

Section 1

Step-by-Step Instruction

Review and Preview

Students have read about the development of self-government in the colonies. Now they will learn why the colonists began to want independence.

Section Focus Question

Why did many colonists favor declaring independence?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: The colonists felt that the British government was treating them unfairly.*)

Prepare to Read

Build Background Knowledge

L2

Ask students to recall from Chapter 3 what they learned about rights and self-government in the American colonies. Write each accurate recollection on the board. Then ask students to preview the section by reading the headings and looking at the images. Ask students to predict what more they will learn about self-government and rights in the colonies.

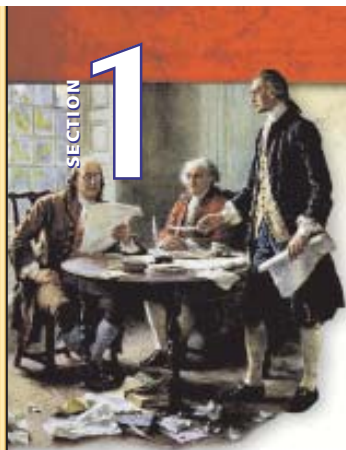
Set a Purpose

L2

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.

All in One Teaching Resources, Unit 2, Reading Readiness Guide, p. 43

- Have students discuss the statements in pairs or groups of four, then mark the worksheets again. Use the Numbered Heads participation strategy (TE, p. T24) to call on students to share their group's perspectives. The students will return to these worksheets later.



◀ Benjamin Franklin, John Adams, and Thomas Jefferson reviewing the Declaration of Independence

Let Us Separate

“I could not join to day in the [prayers] of our worthy parson, for a reconciliation between our, no longer parent state, but tyrant state, and these colonies. —Let us separate, they are unworthy to be our brethren. Let us renounce them.”

—Abigail Adams, letter to husband John Adams at the Continental Congress, 1775

A Nation Declares Independence

Objectives

- Find out how Thomas Paine stirred support for independence.
- Understand the meaning and structure of the Declaration of Independence.
- Learn how Congress finally agreed to separate from England.

Reading Skill

Analyze Word Roots Many English words have common word roots or parts. For example, the root *mot* means “move.” That root appears in the words *motion*, *motor*, *promote*, and *demote*. Those words have different meanings, but all share some connection to movement. Learn to recognize familiar word roots and trace their origins.

Key Terms and People

Thomas Paine preamble
Richard Henry Lee grievance
resolution

Why It Matters After King George rejected the Olive Branch Petition, thousands of British troops were sent to the colonies. As the fighting continued, American patriots called for independence.

Section Focus Question: Why did many colonists favor declaring independence?

A Call for Independence

When the year 1776 began, few colonists could have predicted what lay ahead. Most colonists still hoped for a peaceful end to the quarrel with Britain.

Colonists Divided Both Patriots and Loyalists were in a minority at the start of 1776. Many colonists were in the middle, with no strong feelings about the dispute with Britain.

Even within the Continental Congress, support for independence was limited to about one third of the delegates. Patriots such as John Adams found it hard to win others to the cause of independence. Adams complained that Loyalists used the prospect of independence as a way to frighten people into giving up the struggle.

Common Sense In January 1776, a 50-page pamphlet titled *Common Sense* was published in Philadelphia. The pamphlet stimulated broad support for independence.

The author, **Thomas Paine**, called King George III a “royal brute.” Paine ridiculed the very idea of rule by kings. Americans, he said, would be far better off if they governed themselves. (See Reading Primary Sources on the next page.)

170 Chapter 6 The American Revolution

Differentiated Instruction

L1 English Language Learners **L1** Less Proficient Readers **L1** Special Needs

Study Aid To help students track the development of revolutionary ideas and sentiments in the colonies, help them make a graphic organizer that shows the

sequence of events discussed on pp. 170–171. Students should also be able to explain the different points of view of Patriots and Loyalists.

