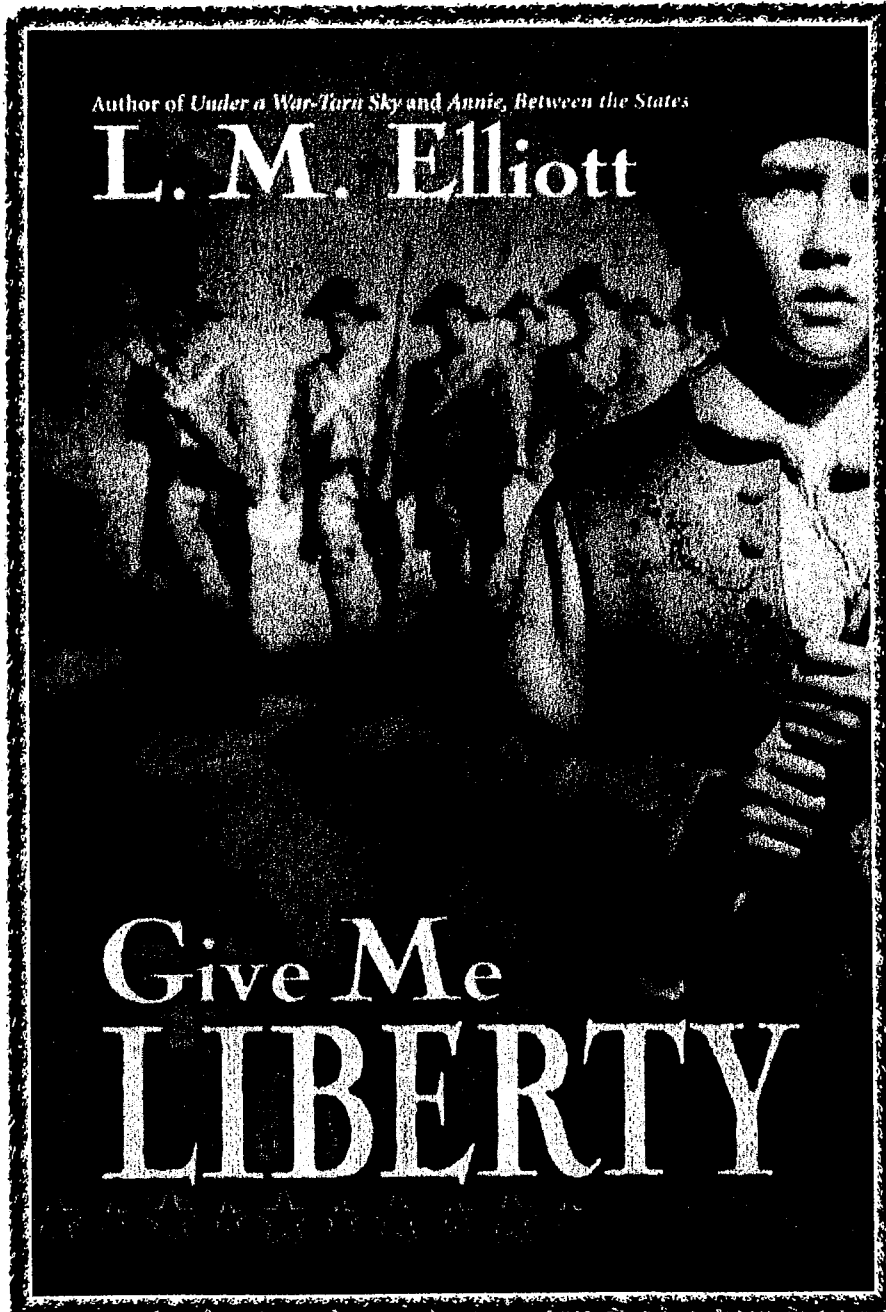


A Common Core Aligned Unit:
7th Grade ELA and Social Studies



Chittenango Middle School
January 2013

During the Summer of 2012, Marilyn Natke (School Librarian), Sarah Rife (ELA teacher) and Sarah Schultheis (Social Studies teacher) began a project to develop a common core aligned unit using L.M. Elliott's historical fiction novel titled Give Me Liberty.

The goal of the project was to prepare a common core unit rich in resources and specific lesson plans so that an ELA teacher and a Social Studies teacher could have a collaborative unit ready to go for instruction this year. As you are well aware, teaching history through literature provides the needed personal and emotional connections to the past that open up the doors for students to become engaged, make connections, and develop historical analogies. In addition to providing content about events, historical fiction illuminates time periods and makes them come alive. Give Me Liberty is a novel that does just that.

Professional reviewers love Give Me Liberty:

*School Library Journal: "Elliott's engaging and highly readable novel is well researched and sprinkled liberally with renowned patriots of the period. Readers come away not only with an accurate glimpse into 18th-century life, but also with a better understanding of how the colonies cooperated. Particularly noteworthy is the way in which Elliott handles the paradox of colonial Americans fighting for their independence from England yet clinging to the practice of enslaving other human beings. She does not provide pat answers, and Nathaniel's inability to reconcile what he sees around him promises to provoke thoughtful discussion. A rich and robust piece of historical literature."—Kim Dare, Fairfax County Public Schools, VA **

The nonfiction texts, primary source documents, and research components that we have pulled together for this unit will be valuable vehicles for ELA and Social Studies teachers to incorporate the required Common Core Standards.

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Give Me Liberty Unit Overview

ELA/Social Studies Common Core Unit Plan

Teacher(s): Natke/Rife/Schultheis

Grade Level: 7

LIBRARY INFORMATION STANDARDS

American Association of School Librarians: Standards for the 21st- Century Learner:

1- Inquire, think critically, and gain knowledge. Special emphasis on

1.1.4 Find, evaluate, and select appropriate sources to answer question.

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

1.1.7 Make sense of information gathered from diverse source by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

2- Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

2.1.4 Use technology and other information tools to analyze and organize information

3-Share knowledge and participate ethically and productively as members of our democratic society.

3.1.3 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.3.7 Respect the principles of intellectual freedom.

4- Pursue personal and aesthetic growth

4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.

SOCIAL STUDIES STANDARDS

Reading Standards for Literacy in History/Social Studies: all are covered with specific focus on the following-

#1 Cite specific textual evidence to support analysis of primary and secondary sources.

#2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Writing Standards for Literacy in History/Social Studies: all are covered with specific focus on the following -

#2 Write informative/explanatory texts, including the narration of historical events.

#4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#7 Conduct a short research project to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

#9 Draw evidence from informational texts to support analysis, reflection, and research.

Give Me Liberty Unit Overview

ENGLISH LANGUAGE ARTS STANDARDS

ELA ANCHOR STANDARDS FOR READING: all are covered with specific focus on the following-

#1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

#11 Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres.

ELA ANCHOR STANDARDS FOR WRITING: all are covered with specific focus on the following-

#4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

#8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

#9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

#10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Vocabulary

- Vocabulary List: Content (SS), Tier 2 (ELA), and Time Period (SS)
- Vocabulary Pre-assessment
- Vocabulary Chart

Content Vocabulary (SS)	Tier 2 Vocabulary (ELA)	Time Period Vocabulary
colonies (4)	assessed (4)	linsey-woolsey (3)
plantation (5)	plummet (7)	breeches (3)
indentured servant (7)	indifference (9)	bewitched (4)
parliament (50)	resigned (11) omen	lily-livered (4)
treason (52)	condemned (18) vanity	pestilence (8) guffawed
sovereign (52)	vengeance (20)	farrier; colic (12)
sedition (53)	assert (23)	chaise (17)
liberties (55)	dominance (23)	fettle (18)
House of Burgesses (58)	reason (27)	blasphemy (20)
tyrant (63)	self-reliance (27) obstinate oratory	whirligig (24)
whig/tory (65)	forging (31)	Godspeed (27)
patriot/loyalist (65)	enlightened (36)	whelp (29)
liberty pole (87)	berate (38)	cipher (37)
patriotism (92)	chided (49)	meandering (38)
oppression (104)	covet (32)	quavery (40)
continental congress (143)	unnerved (38)	dallied (48)
militia (170)	treason (52)	scurrilous (52)
minutemen (188)	reconciliation (55)	agog (58) mace
embargo (208)	arbitrary (60)	brethren (61)
slander (238)	defiance (62) zeal	prelude (62)
proclamation (297)	controversial (63)	bedevil; wastrel (64)

Content Vocabulary (SS)	Tier 2 Vocabulary (ELA)	Time Period Vocabulary
	rhetoric (64) atrociousness	ruffians (69)
	perplexed (65)	rabble (72) chasm
	tirade (71)	elixir (74)
	repeal (85)	squelched (81)
	coercive (88)	roustabout (83)
	malice (103)	chafes (83) gentry
	absolutes (111)	curmudgeon (90)
	audacious (124)	heed (95)
	insolence (125)	poultice (96)
	contempt (143)	countenance (101)
	agonizing (147)	pompons (102)
	impetuous (171)	ire (105)
	engulfed (175) indignant	cravat (109)
	fortified (177)	wily (110)
	chastise (182)	ornate (114)
	inevitable (188)	lamenting (118)
	paranoia (189)	dissonance (121)
	eloquent (196) vigilant	rigadoon (122)
	belligerent (197)	reveille (124)
	dejected (220)	phaeton (134)
	credential (226)	besmirched (136)
	indebtedness (232)	jest (142)

Content Vocabulary (SS)	Tier 2 Vocabulary (ELA)	Time Period Vocabulary
	deceit (232)	fortnight (142)
	spiteful (244)	horde (178)
	surlly (247)	scurrilous (179)
	integrity (249)	proprietor (182)
	embedded (251)	sheathed (188)
	callous (256)	pluck (195)
	renegades (262)	chide (215)
	vehemence (270)	akimbo (222)
	embellishment (271)	gallows (235)
	decorum (276)	jocund (266)
	entrenched (280)	sutler (272)
	salvage (287)	necessaries (273)
	hysteria (290)	fortitude (286)
	protruded (295)	delerium (292)
	retribution (305)	balderdash (302)
	recuperated (327)	vanguard (331)
	retaliate (328)	credo (332)
	convalescing (331)	
	inconspicuous (337)	

Give Me Liberty Vocabulary Pre-Assessment Implementation

Here is a suggestion for implementing the vocabulary pre-assessment during one class period using small groups to accomplish the task, rather than having each student independently complete the entire vocabulary pre-assessment chart. Either method will provide necessary assessment data.

- 1) Distribute one page of the chart to each student, having numbered/lettered the pages in advance so the students will be grouped for steps 3 and 4, without knowing it yet.
- 2) Have the students complete the pre-assessment chart independently with the five words on that page.
- 3) Identify the groups (numbers/letters) and have students meet to go over the words together and see if they are able to add* any new knowledge to their charts by sharing their individual responses. (*Suggestion: Students could switch pen/pencil colors so you can clearly see what they were able to figure out independently vs. what they added once in their groups.)
- 4) Have groups divide up their chart page, ideally one word per student, so that every group member is responsible for explaining the group's response to one of the words on their chart page during the whole class exercise in Step 5.
- 5) Go over the chart as a whole class, having each group "lead" the discussion of the words on their page of the chart. This way, the students will have a brief introduction to all of the vocabulary words before moving on to the more detailed chart assignment.

