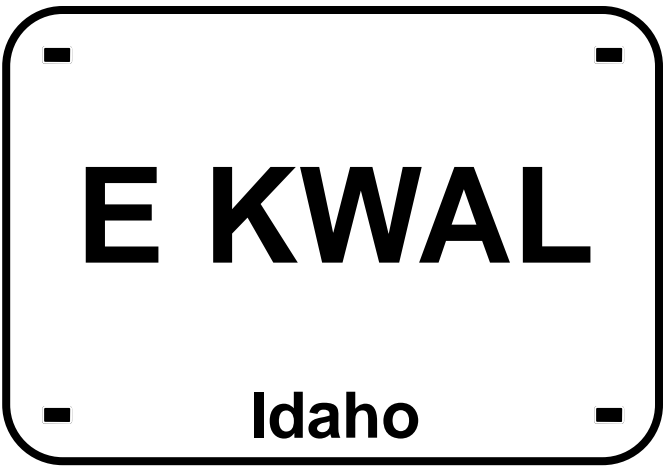
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**We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.**

**That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed. . .**





**CREE 8 OR**

**Kansas**

**U BUL**

**Maryland**

**WITH**

**Kentucky**

**RITES**

**Massachusetts**

**SIR 10**

**Louisiana**

**THAT**

**Michigan**

**UNA LEAN**

**Maine**

**UH MUNG**

**Minnesota**

**THEZ R**

**Mississippi**

**AND TH**

**Nevada**

**LIFE**

**Missouri**

**PURR SUTE**

**New Hampshire**

**LIBBER**

**Montana**

**OF**

**New Jersey**

**TEE**

**Nebraska**

**HAP**

**New Mexico**