Paine's strong **logic** and powerful words inspired people in all the colonies. Some 500,000 copies of the pamphlet were sold between January and July of 1776. George Washington wrote, "*Common Sense* is working a powerful change in the minds of men."

Virginia's Resolution Paine's pamphlet increased support for independence within the Continental Congress. In May 1776, Virginia authorized its delegates to support independence. Soon after, **Richard Henry Lee** introduced a **resolution**, or formal statement of opinion, to Congress. The Virginia resolution proclaimed that "these United Colonies are, and of right ought to be, free and independent States."

Before voting on Lee's resolution, Congress appointed a committee to draw up a statement stating the reasons for separation from Britain. Thomas Jefferson, a 33-year-old delegate from Virginia, was given the task of composing the declaration. Highly educated but shy, Jefferson spoke little in Congress. However, he was known for his graceful writing style.

In the heat of the Philadelphia summer, Jefferson struggled to find the words that would convince Americans and the world of the rightness of independence. The result was masterful. John Adams and Benjamin Franklin, who were also on the committee, suggested only minor changes.

Checkpoint What proposal did Richard Henry Lee make to Congress?

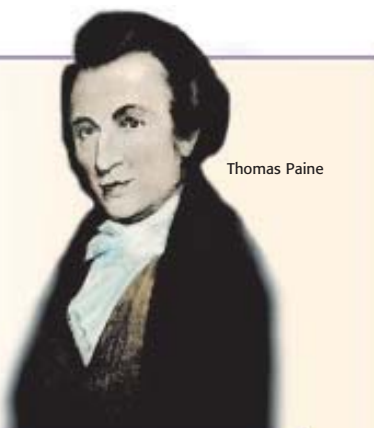
Vocabulary Builder

logic (LAH jihk) *n.* reason; careful thought

Common Sense

"I challenge the warmest advocate for reconciliation, to show a single advantage that this continent can reap, by being connected with Great Britain. I repeat the challenge, not a single advantage is derived. Our corn will fetch its price in any market in Europe, and our imported goods must be paid for, buy them where we will. . . . Whenever a war breaks out between England and any foreign power, the trade of America goes to ruin, because of her connection with Britain. . . . Every thing that is right or natural pleads for separation. The blood of the slain, the weeping voice of nature cries, 'TIS TIME TO PART.'"

—Thomas Paine, *Common Sense*



Thomas Paine

Reading Primary Sources

Skills Activity

In *Common Sense*, Thomas Paine gives political, military, and moral arguments for breaking away from Britain. In the excerpt above, Paine discusses some economic reasons.

- (a) **Identify Costs** Why does Paine think that association with Britain hurts American trade?
- (b) **Make Inferences** What do you think Paine means by "the blood of the slain"?

Vocabulary Builder

Use the information below to teach students this section's high-use words.

High-Use Word Definition and Sample Sentence

logic , p. 171	<i>n.</i> reason; careful thought Thinkers of the Enlightenment believed in using logic to support their opinions.
violate , p. 172	<i>v.</i> fail to keep or observe; infringe on Colonial merchants who smuggled goods and avoided taxes violated British law.

Teach

A Call for Independence

p. 170

Instruction

L2

■ **Vocabulary Builder** Before teaching this section, preteach the High-Use Words **logic** and **violate**, using the strategy on TE p. T21.

Key Terms Following the instruction on p. 7, have students create a See It–Remember It chart for the Key Terms in this chapter.

■ Read A Call for Independence with students using the Oral Cloze participation strategy (TE, p. T22).

■ Ask: **Who was Thomas Paine?** (*He was a colonist who wrote a 50-page pamphlet outlining the need for colonial self-rule.*)

■ Have students complete the worksheet *Common Sense*.

All in One Teaching Resources, Unit 2, Common Sense, p. 47

Independent Practice

Have students begin to fill in the Study Guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 6, Section 1 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the importance of Paine's pamphlet to the revolutionary movement. Provide assistance as needed.

Answers

✓ **Checkpoint** Richard Henry Lee proposed that they seek independence.