Vocabulary Pre-Assessment: Ranking Word Knowledge

Vocabulary Word	0 - Huh?	1 = Heard of it	2 = Think I know and here's what I think it means	3 = Definitely can use the word correctly and I will show you!
indifference				
vengeance				
reason				
oratory				
enlightened				

Vocabulary Pre-Assessment: Ranking Word Knowledge

Vocabulary Word	0 - Huh?	1 = Heard of it	2 = Think I Know	3 = Definitely can use the word correctly and I will show you!
reconciliation				
arbitrary				
defiance				
controversial				
rhetoric				

Vocabulary Pre-Assessment: Ranking Word Knowledge

Vocabulary Word	0 - Huh?	1 = Heard of it	2 = Think I Know	3 = Definitely can use the word correctly and I will show you!
repeal				
absolutes				
audacious				
indignant				
fortified				

Vocabulary Pre-Assessment: Ranking Word Knowledge

Vocabulary Word	0 - Huh?	1 = Heard of it	2 = Think I Know	3 = Definitely can use the word correctly and I will show you!
inevitable				
eloquent				
credential				
indebtedness				
spiteful				

Vocabulary Pre-Assessment: Ranking Word Knowledge

Vocabulary Word	0 - Huh?	1 = Heard of it	2 = Think I Know	3 = Definitely can use the word correctly and I will show you!
integrity				
decorum				
salvage				
retribution				
retaliate				

Name _____
 ELA

Date _____
 7 - R/C -

Vocabulary Term and Page Number	Context Sentence (Sentence where the word appears in the novel)	What it Says (Dictionary Definition)	What it Means (The definition in your own words)	What it Looks Like (Illustration - Image or Sentence)
indifference (9)				
vengeance (20)				
reason (27)				
oratory (27)				
enlightened (36)				
reconciliation (55)				

Vocabulary Term and Page Number	Context Sentence (Sentence where the word appears in the novel)	What it Says (Dictionary Definition)	What it Means (The definition in your own words)	What it Looks Like (Illustration - Image or Sentence)
arbitrary (60)				
defiance (62)				
controversial (63)				
rhetoric (64)				
repeal (85)				
absolutes (111)				

Vocabulary Term and Page Number	Context Sentence (Sentence where the word appears in the novel)	What it Says (Dictionary Definition)	What it Means (The definition in your own words)	What it Looks Like (Illustration - Image or Sentence)
audacious (124)				
indignant (175)				
fortified (177)				
inevitable (188)				
eloquent (196)				
credential (226)				

Vocabulary Term and Page Number	Context Sentence (Sentence where the word appears in the novel)	What it Says (Dictionary Definition)	What it Means (The definition in your own words)	What it Looks Like (Illustration - Image or Sentence)
indebtedness (232)				
spiteful (244)				
integrity (249)				
decorum (276)				
salvage (287)				
retribution (305)				

Learning Experiences/ Assignments/ Assessments

- Reading Guide (ELA)
- Close Reading Passages (ELA)
- Close Reading Notecatcher (ELA)
- Reading from Different Perspectives Activity (ELA)
- “Give Me Liberty” Speech Twitter Translation (ELA)
- Choosing Sides: Identifying Patriots and Loyalists from the novel (SS)
- Mission US (SS)
- Critical Lens Pre-Assessment Freewrite/Discussion (ELA)
- Critical Lens Response (ELA)
- Research-Based Choice Project (SS/ELA)

***Give Me Liberty* Reading Guide**

Reading Assignment #1 - [p. 3-41; Part One; Chapters 1-5]

1. In Chapter One, how do the men try to assess Nathaniel's monetary value? Can you place a "price" on a human being? Using evidence from the text and/or your life, explain your response.
2. In Chapter Two/Three, what is Nathaniel's **motive** for choosing River Fox/Vixen? Use evidence from the text to support your response.
3. In Chapter Four, what clues are we given about actual historical events? Use evidence from the text to support the clues.
4. In Chapter Five, why do you think Nathaniel is hesitant to trust Basil? Use evidence from the text to support your response.

Reading Assignment #2 - [p. 45-66; Part Two; Chapters 6-8]

1. In Chapter Six, describe the **characterization** of Basil. Use evidence from the text to support your response.
2. In Chapter Seven, there is a tense debate that breaks out in the tavern. Use evidence from the text to explain the argument between the two groups. Also, how does Basil manage to ease the tension?
3. Elliott uses **irony** in Chapter Eight when introducing a very famous figure from American History. Who is the individual she mentions in this chapter and how does she use **irony**?

Reading Assignment #3 - [p. 69-106; Part Three; Chapters 9-12]

1. Describe the tricky situation the Maguires are facing [Chapter Nine], and using evidence from the text to support your response, explain what you think they should do and why.
2. [Chapter 10] Why does Basil think it is so important for Nathaniel to have a friend? Why do you think Basil specifically encourages Nathaniel to befriend Ben? Use evidence from the text to support your response.

[No Chapter 11 question...we'll be doing a close reading passage in class!]

3. In Chapter 12, use evidence from the text to explain why Nathaniel is cautious about Ben's friendship/influence.

Reading Assignment #4 - [p. 109-138; Part Four; Chapter 13-16]

S. Rife, 7/12

1. Using evidence from the text and real world to support your response, explain your stance on the British tradition that is mentioned in Chapter 13 - "only those *born* to privilege may enjoy it" (113).

2. Where did Nathaniel's new confidence come from in Chapter 14? Use evidence from the text to support your response.

[No question for Chapter 15 because we'll be doing a close reading passage in ELA.]

3. In Chapter 16, what is the state of the local economy/business because of the conflict with England? Use evidence from the text to support your response.

Reading Assignment #5 - [p. 141-162; Part Five; Chapters 17-19]

1. In Chapter 17, Ben mentions the "political cartoon" of a segmented snake someone brought to the Continental Congress meeting. Explain the caption: "United we stand, divided we fall" (143). Use evidence from the text and your knowledge of American and world history to support your response.

2. In Chapter 19, Moses says some pretty wise things to Nathaniel. **Choose one** of the two quotes below and explain what Moses means in your own words, using evidence from the text and your own experience to support your response.

Quote One: "You feel so free on the waters, Nathaniel. That river comes and goes, pulling, going the way it wants...If the waters have their own mind, why can I not?" (159).

Quote Two: "A lash may cut my skin, but it can't hurt me no more, boy. Not now my mind be free" (161).

Reading Assignment #6 - [p. 165-199; Part Six; Chapters 20-23]

[No Chapter 20 question: we'll be doing a close reading of Patrick Henry's famous "Give Me Liberty" speech in both Social Studies and ELA.]

1. In Chapter 21, the citizens are debating whether a riot or a petition would be a more effective way to communicate their feelings to Lord Dunmore. Which technique do you feel would be more effective and why? Use evidence from the text and the real world to support your response.

2. Chapter 22 ends with a quote from the *Virginia Gazette*: "The sword is now drawn and God knows when it will be sheathed" (188). A) What does this statement mean in your own words?

and B) Explain how the statement connects to events in Chapter 22. [*Hint: You might have to look up some words, especially "sheathed."*]

3. In Chapter 23, Nathaniel's new "pluck," or confidence, has helped him to do something he likely wouldn't have done before: steal from Basil, the master he admires. If you were in Nathaniel's position and your old friend (Moses) needed help, but the only way you could help him was by being dishonest (stealing the money from Basil), what would you do and why? Use evidence from the text and your own life experience to support your response.

Reading Assignment #7 - [p. 203-235; Part Seven (first half); Chapters 24-27]

1. In Chapter 24, Nathaniel comes up with a plan to earn back Basil's trust. What is his plan and why does he think this action will work with Basil? Use evidence from the text to support your response.

2. In Chapter 25/26, Nathaniel interacts with a very famous American - Thomas Jefferson! **Choose one** of the two quotes below to summarize and explain in your own words. Use evidence from the text and your own life experience to support your response.

Quote One: After learning that Nathaniel has taught himself to read, Jefferson says: "...you are the very kind of citizen in whom I am putting my faith, lad. The Greek philosopher Epictetus said that only the educated are free. I firmly believe that if we enlighten the populace, tyranny will die. Because the people will know they deserve better" (217).

Quote Two: After learning that Nathaniel has not only taught himself to read, but also to handle a horse, Jefferson says: "There, you see. Just my point...The nobility of common man. Completely able to rule himself" (224).

[*Hint: there are a few words in the quotes you might have to look up, either in the Dictionary OR your Social Studies materials!*]

3. In Chapter 27, Mrs. Maguire gives Nathaniel some important life advice after she learns about what happened with Basil's money. She says, "You must learn to trust people who care about you, like Mr. Wilkinson" (234). Explain in your own words how this advice connects to the situation between Nathaniel and Basil.

Reading Assignment #8 - [p. 236-258; Part Seven (second half); Chapters 28-30]

1. At the end of Chapter 28, Nathaniel notices something on Mrs. Maguire's face while she is watching Edan struggle in pain: "For a moment she delayed - a strange mixture of rebellion and relief on her face. A look of something seeing a gate open, a chance at liberty" (241). Why might Mrs. Maguire have a look of "relief" on her face seeing her husband in this condition? Use evidence from the text to support your response.

2. In Chapter 29, Elliott uses our vocab word **integrity** to show **irony** when Jeremiah says, "I say if this servant is going to join us and taint the integrity of our company, he has to go in first" (249). Explain why this word choice is **ironic**. Use evidence from the text and your knowledge of the definition of integrity to support your response.

3. In Chapter 30, Basil makes the decision to join the infantry. Look back through the chapter and find the event that makes Basil decide to join. Using evidence from the text to support your response, explain this event and why it leads Basil to his decision.

Reading Assignment #9 - [p. 261-276; Part Eight; Chapters 31-32]

1. In Chapter 31, Ben says to Nathaniel, " 'I've learned' - he held up his wrapped hand - 'that steady men make better leaders' " (266). A) Using evidence from the text to support your response, explain how Ben learned this; B) Do you agree with Ben's statement? Why or why not? Use evidence from the text and your own life experience/knowledge of history to support your response.

2. In Chapter 32, Basil is thrilled to finally get to hear Patrick Henry speak in person; however, as Nathaniel narrates, "...it was not exactly the oratory he expected" (275). Revisit Henry's speech on p. 275-276 and summarize the message he is trying to get across to the infantry.

Reading Assignment #10 - [p. 279-312; Part Nine; Chapters 33-36]

[No Chapter 33 question; we'll be doing a close reading of the poem Maria gives Nathaniel.]

1. In Chapter 34, Elliott reveals some important information about Basil's past. A) What does she reveal about Basil's wife? and B) After learning this story about Basil, what was his **motive** for "saving" Nathaniel from the blacksmith at the beginning of the novel?

[No Chapter 35 question either! We'll be discussing some of the "philosophies" that are mentioned on p. 299-300 during class!]

2. In Chapter 36, there is a **conflict** between a senior officer and Lieutenant John Marshall over whether Nathaniel deserves to be lashed (whipped). Who do you think is "right" and why? Use evidence from the text to support your response. [*Hint: the conflict is on p. 309-311*]

Reading Assignment #11 - [p. 315-415; Part Ten; Chapters 37-39]

1. In Chapter 37, Nathaniel runs into Moses yet again. These two “friends” have very different reasons for fighting beyond just the fact that they are fighting on opposite sides. Explain Moses’s motivation for fighting for the loyalists and contrast it with Nathaniel’s reasons for fighting for the patriots.
2. At the very end of Chapter 38, a funny moment happens between the “enemies” on page 336. Explain what the men realize by interacting with one another on this page. Use evidence from the text to support your response.
3. On the last page of Chapter 39, Elliott closes the novel by revisiting the quote about hope from Nathaniel’s mother, “Love *hopes all things*.” Explain how this quote sums up the major events of the novel, specifically focusing on Nathaniel’s experience, since he was the narrator. Use evidence from the text to support your response.

