The Declaration of Independence
THE DECLARATION OF INDEPENDENCE

• Analyze the following quote.
• Then, answer the questions on your handout, and discuss with your partner.
“Gentleman may cry, Peace, peace- but there is no peace. The war is actually begun. The next gale that sweeps from the north will bring to our ears the clash of resounding arm! . . . What is it that gentlemen wish? . . . Is life so dear, or peace so sweat, as to be purchased at the price of chaings and slavery? Forbid it, Almighty God! I know not wht course others may take; but as for me, give me liberty or give me death!”
No one was more outspoken in his support for independence that Patrick Henry of Virginia. After the passage of the Intolerable Acts, in May 1775, Henry gave one of the most memorable speeches in American history that helped push the colonies closer to declaring Independence.
• Analyze the image on the following slide.

• Then, answer the questions and discuss with your partner your understanding of the Declaration of Independence:
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- **Fifty-six** delegates to the Second Continental Congress (mostly well-educated white men) signed the Declaration of Independence.
- In the center is the committee—including John Adams, Thomas Jefferson, and Benjamin Franklin presenting their final draft to the president of the Continental Congress, John Hancock.
- Among the groups not represented in the Congress were African Americans, women, working classes, Loyalists, and American Indians. Voting rights at the time were generally extended only to white male property owners, who made up one of every four colonists.
PART 1:

1. In partners, review 6.2 The Colonists Organize an Army in History Alive!

2. Fill in the chart and answer the questions on your handout.
6.2 THE COLONISTS ORGANIZE AN ARMY

1. Who did John Adams propose should be commander-in-chief of the Continental army? What was the main reason he suggested this person?

• John Adams proposed George Washington be commander-in-chief. He believed that Washington, with his talent and character, would unite the colonies better than anyone else.
2. In the flowchart, record four important details about the Battle of Bunker Hill (Breed’s Hill).

Militiamen built a fort on Breed's Hill all through the night of June 16.

When British general Howe saw the American fort, he ordered an attack.

The Americans waited until the British were as close as possible before they fired on them.

It took the British three tries to take the hill.
6.2 THE COLONISTS ORGANIZE AN ARMY

3. Sketch the important event that took place in each location. Write a caption for each sketch that explains the importance of the event.

– **Ticonderoga (Winter 1775-1776):** Sketch could show Americans loading up supplies of cannons and ammunition.

  – **Caption:** *The Continental army was able to increase their supplies enough to attack Boston.*

– **Boston (March 4, 1776):** Sketch could show British troops and Loyalists leaving Boston on ships.

  – **Caption:** *The Continental army was able to regain Boston with very little bloodshed, and the British fled to Canada.*
1. Read aloud: 6.3 On the Eve of Independence in History Alive!

2. Begin Common Sense translation activity

3. Review Common Sense translation activity

4. Fill in the Venn diagram on your handout
2. In the Venn diagram, record at least one similarity and at least three differences between the Olive Branch Petition and Common Sense.
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1. In partners, review 6.4 Thomas Jefferson Drafts a Declaration in History Alive!

2. Answer the questions on your handout.
1. Who drafted the Declaration of Independence? What was his main job in writing this document?
   - Thomas Jefferson drafted the Declaration of Independence to officially state that the colonies were separating from Great Britain and becoming independent.

2. Choose three important ideas in the Declaration of Independence. Write them in the chart below. Then explain why you think each idea is important.
   1. All people are born equal. If everyone is treated the same, the world will be a more just place.
   2. A government’s power to rule comes from the people. People don’t have to feel powerless. The government does not have power over them.
   3. The people can create a new government to protect their safety and happiness. People don’t have to wait around for someone to make their government better. They can create a new government that will keep them safe and happy.
1. Turn to page 592 in History Alive!

2. The first paragraph of the Declaration of Independence is called the Preamble.
   A. Quickly skim through the Preamble.

What does the Preamble explain?
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Use this to help you understanding the meaning of words found in the Declaration:

- Natural rights—rights you are born with
- Independence—free of rule by another country
- Self-evident—clear and obvious
- Dissolve—to bring to an end
- Endowed—to establish, to provide
- Unalienable—unable to be taken away
- Consent—permission for something to happen, agreement
- Abolish—to put an end to
- Liberty—freedom, free will, independence, self-rule
- Separation—breakup
- Petitioned—a formal written request, an appeal
- Despotism—rule by a dictator
- Tyrant—a cruel and oppressive ruler
- Candid—honest, open
The Preamble explains that the Declaration of Independence will tell the world why the colonies believe they should be independent.
B. Quickly skim through the second paragraph of the Declaration of Independence. What are some key ideas expressed in this paragraph?
Some key ideas in the second paragraph are that all men (people) are created equal and that they have basic rights such as life, liberty, and the pursuit of happiness.
C. There is a long list of that begins with the words, "He has refused his Assent . . ." Quickly skim this list.

What is this a list of and why do you think it was included?
This is a list of charges that explain how the king has violated the colonists’ rights.

- Can you connect any of the charges above to events we have learned about before? *quartering charge and imposing taxes.*
D. Quickly skim the last paragraph of the Declaration of Independence, that starts “We therefore, the Representatives of the United States of America . . .”

What do the Representatives solemnly declare in this part of the document?
The Representatives declare, “That these United Colonies are... Free and Independent States.”
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The following four principles of government are used in the Declaration of Independence to make the argument for independence. Fill in the missing words.

• Principle 1 All ______________ are created equal.

• Principle 2 All people have basic ______________ that cannot be taken away.

• Principle 3 The government gets its power to make decisions and protect rights from the ______________.

• Principle 4 When the government does not protect the ______________ of the people, the ______________ have the right to ______________ or ______________ the government.
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• Principle 1  All **people** are created equal.

• Principle 2  All people have basic **rights** that cannot be taken away.

• Principle 3  The government gets its **power** to make decisions and protect rights from the **people**.

• Principle 4  When the government does not protect the **rights** of the people, the **people** have the right to **change** or **remove** the government.
In partners: using your Analyzing Excerpts from the Declaration of Independence handout, match one or more of the principles of government expressed in the Declaration of Independence to the seven excerpts from the Declaration of Independence.
Excerpt 1: Principle 4
Excerpt 2: Principle 1, 2
Excerpt 3: Principle 3
Excerpt 4: Principle 4, 2
Excerpt 5: Principle 1, 3
Excerpt 6: Principle 3, 4
Excerpt 7: Principle 4
Directions: locate the modern language or 18th century equivalent of the Declaration of Independence excerpt your group has been given.
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Excerpt 1: Principle G
Excerpt 2: Principle C
Excerpt 3: Principle E
Excerpt 4: Principle B
Excerpt 5: Principle D
Excerpt 6: Principle F
Excerpt 7: Principle A
DEBATE TEAM CAROUSEL

Is the United States upholding the principles of government expressed in the Declaration of Independence?

• Review the cheat sheet with your partner
• Form groups of 4 to begin the carousel
• Spend 3-minutes writing in the 1st box, then, when the timer is up, pass your paper clockwise
Is the United States upholding the principles of government expressed in the Declaration of Independence?

- People who said “yes” sit on one side of the class
- People who said “no” sit on a different side of the class
Is the United States upholding the principles of government expressed in the Declaration of Independence?

• Practice active listening: you must repeat (paraphrase) what your opponent said to state your own view
• Cite the principles of government expressed in the DOI
• Back your views with evidence
• Always be respectful