Reading Primary Sources (a) It keeps colonists from earning market prices on their exports. Also, colonial trade is cut off when English trade is cut off due to its conflicts with other nations. (b) Possible answer: Just as blood leaves the body of someone slain, the colonists must leave England.

The Declaration of Independence

Impact of the Declaration

pp. 172–173

Instruction

L2

- Have students read The Declaration of Independence and Impact of the Declaration. Remind students to look for details that answer the Section Focus Question.
- To help students better understand the concept of *independence*, which is important to the understanding of this chapter, use the Concept Lesson about Independence. Provide students with copies of the Concept Organizer.

All in One Teaching Resources, Unit 2, Concept Lesson, p. 53; Concept Organizer, p. 6

- To help students understand the importance of signing the Declaration of Independence, ask them to consider what the signers were risking individually and as a group. (*Individually they risked death. As a group, they risked war and, if they lost, possible imprisonment.*)
- Ask: **Who wrote the Declaration of Independence?** (*Thomas Jefferson*)

Independent Practice

Have students complete the Study Guide for this section.

Monitor Progress

- As students complete the Notetaking Study Guide, circulate to make sure students understand the structure and significance of the Declaration of Independence. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

All in One Teaching Resources, Unit 2, Reading Readiness Guide, p. 43

Answers

Reading Skill *Respect* means “a view” or “attitude.”

Checkpoint Possible answer: It says that everyone has certain inalienable rights.

Analyze Word Roots
Determine the meaning of the word *respect*. The root *spec* means “see.” Also read how the word is used in context.

Vocabulary Builder
violate (vɪ uh layt) *v.* fail to keep or observe; infringe on

King George III



172 Chapter 6 The American Revolution

The Declaration of Independence

The Declaration of Independence is a brilliant piece of writing. Building on the ideas of the Enlightenment, it uses step-by-step logic to explain why the colonists wanted to break away from British rule. (See the Declaration of Independence following this section.)

The Declaration begins with a **preamble, or introduction**. It says that “a decent respect to the opinions of mankind” requires that Americans explain why they are breaking away from Britain.

Natural Rights The Declaration is divided into three main sections. The first section states some general ideas about society and government. “We hold these truths to be self-evident,” or obvious to all. First among these truths is that “all men are created equal.” Jefferson goes on to state that everyone is “endowed by their Creator with certain unalienable rights.” This statement is based on John Locke’s ideas about natural rights. (See Chapter 4.)

Like Locke, Jefferson goes on to state that governments are created in order to protect people’s rights. And, like Locke, he concludes that, if a government **violates** those rights, the people have a right to abolish their government and create another.

List of Grievances Jefferson’s next task was to prove that the British government had, in fact, violated the rights of the colonists. So the next section details a long list of specific **grievances, or formal complaints**, against King George III of England.

Many grievances accuse the king of ignoring rights that English citizens had enjoyed since the time of the Magna Carta. For example, the Magna Carta had established trial by jury as a basic right. The Declaration thus condemns the king “for depriving us, in many cases, of trial by jury.” The Declaration also charges the king with “imposing taxes on us without our consent”—another violation of traditional English rights.

Time after time, says the Declaration, colonists have appealed to the king. But King George has ignored the petitions they sent. He must, therefore, be considered “unfit to be the ruler of a free people.”

Dissolving the Bonds After stating the basic principle that the people have a right to abolish an unjust government and showing that the king has violated the rights of the colonists, the Declaration reaches a logical conclusion. It asserts that the colonies are “free and independent states . . . and that all political connection between them and the state of Great Britain is, and ought to be totally dissolved.”

The document ends with a solemn pledge: “With a firm reliance on the protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.”

The serious tone shows that, to the Patriots, declaring independence was a serious and deeply felt step.

Checkpoint What does the Declaration of Independence say about people’s rights?

Differentiated Instruction

L3 Advanced Readers

L3 Gifted and Talented

Hold a Mock Trial Have students perform a mock trial in which they put King George III on trial for abusing the rights of American colonists. Assign each student a role in the trial (jury members, lawyers and witnesses for the defense, lawyers and

witnesses for the plaintiff, etc.). After the trial, hold a class discussion about the outcome of the trial.