Reading Assignment #3 - Chapter 11 - Close Reading Passage

"I am sorry for the recent loss of your mother," said Basil. "She was a brave lady. Look around you, Maria. Much of today's patriotism is a result of what your mother was courageous enough to print."

Maria's smile was a mix of pride and sadness. "Yes, she was very strong."

Basil explained to Nathaniel, who burned with new embarrassment that he knew nothing of this obviously important printer. "Burgess Thomas Jefferson wrote an eloquent defense of our rights in August, called *A Summary View of the Rights of British America*. Mr. Randolph presented it to the House of Burgesses to adopt, but it was too revolutionary for its members.

"It said that because we had established these colonies through our own hard work, we had the right to make our own laws without Parliament's interference. Mr. Jefferson said that government must be honest, and that it exists only through the consent of the people. He wrote that God gave us liberty at the same time he gave us life. Stirring words, yes?"

"But then he went on to say - and this is what many felt bordered on treason - that the king was no more than a chief officer of the people, obligated to serve *our* best interests. Therefore, he was subject to *our* will. Most people were afraid of those words. but not Mrs. Rind. She printed them. And because she did, Thomas Jefferson's ideas traveled throughout the colonies. They were reprinted in cities as far away as Philadelphia. The resolves that these merchants are signing today bear the mark of Mr. Jefferson's belief in our ability and right to govern ourselves" (92-93).

Reading Assignment #4 - Chapter 15 - Close Reading Passage

John pointed to a bump in the wood. "Hardest thing there is...to make wood flat. Its natural state as a tree is to bulge and grow as sunlight directs it - not what we tell it."

Once more he pulled the shaver down along the length of the stick of wood, popping his wrists up a bit at the bump to try to nick it out. He ran his finger over the smooth surface and considered a moment. "Well, that's close to perfect. Good enough to stop." He added it to his growing pile of finished spokes.

"That's really the trick of it, Nathaniel, coming to understand when we are close enough to perfection to stop whittling. If we don't recognize when something has become as good as our human hands can make it, and keep fussing over it, we're like to ruin it completely by our

meddling. Carve too long and the wood becomes so thin it snaps, worthless. It's the same with life - at some point we have to decide whether a situation is good enough to accept or if we must risk all in the hopes we can hone it better." John drifted off in thought and said more to himself than Nathaniel: "Just like making a spoke..."

Nathaniel could sense John was trying to tell him something. He started to press for more when the door to the shop flew open. There stood Edan, swaying, holding a large green bottle.

Glancing up, John's face changed to caution and then to the expressionless mask all servant knew how to put on when their master was in foul mood. "And then, lad," John muttered, "there are times to break that spoke and completely start anew." - p. 128

Reading Assignment #10 - Chapter 33 - Close Reading Passage

Freedom's charms alike engage
Blooming youth and hoary age;
Time itself can ne'er destroy
Freedom's pure and lasting joy;
Love and friendship never give
Half their blessing to the slave;
None are happy but the free,
Bliss is born of Liberty.

Reading Assignment #10 - Chapter 35 - Close Reading "snippets"

"...in his *Essay on Man*, Pope argues that reason separates and elevates us from the animals. Still, we are only part of the universe, not the focus of it. The point of his I like best is his optimistic belief that evil or what seems to be bad luck is actually part of some overall plan for good" (299).

"Hope, that's the word, hope...Pope said, 'Hope springs eternal in the human breast.' It's one of mankind's most admirable qualities - his ability to hope and dream of better things" (300).

Give Me Liberty Close Reading Notecatcher

Round Two - Passage on p. _____

Immerse Yourself!
First Read

Words or phrases that stand out or seem important	Based on the words and phrases... My initial thoughts about the meaning of this text

Dive Deeper
Second Read

Learning Target: and/or Strategy Focus:

Evidence from the text	My thinking

Give Me Liberty Close Reading Notecatcher

Round Two - Passage on p. _____

Third Reading

What the author is telling the reader

Author's Purpose/Message	Evidence from the text that supports my analysis

Give Me Liberty: Reading from Different Perspectives

Evidence for Perspective #1 (_____)	(Topic or Question to be Considered)	Evidence for Perspective #2 (_____)
Evidence for Perspective #3 (_____)		Evidence for Perspective #4 (_____)

LESSON PLAN - Free to Tweet: A Modern Translation of Patrick Henry's "Give Me Liberty" Speech

Lesson Title:	Free to Tweet: A Modern Translation of Patrick Henry's "Give Me Liberty" Speech	Unit Title:	<i>Give Me Liberty</i> Unit
CCLS:	RI.2, RI.4, W.4.a, W.10, W.11.b, L.3.a, L.4.c-d		
Objectives: (Today's Target)	<ul style="list-style-type: none"> - Interpret and translate a historical text's central meaning - Carefully consider word choice in constructing a message - Utilize social media (Twitter) 		
Materials:	<ul style="list-style-type: none"> - Group copies of "Give Me Liberty" speech sections (Break up speech into paragraphs/chunks for translation) - Group copies of Patrick Henry Twitter forms 		
Activities:	Hook: What do you know about Twitter? What is its purpose? What are the "rules" for a tweet?		
	<p>A) TEACHER(s): Explain/discuss Twitter knowledge, using sample screenshots of "tweets." [Identify the "parts" of a tweet and the purpose of using Twitter]</p> <p>B) TEACHER(s): Demonstrate process with a small chunk from one of the more difficult sections</p> <p>C) TEACHER(s): Divide groups and distribute sections of "Give Me Liberty" speech and Patrick Henry Twitter forms</p> <p>D) STUDENTS: Read over sections together and underline/define any unfamiliar words</p> <p>E) STUDENTS: Highlight the key words and phrases that must be included in tweet</p> <p>F) STUDENTS: Write tweet</p>		
	Closure: Look at the tweets in order [scanned into computer as PDFs] and discuss whether our translations successfully convey the central message of the original text.		
Assessment(s):	<i>Formative:</i> Final tweet and evidence of brainstorming		
	<i>Summative:</i> N/A		
Next Step:	Close readings of other selected book passages containing historical information		

Note: The previous day's lesson involved listening to the speech and discussing it broadly.

Patrick Henry's "Give Me Liberty" Speech

St. John's Church, Richmond, Virginia March 23, 1775

MR. PRESIDENT: No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen if, entertaining as I do, opinions of a character very opposite to theirs, I shall speak forth my sentiments freely, and without reserve. This is no time for ceremony. The question before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth, and fulfill the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offence, I should consider myself as guilty of treason towards my country, and of an act of disloyalty toward the majesty of heaven, which I revere above all earthly kings.

Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those who, having eyes, see not, and, having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst, and to provide for it.

I have but one lamp by which my feet are guided; and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years, to justify those hopes with which gentlemen have been pleased to solace themselves, and the House? Is it that insidious smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition comports with these war-like preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled, that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation; the last arguments to which kings resort. I ask, gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us; they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We

have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves. Sir, we have done everything that could be done, to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne. In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free if we mean to preserve inviolate those inestimable privileges for which we have been so long contending if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained, we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of Hosts is all that is left us!

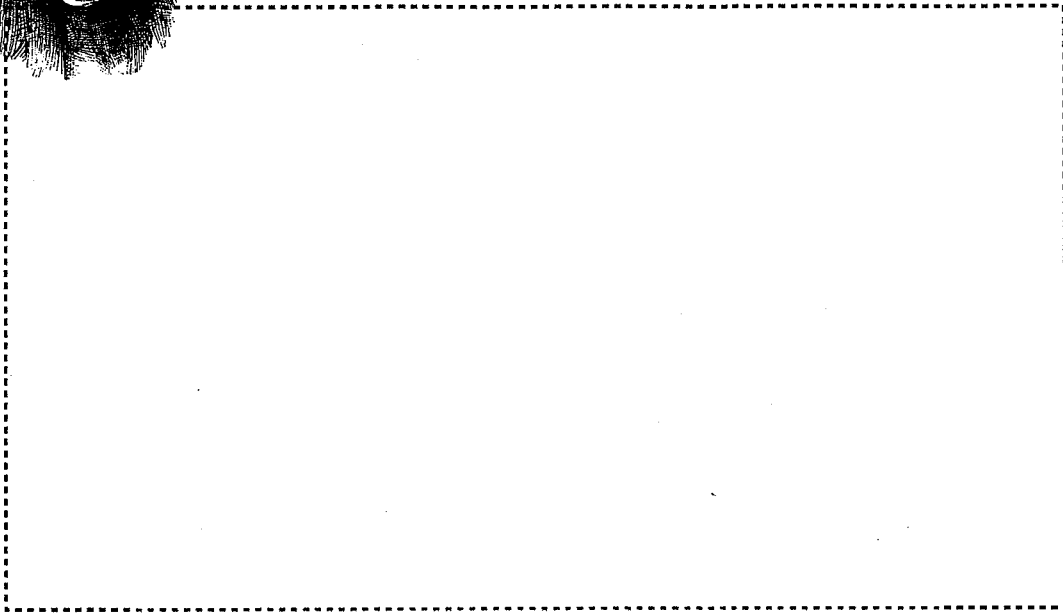
They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance, by lying supinely on our backs, and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak if we make a proper use of those means which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations; and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable and let it come! I repeat it, sir, let it come.

It is in vain, sir, to extenuate the matter. Gentlemen 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 arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

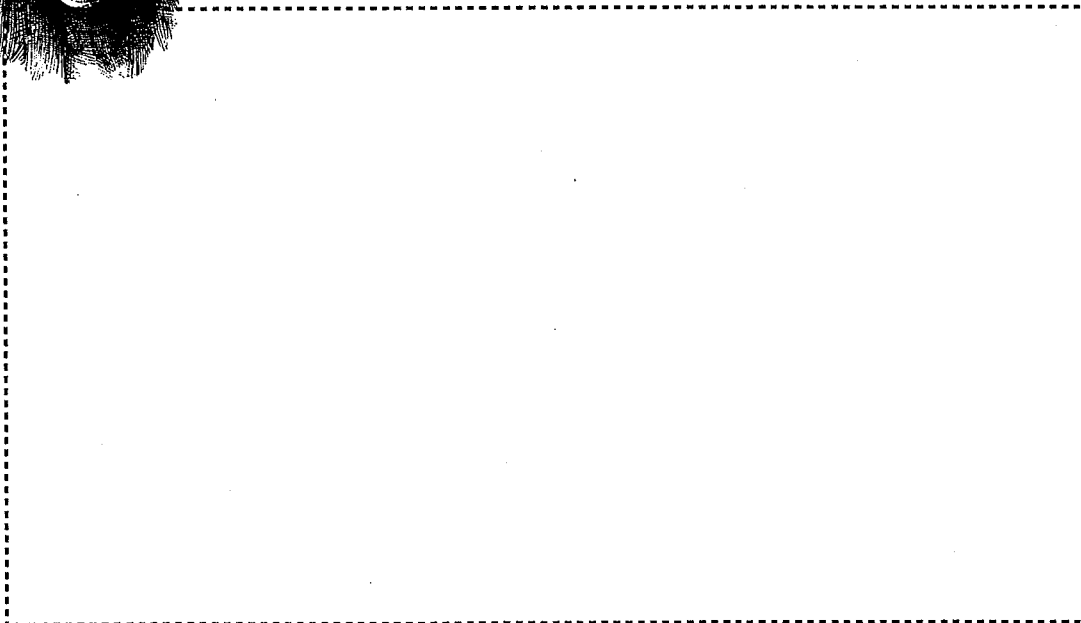
Source: Wirt, William. Sketches of the Life and Character of Patrick Henry. (Philadelphia) 1836, as reproduced in The World's Great Speeches, Lewis Copeland and Lawrence W. Lamm, eds., (New York) 1973.



Patrick Henry
@TheRealPatrickHenry



Patrick Henry
@TheRealPatrickHenry



Patriots and Loyalists Homework Worksheet

Directions: Answer the following questions based on the historical fiction novel "Give me Liberty", your class notes, and your knowledge of social studies. Answer all questions using complete sentences.

1. During the Revolutionary War, approximately a third of Americans were patriot and a third loyalist, while another third wished to remain neutral.

a. Give one (1) reason some people chose to remain loyal to England during the Revolutionary War.

b. Give one (1) reason some people chose to join the patriots and fight for independence.

c. Give one (1) reason some people tried to remain neutral during the conflict.

2. For each of the following characters in the novel "Give Me Liberty", explain why you believe that character was a loyalist, a patriot, or tried to remain neutral. PLEASE **CITE THE PAGE NUMBER** IN THE TEXT THAT HELPS SUPPORT YOUR CONCLUSION!

Character	loyalist/patriot/neutral	Reason	Page Number
Moses			
Edan Maguire			
Ben			



What is *Mission US*?

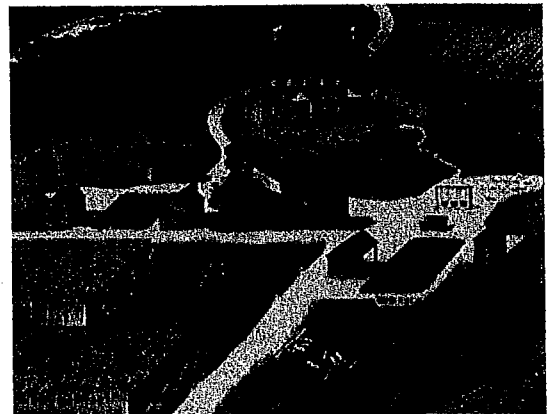
Mission US is a multimedia project that immerses players in U.S. history content through free interactive games.

Mission 1: "For Crown or Colony?" puts players in the shoes of Nat Wheeler, a printer's apprentice in 1770 Boston. They encounter both Patriots and Loyalists, and when rising tensions result in the Boston Massacre, they must choose where their loyalties lie.

In Mission 2: "Flight to Freedom," players take on the role of Lucy, a 14-year-old slave in Kentucky. As they navigate her escape and journey to Ohio, they discover that life in the "free" North is dangerous and difficult. In 1850, the Fugitive Slave Act brings disaster. Will Lucy ever truly be free?

Other missions are planned for release in 2013 and 2014.

Join the conversation and get updates about *Mission US* on [Facebook](#) and [Twitter](#). For more information, visit the [Help](#) page. To share your feedback, email us via the [contact form on this site](#). Thanks for playing!



Give Me Liberty Critical Lens Prewriting: **Claim - Evidence - Interpretation**

Chosen Quote: _____

Claim (what you're trying to prove, your thesis, your argument):

Evidence (facts, data, and details that support your claim):

Interpretation (your "so what," your conclusion):

Give Me Liberty Critical Lens Response

"All the changes in the world, for good or evil, were first brought about by words."
- Jacqueline Kennedy Onassis

Based on our class work yesterday revisiting the essential unit quote above and connecting it to the novel, **choose one** of the quotes below and write a **four-paragraph response** in which you:

- restate the quote in your own words [Introduction]
- use at least **two examples** of text-based evidence to connect this quote to the novel as a whole [Two Body Paragraph(s)]
- revisit your pre-assessment response and explain how your understanding of this quote has been reinforced by/changed by your reading of the novel [Conclusion]

Quote One: "Love *hopes* all things" (5)

Quote Two: "It's the way of it" (11)

Quote Three: "...no act of kindness, no matter how small, is ever wasted" (33).

Quote Four: "He that will eat the fruit must climb the tree..." (47).

Quote Five: "Fools rush in where angels fear to tread" (300).

Quote Six: "As the twig is bent, so is the tree inclined" (339).

Topic-Based Project Choices

TASK: Choose one of the following research project options to further your understanding of the Revolutionary time period. To demonstrate your knowledge, you may use one of the following formats for your final product: iMovie; Keynote or GoogleDrive Presentation; Prezi; Tri-fold display; Scrapbook (digital or traditional); Journal; or other teacher-approved format.

OPTION ONE: Map Project

Trace the locations Nathaniel traveled to throughout the course of the novel. For each location provide a brief description of the significance of this area for Nathaniel and the novel overall.

OPTION TWO: Historical Figure or Event “Profile”

From the list, choose a historical figure or event mentioned in the novel. Record text-based evidence of how this figure/event is described in the novel. Then, using primary and secondary sources, research the factual evidence about the historical figure/event. Finally, determine whether L. M. Elliott’s portrayal of the historical figure/event is accurate based on your research. What relevant details about the figure/event would you add to the novel?

<i>Historical Figures</i>	<i>Historical Events</i>
Lord Dunmore (AKA John Murray)	Stamp Act
Peyton Randolph (House of Burgesses)	Boston Tea Party
George Washington	Boston Massacre
Patrick Henry	French and Indian War
Thomas Jefferson	Disbanding of VA House of Burgesses
John Pinkney	Battle of Lexington and Concord
John Marshall	Townshend Acts
John “The Tory” Randolph (brother of Peyton)	Battle of Great Bridge
	Battle of Bunker Hill
	William and Mary College

Topic-Based Project Choices

OPTION THREE: Trades of the Times

From the list, choose a trade to research using both online and book sources.

apothecary	blacksmith	cabinetmakers	carpenter (housewright)/ joiner	glassmakers
hatters/milliner	papermakers	printers	schoolmaster	shoemakers
silversmiths	tanners	weavers	wheelwright/ wainwright/ coachmaker	wigmakers

OPTION FOUR: Farming Then and Now

Research American farming techniques from both the 18th century and present day and compare and contrast the methods, problems, important crops, and other farm-related issues.

OPTION FIVE: Class System

Research the class system of the time period in the novel: slaves, indentured servants, apprentice, working class, nobility, etc. Create a diagram that shows the class "levels" of that time period.

OPTION SIX: Participation of Minorities in the American Revolution

Choose one of these minority groups: women, children, African Americans, or Native Americans. Then research their contributions to the American Revolution - patriot OR loyalist.

OPTION SEVEN: Newspaper

Re-create a newspaper from the time period, using The Virginia Gazette as a model for format.

OPTION EIGHT: Scrapbook

Imagine you are a person living in the time period of the novel. Combine your creative talents with text-based details and your historical research skills to create a physical scrapbook highlighting the important events mentioned in the novel. Your finished product should have historically accurate images (you may get from appropriate internet resources), relevant text-based details from the novel, and information from your historical research.

How to Create a Strong Research Question

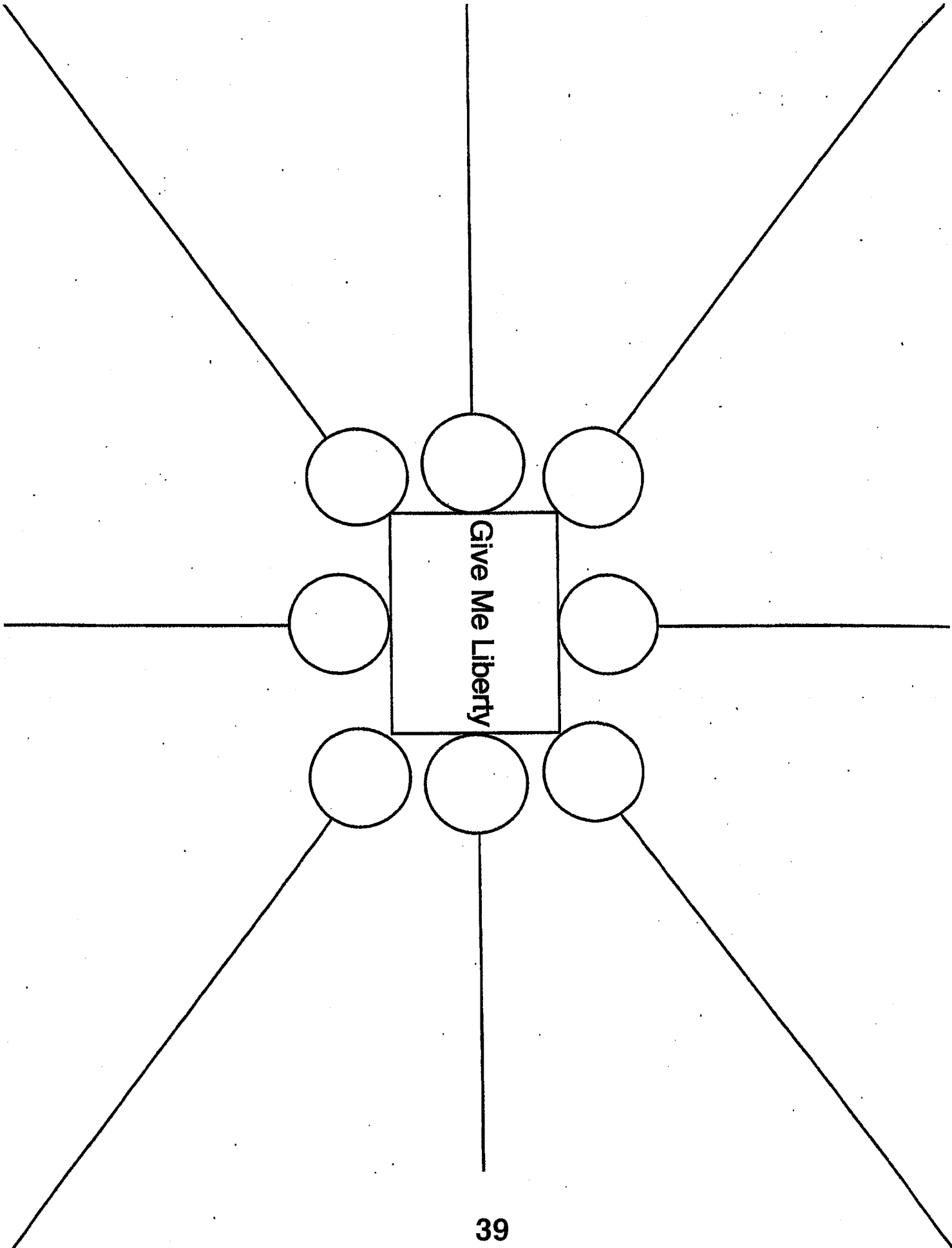
It is essential to develop a strong research question prior to beginning your project. This initial inquiry process is the most important part of a project as it will drive all that you do when writing a research paper or creating a multimedia presentation. To be interested in and care about your topic is important. Equally as important is turning that interest into a strong research question.