All in One Teaching Resources, Unit 2, King George III on Trial, p. 48

Impact of the Declaration

When Congress met to debate Lee's resolution, it still was not certain that they would declare independence. But on July 4, 1776, Congress approved the Declaration of Independence. Since then, Americans have celebrated July 4th as Independence Day.

The actual signing of the Declaration took place on August 2. According to tradition, as he stepped up to sign the document, Benjamin Franklin commented, "We must all hang together, or most assuredly we shall all hang separately." Indeed, for the delegates who signed, the personal risk was great. If captured by the British, they could be hanged.

The Declaration of Independence changed the nature of the Revolution. No longer were the Patriots fighting for fairer treatment from Britain. Now, they were fighting to create a new nation. There was no turning back.

Since then, the Declaration of Independence has become one of the world's enduring documents. The statement that "all men are created equal" still inspires Americans and people in other nations. In 1776, these words applied primarily to white, male property owners. Over the years, Americans worked to expand the notion of equality and natural rights.

Checkpoint How did the Declaration change the nature of the American Revolution?

Looking Back and Ahead Declaring independence from Britain was only a first step. For the Declaration to have real meaning, the Americans would have to win their liberties on the battlefield. In the next section, you will read about the progress of the war for independence.



Thomas Jefferson

Progress Monitoring Online
For: Self-test with instant help
Visit: PHSchool.com
Web Code: mva-2061

Section 1 | Check Your Progress

Comprehension and Critical Thinking

- (a) Recall** What was the main idea of Thomas Paine's *Common Sense*?
(b) Draw Conclusions Why do you think *Common Sense* had such an impact on colonists?
- (a) Identify** What are the major parts of the Declaration of Independence?
(b) Apply Information Why is the list of grievances against the king an important part of the Declaration?

Reading Skill

- Analyze Word Roots** Use the word root *spir*, meaning "breathe," to determine the meaning of the word *inspire* in this sentence: The statement that "all men are created equal" still *inspires* Americans and people in other nations.

Key Terms

Complete each sentence so that the second part further explains the first part and clearly shows your understanding of the key term.

- The Declaration of Independence began with a **preamble**, or _____.
- Congress took a step toward independence when Lee introduced Virginia's **resolution**, or _____.
- The Declaration includes a list of **grievances**, or _____.

Writing

- List two challenges you think Thomas Jefferson faced in writing the Declaration of Independence. Do you think he met these challenges? Explain.

Section 1 A Nation Declares Independence 173

Section 1 Check Your Progress

- (a)** It said that Americans would be better off if they ruled themselves.
(b) Students may respond that it was well written and inspirational. Many people without strong feelings were swayed by its arguments. It summed up what many Americans probably felt.
- (a)** The major parts of the Declaration are the preamble, the section about soci-

ety and government, the section about grievances against King George, and the conclusion.

- (b)** It showed that colonists were deprived of traditional English rights.
- Possible answer: "All men are created equal" still breathes life and hope in Americans and people in other nations.
- an introduction
- formal statement of opinion

Assess and Reteach

Assess Progress

L2

Have students complete Check Your Progress. Administer the Section Quiz.

All in One Teaching Resources, Unit 2,
Section Quiz, p. 54

To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies,
Chapter 6, Section 1

Reteach

L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

Interactive Reading and Notetaking Study Guide, Chapter 6,
Section 1 (Adapted Version also available.)

Extend

L3

Have students write an editorial from the point of view of American colonists who have recently read *Common Sense*. Have them explain what they believe their rights are and whether they think they should seek independence from Britain. Have volunteers share their work with the class.

Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

- formal complaints
- Students should list two challenges that Jefferson faced and explain if he met the challenges. Possible challenges: inspiring tone to convince colonists of need to separate; sound bases for his arguments

Answer

Checkpoint It changed the purpose from a fight for fairness to a fight to create a new nation.