Step 1: As you are reading *Give Me Liberty*, you will naturally be asking yourself questions such as “did this really happen” or “why would he do this.” Use the graphic organizer provided to jot down the questions you have as you are reading AND note the page that you were on when the question came to your mind. **(see *Give Me Liberty* graphic organizer with spokes)**

Step 2: When you have finished reading *Give Me Liberty*, look over your graphic organizer. Read through all the questions and topics that you were wondering about. Choose two areas that you would like to research further. Complete the graphic organizer for one of the questions and then turn over the sheet and do the same for a second question. Narrow and broaden your inquiry. A broad question is difficult because there may be hundreds of sources to look through and the question may have so many parts to it that it can't be answered in this assignment. On the other hand, a question that is too narrow and can be answered in one or two paragraphs will also make it hard to do this assignment. Choose a question that is not too broad or too narrow. **(see graphic organizer titled Which Question Would Make a Strong Research Inquiry?)**

Step 3: Together with a partner, look over each other's questions. Evaluate them to determine which one would make a strong research question ie. not too broad and not too narrow. It should be one that can be divided into several parts but not so broad that a book could be written on the topic. Pro and Con questions work well as do comparison questions.

M. Natke 5/2014



Give Me Liberty

Did Thomas Jefferson play the violin?

p. 271

p. 271

Chapter 9 p. 69-77

Who are the sons of liberty?

p. 92

What rights does an indentured servant have?

p. 61-390
136-390
225

p. 281-33

p. 621-114

How much is a shilling?

What was the Stamp Act? Why was it such a big deal?

Why is music in the book so much?

p. 191-225
p. 38-40

I was surprised that women were at the battles. Why?

Why is Edan so angry about the Resolves?

Which Question Would Make a Strong Research Inquiry?

Your Question: _____

Broaden Your Question: _____

Narrow Your Question: _____

Restated Research Question

Subtopics

STUDENT NAME: _____

Class Period: _____

Give Me Liberty Mini-Research Project Rubric

CATEGORY	A Range	B Range	C Range	D Range
Quality of Information from Research	Information provides insight toward the topic. It includes high-quality, cited supporting evidence from research.	Information clearly relates to the topic. It provides cited supporting evidence from research.	Information relates to the topic, but no cited supporting evidence is given from research.	Information has little or nothing to do with the topic.
Quality of Text-Based Details	When possible, carefully chosen text-based details from the novel were used in the project.	When possible, text-based details from the novel were used in the project.	Few text-based details from the novel were used in the project OR the facts were irrelevant.	No text-based details from the novel were used in the project.
Sources	All sources are accurately cited (MLA) within the project; Works Cited page is accurately formatted (MLA).	Most sources are accurately cited (MLA) within the project; Works Cited page is mostly accurate (MLA).	Some sources are cited, but several are not; Works Cited page is not in MLA format, but provides required information.	No sources are cited within the project; No Works Cited page submitted.
Format and Organization	Information is well organized within the chosen format; the format is ideal for the project option.	Information is organized within the chosen format; the format works for the project option.	Information is somewhat disorganized within the chosen format OR the format is somewhat awkward for the project option.	The information appears to be disorganized and/or the format does not work for the project option.
Effort	In-class work time was used wisely, but there is also evidence of effort above and beyond the limitations of given class time.	In-class work time was used wisely.	In-class work time was not used wisely, but the project is still complete.	In-class work time was not used wisely, and due to lack of outside effort, the quality of the project has suffered.
Mechanics	Project contains virtually no grammatical, spelling or punctuation errors.	Project contains minimal grammatical, spelling or punctuation errors that do not impact readability.	Project contains frequent grammatical spelling, or punctuation errors that may impact readability.	Project contains frequent grammatical, spelling, or punctuation errors that significantly impact readability.

Additional Comments:

TOTAL SCORE = ____/100

Texts

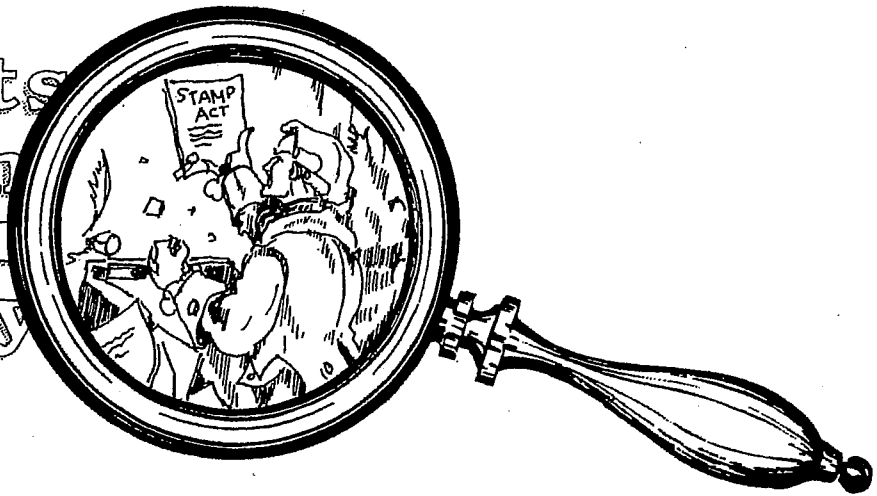
Nonfiction Articles

- “Challenging British Authority” from *Highlights in American History: From Its Beginnings to 1850*
- “The Winning of Independence” from *Highlights in American History: From Its Beginnings to 1850*

Primary Source Documents

- *Virginia Gazette* Archive: Runaway Slave Reward, Corlis
- Indenture Contract, 1759, William Buckland
- Excerpt from Thomas Paine’s “Common Sense”
- Continental Association: Resolves (1774)
- Patrick Henry’s “Give Me Liberty” Speech
- Lord Dunmore’s Proclamation to Slaves
- Ben Franklin’s “Join or Die” Political Cartoon
- *Virginia Gazette* Archive: Indentured Servant, Smith

Highlights in American History



CHALLENGING BRITISH AUTHORITY

The British and American colonists celebrated their victories against the French. However, the friendly relations and harmony were short-lived. The British government, the mother country, decided that the colonists had to pay their share of the war debt. As colonists, they had to obey the rules passed by the English Parliament and work for the good of the mother country.

The colonists were angered by the attempt of the British to curtail westward expansion. The Navigation Acts were regarded as outdated and unfair although they were not strictly enforced and infringements were often ignored. Most importantly, they resented laws passed for them by Parliament. They regarded their colonial assemblies as the "Parliament" and the king of England as the authority who had granted their charters. Other reasons for restlessness between the colonies and England were the demeaning treatment of the colonial militia during the French and Indian War, the increasing enforcement of the Navigation Acts, and the effort to establish the Anglican Church in America.

Prime Minister George Grenville felt strongly that the colonies should contribute more monies for the management of the Empire. Parliament passed the Sugar Act in 1764 to eliminate the illegal sugar trade and to raise the duty on sugar and lower the duty on molasses. This act was to be strictly enforced. Commanders of British frigates in American waters would act as customs officers, searching the American ships if necessary. Violators would be tried in courts operated by the British navy. Too, the Prime Minister intended that the colonists pay for a small standing army in America by raising money through the passage of the Stamp Act in 1765. This required that all wills, deeds, and other official and public documents needed to be written on stamped paper or provided with stamps sold by the British government. Patrick Henry, a young lawyer, immediately opposed the Stamp Act and in a speech declared that it was unfair and unjust and would destroy American liberty. It was suggested that a general meeting of committees from all the colonies confer to protest the Stamp Act.

The Stamp Act Congress met and published a "declaration of rights and grievances." In this statement they emphasized that only the colonial assemblies had the right to levy taxes. Copies of this statement were sent to the king and Parliament. The colonists believed it was right for Parliament to regulate foreign trade. However, they were not represented in Parliament; therefore, their colonial assemblies stood in place of Parliament and that was the only body for free English men to use in granting money to the king. The Stamp Act was repealed in 1766. The colonists were overjoyed, but they still had a major grievance regarding the Mutiny or Quartering Act of 1765 which required that the colonists provide quarters and supplies for the British troops.

In 1767 Charles Townshend, minister of finance, introduced new measures which established a board of customs commissioners in America and levied duties on various goods imported to the colonies from England such as lead, paint, glass, paper, and tea. Protests against the Townshend Duties were immediate. The colonists again stated that the British Parliament cannot levy taxes on the colonies to raise revenue and boycotted English goods. The British even sent troops to Boston from Halifax which angered the colonists. When the soldiers were ridiculed by a mob of colonists, they fired into the crowd, killing five citizens and wounding several others. One of the citizens was Crispus Attucks, a sailor. Samuel Adams called a town meeting in Faneuil Hall and demanded that Governor Hutchinson immediately remove the troops who were responsible for the "Boston Massacre." The British troops were removed.

Because of the petitions from the colonies and the boycott of English goods, the Townshend Duties were repealed. On the day of the Boston Massacre all the duties except the tax on tea were removed. The colonists still refused to buy the tea in American ports. In Boston, the governor was petitioned to send the tea back. He did not do so. On December 16, 1773, a committee of prominent citizens disguised as American Indians boarded the ships, broke the crates with their tomahawks, and threw the tea into the Boston harbor.

The "Boston Tea Party" angered King George. He felt that Boston was the center of protest activities. Therefore, he got parliament to pass the "Intolerable Acts" to punish the state of Massachusetts. The port of Boston was to be closed until the colonists paid for the destroyed tea. Town meetings were forbidden without permission of the governor. Public buildings were to house the British troops. The king's officials, if indicted for capital crimes, were to be returned to England for trial. Expressions of sympathy for Massachusetts were

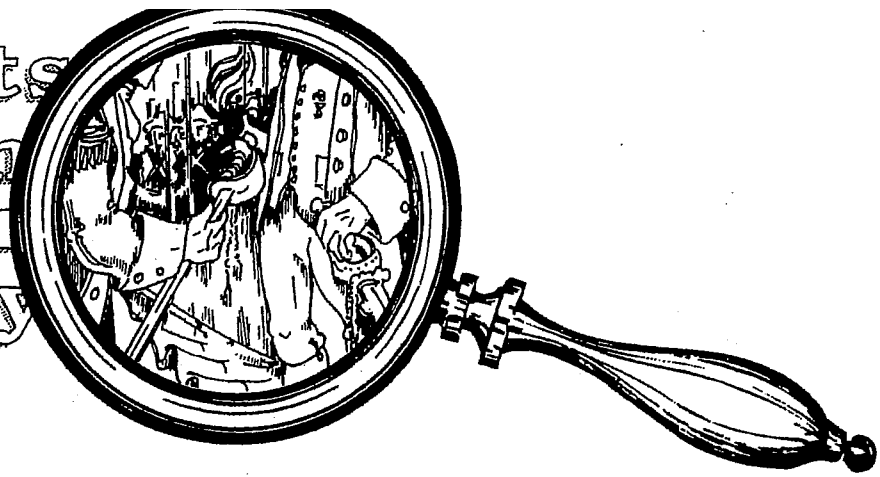


demonstrated by colonists in other colonies. They were irate and restless. When the Virginia Burgesses were dismissed by the royal governor for showing sympathy, they met at the local Raleigh tavern and proposed the first meeting of the Continental Congress, representing committees from all the colonies on September 5, 1774. At that meeting, they discussed the state of the colonies and deliberated on courses of action to take. They also decided to schedule the Second Continental Congress on April 18, 1775.

Before that meeting took place, Governor Thomas Gage sent troops to seize the military weapons hidden by the colonists in Concord. Paul Revere, being informed of this plan, began his midnight ride to warn John Hancock and Samuel Adams that they were to be arrested and that the British troops were on their way to Concord. When the British troops got to Lexington, they found a company of "minutemen" on the village green led by Captain Parker. The British major ordered them to disperse, but the men stood their ground and the British fired, leaving eight of the minutemen dead or dying. The American Revolution began as the colonial militia forced the British troops to retreat from Concord to Boston.

The colonists firmly believed that they had rights as Englishmen—rights such as a fair trial, freedom of speech and assembly, and the right to vote money to fund government through their own colonial assemblies. These rights, they felt, were guaranteed to them by their charters.

Highlights in American History



THE WINNING OF INDEPENDENCE

Before the confrontation of the British and the colonists at Lexington and Concord, Patrick Henry, in a speech in Virginia, said, "I know not what course others may take; but as for me, give me liberty or give me death." King George III acknowledged that the military conflict had begun. On the day that the second Continental Congress was scheduled, Ethan Allen and his Green Mountain Boys took Fort Ticonderoga in the name of the Continental Congress.

The British intended to hold the heights which commanded the town of Boston. After valiantly fighting the British, the American militia was forced to abandon its hold on Bunker Hill and Breed's Hill when they ran out of ammunition. This battle demonstrated American courage and steadfastness in spite of the fact that they were defeated. It was a costly British victory. The colonists proved to themselves and to the British that they could compete on the battlefield. At the meeting of the second Continental Congress, the group assumed the powers of a regular government. The Congress issued paper money, made trade regulations, sent representatives to foreign nations, and advised the colonists to set up governments for themselves. George Washington was appointed commander of the Continental Army and, on July 6, 1775, a formal declaration of war was made against Great Britain.

If the colonists had reservations about cutting their ties with Great Britain, a pamphlet, *Common Sense*, helped to convince many to declare themselves patriots seeking independence. *Common Sense* was written by Thomas Paine and distributed early in 1776. The motion declaring independence from the British Crown was passed on July 2, and on July 4 Thomas Jefferson's Declaration of Independence was adopted. This document gave the 13 colonies powers of nationhood. Loyalty to the king now became an act of treason and those guilty were treated as traitors.

After forcing the British to leave Boston, General Washington tried to defend New York, but General Howe's soldiers drove his militia through the city of New York and finally across the state of New Jersey to a safe position on the western bank of the Delaware River. General Washington, though, was not to be defeated; he recrossed the Delaware River, overwhelmed the British army and forced them back to New York. The British were disappointed that the Patriot cause had not yet collapsed. The British strategy was to control the Hudson River, hoping to shut New England off from the southern colonies. They disregarded, however, the conditions of geography and travel in the colonies; they finally surrendered to General Horatio Gates, commander of the Continental

Army on the Hudson River. The total failure of this military strategy left the British without a plan of war.

The British were able to occupy a few seaports such as New York, Newport, and Philadelphia. Because of the American victory at Saratoga, the French, in 1778, signed a treaty of alliance. Each nation was to continue the war with England until the other was ready to make peace. The French provided the Americans with men, money, and a much needed fleet to compete against Britain's naval power. Spain and Holland also joined the Americans against the British. The British left Philadelphia in the summer of 1778 and then moved the center of the war to the South, hoping to separate the states below the Potomac River from the New England colonies. The British did not have a strategic plan. The turning point in the South was the victory of the Americans at King's Mountain, on the border between North and South Carolina.

One of the most distressing incidents of the war involved the betrayal of Benedict Arnold. He fled and was rewarded with a position in the British army. Lord Cornwallis surrendered at Yorktown after being conquered by General Washington and his militia and Marquis de Lafayette and his French troops. New York was the only city now held by the British. Victorious battles were also waging on the frontier. General George Rogers Clark won control of the Northwestern Territory.

King George III abandoned the struggle after the surrender of General Cornwallis at Yorktown. His new prime minister, Lord Shelburne, sent a diplomatic agent to discuss the terms of peace with the American commissioners—John Jay, Benjamin Franklin, and John Adams. There were complications because the Americans had pledged with France that they would not make a separate peace with England. France, Spain, and Holland had helped the Americans win their independence but their primary goal was not accomplished. They had wanted to destroy the naval supremacy of Great Britain and divide up its colonial empire. Americans did feel a great debt to France. Its aid in men, ships, and money helped the patriots win. The commissioners decided to arrange peace terms with England without France. Benjamin Franklin was able to convince the French ministry to accept the terms of the treaty.

The British acknowledged the independence of the United States and the extension of its boundaries to the Mississippi River. They agreed to withdraw their land and naval forces. Fishing rights off Newfoundland and Nova Scotia were granted to the Americans. Secretly, the British agreed to hold the valuable fur trading posts along the Great Lakes until all debts were paid. The rights and properties of Loyalists were to be restored if they had not borne arms against the United States. The British government, surprisingly, granted Loyalists liberal pensions and land in Canada.

On the eighth anniversary of Paul Revere's ride to Concord, Washington proclaimed the end of hostilities with Great Britain. The peace treaty was signed on September 3, 1783, and on November 25 the last British soldiers sailed out of New York harbor. Now, the colonies had the responsibility of developing a structure for a new nation based on a special mission of liberty and justice for all citizens.



Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

<input type="checkbox"/> Newspaper	<input type="checkbox"/> Map	<input type="checkbox"/> Advertisement
<input type="checkbox"/> Letter	<input type="checkbox"/> Telegram	<input type="checkbox"/> Congressional record
<input type="checkbox"/> Patent	<input type="checkbox"/> Press release	<input type="checkbox"/> Census report
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T H R E E P O U N D S Reward.

RUN away from the subscriber, living in Shrewsbury, in the county of Monmouth, New-Jersey, a NEGROE man, named TITUS, but may probably change his name; he is about 21 years of age, not very black, near 6 feet high; had on a grey homespun coat, brown breeches, blue and white stockings, and took with him a wallet, drawn up at one end with a string, in which was a quantity of clothes. Whoever takes up said Negroe, and secures him in any goal, or brings him to me, shall be entitled to the above reward of Three Pounds proc. and all reasonable charges: paid by

Nov. 3, 1775. § J O H N C O R L I S.

This Indenture, Made the Fourth

Day of August, in the fifth Year of the Reign of our Sovereign
Lord King Charles the Second, in the Year of our Lord,
One Thousand Seven Hundred and fifty five.

Between *William Buckland*
of the one Part, and

Thomas Mason
of the other Part,

Witnesseth, That the said *William Buckland*
for the Consideration herein after mentioned hath, and by these Presents doth Cove-
nant, Grant, and Agree to, and with the said *Thomas Mason* Executors and
Assigns, That he the said *William Buckland* shall and will, as a faithful Cove-
nant Servant, well and truly serve the said *Thomas Mason* Executors or
Assigns in the Plantation of *Virginia* beyond the Seas, for the Space
of *four* Years, next after his Arrival in the said Plantation, in the Employ-
ment of a *Commons of Virginia* until the said *William Buckland* shall be
Covenant and Declare himself to be the Age of *Twenty* Years
and no Covenant or Contracted Servant to any other Person or Per-
son, And the said *Thomas Mason* Executors or Assigns, doth hereby Covenant, Promise and Agree to
and with the said *William Buckland* Executors, and Assigns, that the
said *Thomas Mason* Executors or Assigns, shall and will at *his* or their own proper Costs and Charges, with
what convenient speed they may carry and convey, or cause to be carried and con-
veyed over unto the said Plantation, the said *William Buckland* and from
henceforth, and during the said Voyage, and also during the said Term, shall and will at
the like Costs and Charges, provide for and allow the said *William Buckland* all
necessity *Wages, Diet, Washing, Lodging,* and
and convenient *in* *all* *events* *in* *more* *Days* *are* *usually* *provided*
for and allowed *and* *pay* *and* *allow* *the* *said* *William* *as* *in* *the*
Articles *inclosed* *at* *the* *Back* *of* *these* *Articles*
standing *of* *Common* *Payable* *Quarterly*

And for the true Performance of the Premises, the said Parties, to these Presents bind themselves, their Executors and Administrators, the either to the other, in the Penal Sum of *Twenty* Pounds Sterling, firmly by these Presents. In witness whereof, they have hereunto interchanges, set their Hands and Seals, the Day and Year above-written.

Sealed and Delivered
in the Presence of
Tho Hayes *Wm Buckland*
Ch. Reddell

I do hereby certify, That the above-named *William Buckland* came before Me by *his* Deputy to the Patentee at *London* the Day and Year above-written, and declared himself to be *Twenty* Years of Age, and to be desirous to serve the above-named *Thomas Mason* Executors or Assigns *four* Years, according to the Tenor of the Indenture above-written. All which is Registered in the Office for that Purpose, appointed by Letters Patents. In witness whereof, I have hereunto affixed the Common Seal of the said Office.

John Long

The within named William Buckland came into Virginia
 with my brother Thomas Mason who engaged him in London
 & had a very good Character of him there, during the time
 he lived with me he had the entire Direction of the business
 & I think he is a very good Man, & I think
 a complete Master of the way of carrying on Business both
 in Theory & Practice.

The within named William Buckland came into Virginia
 with my brother Thomas Mason who engaged him in London
 & had a very good Character of him there, during the time
 he lived with me he had the entire Direction of the business
 & I think he is a very good Man, & I think
 a complete Master of the way of carrying on Business both
 in Theory & Practice.

G. Mason
 8th Nov. 1757.

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Common Sense

Digital History ID 151

Author: Thomas Paine

Date: 1776

Annotation: John Adams called him "the first man of the Revolution." Teddy Roosevelt called him a "filthy little atheist." His name was Thomas Paine. The author of "Common Sense," "The Rights of Man," and "The Age of Reason," Paine was probably the most widely read political pamphleteer of the eighteenth century. An active participant in the American and French Revolutions, and an early proponent of the antislavery, women's rights, animal protection, and free public education, Paine was also the person who proposed that his adopted country be called the United States. Born in 1737, the son of a poor Quaker corsetmaker, Paine was apprenticed to his father at the age of 12. Later he ran away to become a ship's hand and pirate, taught school, served as a tax collector, and became involved with groups secretly opposed to Britain's King. At the age of 37, he left England, carrying letters of introduction from Benjamin Franklin. Eighteen months later, in January 1776, he published *Common Sense*, which sold 150,000 copies. With its arguments against monarchy and its doctrine that governmental authority derives from the people, Paine's pamphlet converted thousands of colonists to the cause of revolution. "Monarchy and succession have laid the world in blood and ashes," he exclaimed. Later, George Washington read Paine's stirring words from "The American Crisis"--"these are the times that try men's souls"--to his troops at Valley Forge.

An enthusiastic supporter of the French Revolution, Paine arrived in France in 1791, was elected to the National Convention, and helped draft France's 1793 constitution. Later he was condemned to death for opposing the revolutionary leader Robespierre and narrowly escaped execution on the guillotine. Paine was not one to mince words. He attacked George Washington for ignoring his pleas for help when he was confined in a French prison. He also attacked organized churches, even though he believed in God. "All national institutions of churches," he wrote in "The Age of Reason," "whether Jewish, Christian or Turkish, appear to me no other than human inventions, set up to terrify and enslave mankind, and monopolise power and profit." When he died in 1809, no church cemetery would accept his body. His remains were shipped to England and were eventually lost.

Paine was strongly opposed to despotism and injustice and strongly supportive of freedom and social justice. "Where liberty is, there is my country," Benjamin Franklin supposedly said to Paine. "Where liberty is not, there is my country," Paine replied.

Document:

In the following pages I offer nothing more than simple facts, plain arguments, and common sense....

I have heard it asserted by some, that as America has flourished under her former connection with Great-Britain, the same connection is necessary towards her future happiness, and will always have the same effect. Nothing can be more fallacious than this kind of argument. We may as well assert that because a child has thrived upon milk, that is never to have meat, or that the first twenty years

of our lives is to become a precedent for the next twenty. But even this is admitting more than is true; for I answer...that America would have flourished as much, and probably much more, had no European power taken any notice of her. The commerce by which she hath enriched herself are the necessaries of life, and will always have a market while eating is the custom of Europe.

But she has protected us, say some.... We have boasted the protection of Great Britain, without considering, that her motive was interest not attachment....

This new World hath been the asylum for the persecuted lovers of civil and religious liberty from every part of Europe....

As Europe is our market for trade, we ought to form no partial connection with any part of it. It is the true interest of America to steer clear of European contentions, which she never can do, while, by her dependence on Britain, she is made the make-weight in the scale of British politics.

Europe is too thickly planted with Kingdoms to be long at peace, and whenever a war breaks out between England and any foreign power, the trade of America goes to ruin, because of her connection with Britain....

There is something absurd, in supposing a Continent to be perpetually governed by an island....

No man was a warmer wisher for a reconciliation than myself, before the fatal nineteenth of April, 1775 [the day of the battles of Lexington and Concord], but the moment the event of that day was made known, I rejected the hardened, sullen-tempered Pharaoh of England for ever; and disdain the wretch, that with the pretended title of FATHER OF HIS PEOPLE can unfeelingly hear of their slaughter, and composedly sleep with their blood upon his soul....

Where, say some, is the king of America? I'll tell you, Friend, he reigns above, and doth not make havoc of mankind like the royal brute of Great Britain.... So far as we approve of monarchy...in America the law is king....

A government of our own is our natural right.... Ye that oppose independence now, ye know not what ye do: ye are opening the door to eternal tyranny.... There are thousands and tens of thousands, who would think it glorious to expel from the Continent, that barbarous and hellish power, which hath stirred up the Indians and the Negroes to destroy us....

O! ye that love mankind! Ye that dare oppose not only the tyranny but the tyrant, stand forth! Every spot of the old world is overrun with oppression. Freedom hath been hunted round the Globe. Asia and Africa have long expelled her. Europe regards her like a stranger, and England hath given her warning to depart. O! receive the fugitive, and prepare in time an asylum for mankind.

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Continental Association: Resolves (1774)

An economic measure to force Great Britain to recognize colonial rights, the Continental Association was created by the First Continental Congress on October 20, 1774. The Continental Association was organized to orchestrate a more comprehensive and binding boycott of British goods than the previous nonimportation agreements. These resolves outlined the association's three-step plan to end importation of British goods, stop the consumption of British goods, and suspend the export of American goods to the British Isles. Although the measures adopted by the association failed to convince the British Parliament to suspend colonial taxation, they did help in galvanizing colonial resistance throughout British North America.

WE, his Majesty's most loyal subjects, the delegates of the several colonies of New-Hampshire, Massachusetts-Bay, Rhode-Island, Connecticut, New-York, New-Jersey, Pennsylvania, the three lower counties of New-Castle, Kent and Sussex, on Delaware, Maryland, Virginia, North-Carolina, and South-Carolina, deputed to represent them in a continental Congress, held in the city of Philadelphia on the 5th day of September, 1774, avowing our allegiance to his majesty, our affection and regard for our fellow-subjects in Great Britain and elsewhere, affected with the deepest anxiety, and most alarming apprehensions, at those grievances and distresses, with which his Majesty's American subjects are oppressed; and having taken under our most serious deliberation, the state of the whole continent, find, that the present unhappy situation of our affairs is occasioned by a ruinous system of colony administration, adopted by the British, about the year 1763 evidently calculated for enslaving these colonies, and, with them, the British empire. In prosecution of which system, various acts of parliament have been passed, for raising a revenue in America, for depriving the American subjects, in many instances, of the constitutional trial by jury, exposing their lives to danger, by directing a new and illegal trial beyond the seas, for crimes alleged to have been committed in America: and in prosecution of the same system, several late, cruel, and oppressive acts have been passed, respecting the town of Boston and the Massachusetts-Bay, and also an act for extending the province of Quebec, so as to border on the western frontiers of these colonies, establishing an arbitrary government therein, and discouraging the settlement of British subjects in that wide extended country; thus, by the influence of civil principles and ancient prejudices, to dispose the inhabitants to act with hostility against the free Protestant colonies, whenever a wicked ministry shall chuse so to direct them. To obtain redress of these grievances, which threaten destruction to the lives, liberty, and property of his majesty's subjects, in North America, we are of opinion, that a non-importation, non-consumption, and non-exportation agreement, faithfully adhered to, will prove the most speedy, effectual, and peaceable measure: and therefore, we do, for ourselves, and the inhabitants of the several colonies, whom we represent, firmly agree and associate, under the sacred ties of virtue, honour and love of our country, as follows:

1. That from and after the first day of December next, we will not import, into British America, from Great-Britain or Ireland, any goods, wares, or merchandise whatsoever, or from any other place, any such goods, wares, or merchandise, as shall have been exported from Great-Britain or Ireland; nor will we, after that day, import any East-India tea from any part of the world; nor any molasses, syrups, paneles, coffee, or pimento, from the British plantations or from Dominica; nor wines from Madeira, or the Western Islands; nor foreign indigo.
2. We will neither import nor purchase, any slave imported after the first day of December next; after which time, we will

wholly discontinue the slave trade, and will neither be concerned in it ourselves, nor will we hire our vessels, nor sell our commodities or manufactures to those who are concerned in it.

3. As a non-consumption agreement, strictly adhered to, will be an effectual security for the observation of the non-importation, we, as above, solemnly agree and associate, that, from this day, we will not purchase or use any tea, imported on account of the East-India company, or any on which a duty hath been or shall be paid; and from and after the first day of March next, we will not purchase or use any East-India tea whatever; nor will we, nor shall any person for or under us, purchase or use any of those goods, wares, or merchandise, we have agreed not to import, which we shall know, or have cause to suspect, were imported after the first day of December, except such as come under the rules and directions of the tenth article hereafter mentioned.

4. The earnest desire we have, not to injure our fellow-subjects in Great-Britain, Ireland, or the West-Indies, induces us to suspend a non-exportation, until the tenth day of September, 1775; at which time, if the said acts and parts of acts of the British parliament herein after mentioned are not repealed, we will not, directly or indirectly, export any merchandise or commodity whatsoever to Great-Britain, Ireland, or the West-Indies, except rice to Europe.

5. Such as are merchants, and use the British and Irish trade, will give orders, as soon as possible, to their factors, agents and correspondents, in Great-Britain and Ireland, not to ship any goods to them, on any pretence whatsoever, as they cannot be received in America; and if any merchant, residing in Great-Britain or Ireland, shall directly or indirectly ship any goods, wares or merchandise, for America, in order to break the said nonimportation agreement, or in any manner contravene the same, on such unworthy conduct being well attested, it ought to be made public; and, on the same being so done, we will not, from thenceforth, have any commercial connexion with such merchant.

6. That such as are owners of vessels will give positive orders to their captains, or masters, not to receive on board their vessels any goods prohibited by the said non-importation agreement, on pain of immediate dismissal from their service.

7. We will use our utmost endeavours to improve the breed of sheep, and increase their number to the greatest extent; and to that end, we will kill them as seldom as may be, especially those of the most profitable kind; nor will we export any to the West-Indies or elsewhere; and those of us, who are or may become overstocked with, or can conveniently spare any sheep, will dispose of them to our neighbours, especially to the poorer sort, on moderate terms.

8. We will, in our several stations, encourage frugality, economy, and industry, and promote agriculture, arts and the manufactures of this country, especially that of wool; and will discountenance and discourage every species of extravagance and dissipation, especially all horse-racing, and all kinds of gaming, cock-fighting, exhibitions of shews, plays, and other expensive diversions and entertainments; and on the death of any relation or friend, none of us, or any of our families, will go into any further mourning-dress, than a black crape or ribbon on the arm or hat, for gentlemen, and a black ribbon and necklace for ladies, and we will discontinue the giving of gloves and scarves at funerals.

9. Such as are, venders of goods or merchandise will not take advantage of the scarcity of goods, that may be occasioned by this association, but will sell the same at the rates we have been respectively accustomed to do, for twelve months last past.—And if any vender of goods or merchandise shall sell any such goods on higher terms, or shall, in any manner, or by any device whatsoever violate or depart from this agreement, no person ought, nor will any of us deal with any such person, or his or her factor or agent, at any time thereafter, for any commodity whatever.

10. In case any merchant, trader, or other person, shall import any goods or merchandise, after the first day of December,

and before the first day of February next, the same ought forthwith, at the election of the owner, to be either re-shipped or delivered up to the committee of the county or town, wherein they shall be imported, to be stored at the risque of the importer, until the non-importation agreement shall cease, or be sold under the direction of the committee aforesaid; and in the last-mentioned case, the owner or owners of such goods shall be reimbursed out of the sales, the first cost and charges, the profit, if any, to be applied towards relieving and employing such poor inhabitants of the town of Boston, as are immediate sufferers by the Boston port-bill; and a particular account of all goods so returned, stored or sold, to be inserted in the public papers; and if any goods or merchandises shall be imported after the said first day of February, the same ought forthwith to be sent back again, without breaking any of the packages thereof.

11. That a committee be chosen in every county, city, and town, by those who are qualified to vote for representatives in the legislature, whose business it shall be attentively to observe the conduct of all persons touching this association and when it shall be made to appear, to the satisfaction of a majority of any such committee, that any person within the limits of their appointment has violated this association, that such majority do forthwith cause the truth of the case to be published in the gazette; to the end that all such foes to the rights of British-America may be publicly known, and universally contemned as the enemies of American liberty; and thenceforth we respectively will break off all dealings with him or her.

12. That the committee of correspondence, in the respective colonies, do frequently inspect the entries of their custom-houses, and inform each other, from time to time, of the true state thereof, and of every other material circumstance that may occur relative to this association.

13. That all manufactures of this country be sold at reasonable prices so that no undue advantage be taken of a future scarcity of goods.

14. And we do further agree and resolve, that we will have no trade commerce dealings or intercourse whatsoever, with any colony or province in North-America, which shall not accede to, or which shall hereafter violate this association, but will hold them as unworthy of the rights of freemen and as inimical to the liberties of their country.

And we do solemnly bind ourselves and our constituents, under the ties aforesaid, to adhere to this association, until such parts of the several acts of parliament passed since the close of the last war, as impose or continue duties on tea, wine, molasses, syrups, paneles, coffee, sugar, pimento, indigo foreign paper, glass, and painters' colours, imported into America, and extend the powers of the admiralty courts beyond their ancient limits, deprive the American subject of trial by jury, authorize the judge's certificate to indemnify the prosecutor from damages, that he might otherwise be liable to, from a trial by his peers, require oppressive security from a claimant of ships or goods seized, before he shall be allowed to defend his property are repealed.—And until that part of the act of the 12 G.3.ch.24, entitled "An act for the better securing his majesty's dock-yards, magazines ships, ammunition, and stores," by which any persons charged with committing any of the offences therein described, in America, may be tried in any shire or county within the realm, is repealed—and until the four acts, passed the last session of parliament, viz. that for stopping the port and blocking up the harbour of Boston—that for altering the charter and government of the Massachusetts-Bay—and that which is entitled "An act for the better administration of justice, &c."—and that "for extending the limits of Quebec, &c." are repealed. And we recommend it to the provincial conventions, and to the committees in the respective colonies, to establish such farther regulations as they may think proper, for carrying into execution this association.

The foregoing association being determined upon by the Congress ordered to be subscribed by the several members hereof; and thereupon we have hereunto set our respective names accordingly.

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St. John's Church, Richmond, Virginia

March 23, 1775.

MR. PRESIDENT: No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen if, entertaining as I do, opinions of a character very opposite to theirs, I shall speak forth my sentiments freely, and without reserve. This is no time for ceremony. The question before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth, and fulfil the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offence, I should consider myself as guilty of treason towards my country, and of an act of disloyalty toward the majesty of heaven, which I revere above all earthly kings.

Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those who, having eyes, see not, and, having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst, and to provide for it.

I have but one lamp by which my feet are guided; and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years, to justify those hopes with which gentlemen have been pleased to solace themselves, and the House? Is it that insidious smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition comports with these war-like preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled, that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation; the last arguments to which kings resort. I ask, gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us; they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves. Sir, we have done everything that could be done, to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult;

Patrick Henry "Give Me Liberty" Speech

our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne. In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free² if we mean to preserve inviolate those inestimable privileges for which we have been so long contending² if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained, we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of Hosts is all that is left us!

They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance, by lying supinely on our backs, and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak if we make a proper use of those means which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations; and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable² and let it come! I repeat it, sir, let it come.

It is in vain, sir, to extenuate the matter. Gentlemen may cry, Peace, Peace² 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 arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

Source: Wirt, William. Sketches of the Life and Character of Patrick Henry. (Philadelphia) 1836, as reproduced in The World's Great Speeches, Lewis Copeland and Lawrence W. Lamm, eds., (New York) 1973.

By His Excellency the Right Honorable JOHN Earl of DUNMORE, His Majesty's Lieutenant and Governor General of the Colony and Dominion of VIRGINIA, and Vice Admiral of the same.

A P R O C L A M A T I O N.

AS I have ever entertained Hopes, that an Accommodation might have taken Place between GREAT-BRITAIN and this Colony, without being compelled by my Duty to this most disagreeable but now absolutely necessary Step, rendered so by a Body of armed Men unlawfully assembled, firing on His Majesty's Tenders, and the formation of an Army, and that Army now on their March to attack His Majesty's Troops and destroy the well disposed Subjects of this Colony. To defeat such treasonable Purposes, and that all such Traitors, and their Abettors, may be brought to Justice, and that the Peace, and good Order of this Colony may be again restored, which the ordinary Course of the Civil Law is unable to effect; I have thought fit to issue this my Proclamation, hereby declaring, that until the aforesaid good Purposes can be obtained, I do in Virtue of the Power and Authority to ME given, by His Majesty, determine to execute Martial Law, and cause the same to be executed throughout this Colony; and to the end that Peace and good Order may the sooner be restored, I do require every Person capable of bearing Arms, to resort to His Majesty's STANDARD, or be looked upon as Traitors to His Majesty's Crown and Government, and thereby become liable to the Penalty the Law inflicts upon such Offences; such as forfeiture of Life, confiscation of Lands, &c. &c. And I do hereby further declare all indentured Servants, Negroes, or others, (appertaining to Rebels,) free that are able and willing to bear Arms, they joining His Majesty's Troops as soon as may be, for the more speedily reducing this Colony to a proper Sense of their Duty, to His Majesty's Crown and Dignity. I do further order, and require, all His Majesty's Leige Subjects, to retain their Quitrents, or any other Taxes due or that may become due, in their own Custody, till such Time as Peace may be again restored to this at present most unhappy Country, or demanded of them for their former salutary Purposes, by Officers properly authorized to receive the same.

GIVEN under my Hand on board the Ship WILLIAM, off NORFOLK, the 7th Day of NOVEMBER, in the SIXTEENTH Year of His Majesty's Reign.

DUNMORE,

(GOD save the KING.)

By November 14, 1775, when John Murray, Earl of Dunmore and royal governor of Virginia, issued his proclamation, his plan to offer freedom to slaves who would leave their patriot masters and join the royal forces was already well underway.

Dunmore understood that such an act would have a wide-ranging effect. Not only would it disrupt production, it was also feed the growing fear among the colonists of armed slave insurrections. Planters would be distracted from waging war against Britain by the necessity of protecting their families and property from an internal threat. At the same time, Dunmore's own force of 300 soldiers, seamen and loyalist recruits, cut off from the support of British troops in Boston, would be reinforced by black fighting men and laborers.

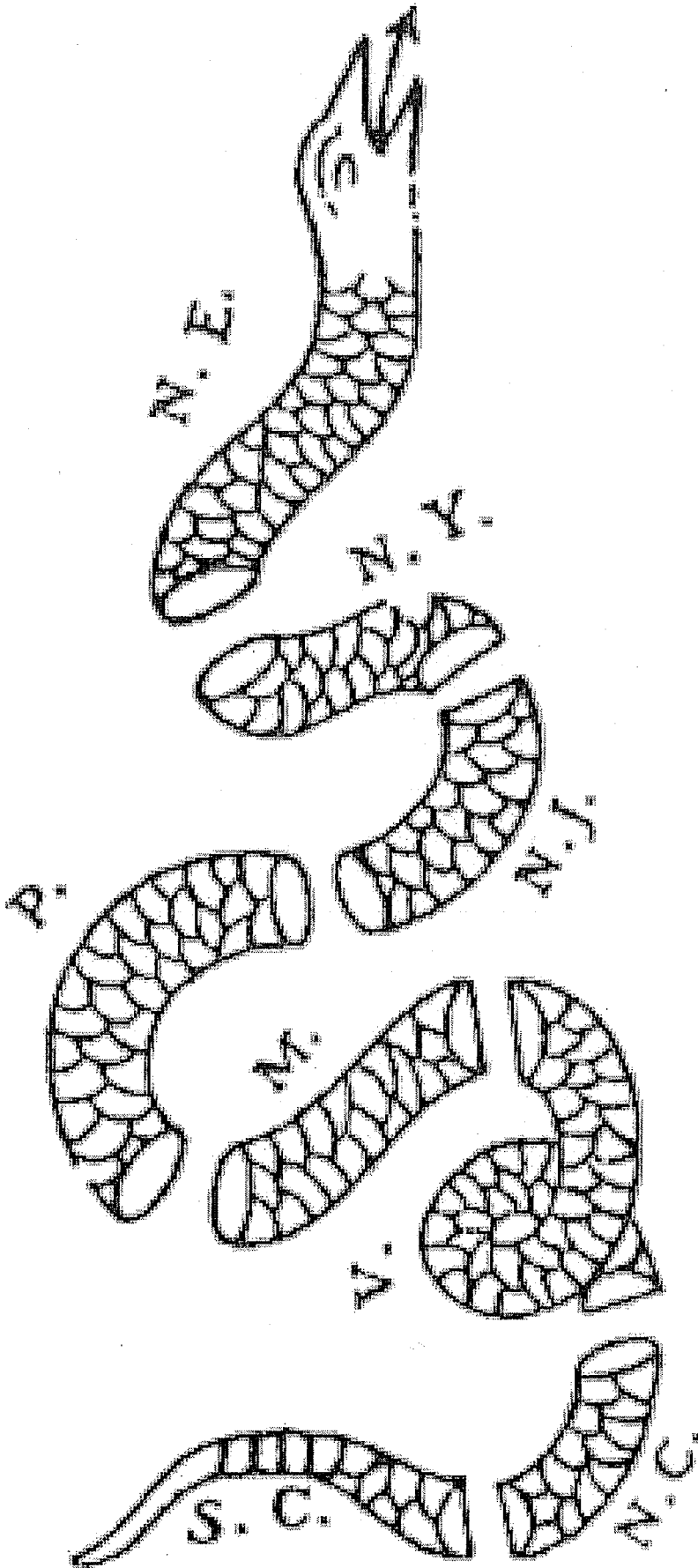
Word of Dunmore's plan was known as early as April, when a group of slaves presented themselves to him to volunteer their services. He delayed the decision by ordering them away, but the Virginia slaveholders' suspicions were not allayed. On June 8, 1775, Dunmore left Williamsburg, taking refuge aboard the man-of-war Fowey at Yorktown. Over the next five months, he reinforced his troops by engaging in a series of raids and inviting slaves aboard the ship. On November 7, Dunmore drafted a proclamation, and a week later he ordered its publication. It declared martial law and adjudged the patriots as traitors to the Crown; more importantly, it declared "all indented servants, Negroes, or others...free that are able and willing to bear arms..."

Response from the colonists was immediate. Newspapers published the proclamation in full, and patrols on land and water were intensified. Throughout the colonies, restrictions on slave meetings were tightened. The Virginia Gazette warned slaves to "Be not then...tempted by the proclamation to ruin your selves" and urged them to "cling to their kind masters," citing the fact that Dunmore himself was a slave holder.

In December, the Virginia Convention issued its own proclamation as a broadside, declaring that runaways to the British would be pardoned if they returned in ten days, but would be severely punished if they did not. The document began with a reminder of the penalty for slave insurrection -- death without benefit of clergy -- though in practice, it was used sparingly during the war.

By then, 300 black men had been inducted into "Lord Dunmore's Ethiopian Regiment," armed, and outfitted in military uniforms inscribed with the words "Liberty to Slaves." By early June, however, Dunmore's forces had been decimated by smallpox and the patriot's defenses. In August, the British destroyed over half of their own ships and sailed out of the Potomac, taking the 300 healthiest blacks with them.

Although probably no more than 800 slaves actually succeeded in reaching Dunmore's lines, word of the proclamation inspired as many as 100,000 to risk everything in an effort to be free.



J O I N, O R D I E.

HANOVER TOWN, May 12, 1774.

JUST arrived in York River, the *Brilliant*,

Captain *Miller*, from *London*, with a Cargo of choice healthy INDENTED SERVANTS, the Sale of which will begin at *Ricomend* Town on *Wednesday* the 25th of *May*, among whom are the following Tradesmen, *viz.* Blacksmiths, Brofiers, Edgetool Makers, Brcklayers and Plasterers, Shoemakers, Stone Masons, Carpenters, Joiners and Cabinet Makers, Cloth Weavers, Stocking Weavers, Barbers and Peruke makers, Gardeners, Farmers, Labourers and Husbandmen, Book-keepers and Schoolmasters, Tailors, Silk Dyers, Bakers, Painters, Leather Dressers, Sawyers, Butchers, a Steward, Groom, Surgeon, &c. I will sell them very cheap, for ready Money, or Tobacco; and for those on Credit, Bond and Security will be required.

(1)

THOMAS SMITH.