

TEACHING DEMOCRACY

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Cesar Chavez Middle School

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Cal Humanities & The California History-Social Science Project

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*How did the
Patriots
justify their
separation
from Great
Britain?*



Teaching Democracy is a partnership between the California History-Social Science Project (CHSSP) and Cal Humanities. **Teaching Democracy** seeks to both deepen student understanding of the history of American democracy and promote an engaged and knowledgeable citizenry. Our partnership hopes to invigorate K-16 educators to formulate new ways to help students make connections between ideas upon which the United States was founded and its governance.

Teaching Democracy provides three major curricular resources for teachers and their students: presentations by leading scholars, selected primary sources, and Standards-aligned curriculum for teachers, including this lesson. These materials will be distributed in five online webinars scheduled for 2012 and archived with recorded presentations on the Teaching Democracy website for future classroom use.

About The California History-Social Science Project:

One of nine disciplinary networks that make up the California Subject Matter Projects (CSMP), the California History-Social Science Project (CHSSP) is headquartered at the University of California, Davis, and its six sites are housed in the departments of history and geography at university campuses throughout California. Our K-16 collaborative is dedicated to providing the highest quality history instruction, with a special focus on meeting the needs of English learners, native speakers with low literacy, and students from economically disadvantaged communities. For more information, visit chssp.ucdavis.edu.

About Cal Humanities

Cal Humanities is an independent non-profit organization that promotes the humanities in California to help create “a state of open mind.” We produce, fund, and support cultural and educational experiences through media, writings, presentations, and discussion programs. Our aim is to inspire Californians to learn more, dig deeper, and start conversations that matter among our dramatically diverse people.

Cal Humanities sees the humanities as relevant, meaningful ways to understand the human condition and connect us to each other in order to become a better California. A state partner of the National Endowment for the Humanities, we were originally founded in 1975 as a granting organization, but through the years we have created and implemented our own signature humanities programs and projects. Cal Humanities now plays a critical role across the state in producing, funding, and supporting cultural experiences and events. For more information, visit www.calhum.org.

About the Author

Jasmin Brown is a dynamic educator with eleven years of teaching experience in the Lynwood Unified School District (LUSD). Her current teaching assignment is at Cesar Chavez Middle School, where she has served as the History Social Science Department Chair for six years. She has a Masters of Arts Degree in Educational Administration and an Administrative Services Credential. As a teacher leader for the History Project at CSU Long Beach and Dominguez Hills, the CHSSP, and LUSD, she has provided professional development to teachers across the content areas. Ms. Brown has also presented at teacher conferences across the state of California, such as the California Council for Social Studies and the California Council for History Education. In 2011, with a team of 8th grade teachers statewide, she co-authored the History Blueprint Civil War Unit and recently presented the curriculum at the 2012 National Council for History Education Conference.



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California Content Standards

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

Sub strand:

(2) Analyze the philosophy of government expressed in the *Declaration of Independence*, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).

Common Core State Standards

- ✓ RH.8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- ✓ RH.8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- ✓ RH.8.6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- ✓ RH.8.9. Analyze the relationship between a primary and secondary source on the same topic.
- ✓ W8.1 a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- ✓ W8.1 b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- ✓ W8.1 c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- ✓ W8.1 d. Establish and maintain a formal style.
- ✓ W8.1 e. Provide a concluding statement or section that follows from and supports the argument presented.

How did the Patriots justify their separation from Great Britain?



Photograph of postcard, “Burning of Stamp Act, Boston,” courtesy of the Library of Congress, Prints and Photographs Division (<http://www.loc.gov/pictures/item/2002719852/>).

This 8th grade lesson is designed to support student understanding of the key reasons why the Patriots decided to break their ties to Great Britain. Through the examination of primary sources, *Common Sense* and the *Declaration of Independence*, students will identify the meaningful passages of texts that warrant the Americans’ desire for political freedom. They will particularly concentrate on the Patriots’ grievances against the monarchy. Students will explore the evolution of American democracy by discovering parallels between the messages of “the abuse of power” by the British government versus the need for American “self-government” found in both texts. They will interpret and use the evidence from the sources provided to support their answer to the lesson’s overall focus question, *How did the Patriots justify their separation from Great Britain?* This task will give teachers the opportunity to enhance students’ reading comprehension, historical analysis, and writing skills, as well as their content knowledge.

Procedures

Step 1: Engagement Activity (Class Time: 10 minutes)

Distribute **Student Handout 1: Why leave home?** Introduce the lesson with an engaging question, What are some reasons why young adults leave their parents' homes? Tell students to list their answers in the left hand column of the T-chart. Next, record answers on the board as students share their responses. To access prior knowledge, ask students whether they recall from earlier studies why the colonists, namely the Patriots, fought the American Revolution against Great Britain. Direct them to write notes in the right column of the handout. Explain to students afterwards that the colonists struggled with their decision to end their relationship with Great Britain. Unlike the separation between parent and child, the separation between the colonists and Great Britain was political. Tell students that they will study contemporary texts in order to understand the colonists' specific reasons for separating from Great Britain.

Step 2: Thomas Paine and *Common Sense* in Context (Class Time: 10 minutes)

Distribute **Student Handout 2: Thomas Paine's *Common Sense***. Introduce the focus question for the lesson, *How did the Patriots justify their separation from Great Britain?* Tell students that they will answer this question by analyzing excerpts from primary sources written by Patriots--Thomas Paine's *Common Sense* and the *Declaration of Independence*, authored primarily by Thomas Jefferson. Their task will be to understand the parallels between the two texts. First, they will learn about Thomas Paine by reading out loud the short biography as a class. Clarify any words that students may not understand. If necessary, ask students to circle those words and briefly give them a definition and allow them to annotate the text. Ask students to complete **Student Handouts 3a and 3b: Primary Source Analysis**, a primary source analysis tool developed by the History Project at CSU Long Beach and Dominguez Hills. The format of the handouts is designed with the intention of being printed front and back (thus, the inverted icons and frames). Depending on time, teachers may fill some of the frames (author, audience, historical context, type of document) in advance or review the frames orally. Tell students that they will work in pairs to complete the "Document Content" frame. Make sure that students have correctly identified the "Purpose" of *Common Sense* before moving on. If necessary, ask students to reread the biography to underline the purpose: Paine wrote *Common Sense* to encourage the colonists to rebel against Great Britain.

Step 3: Understanding *Common Sense* (15 minutes)

Tell students they will now read and study the content of *Common Sense*. Ask students to annotate the text as the class reads aloud the three text passages from **Student Handout 2: Thomas Paine's *Common Sense***. Students should be encouraged to circle unfamiliar words; use a dictionary, underline important words or phrases; and write notes and questions. Distribute **Student Handout 4: Understanding *Common Sense***. Review the graphic organizer with the students and refer to the titles of each column and what they represent. The first column lists the three passages from *Common Sense* and the additional columns contain the questions from the "Document Content" frame from **Student Handout 3b: Primary Source Analysis** (*What is the author saying?, What details are important?, What is the main idea of the document?*). The final column will be answered in the next activity. Depending on the composition of your class, students can

complete this task in duos or trios; or continue with whole group instruction. Refer to the answer key (**Student Handout 4**) to guide students through the task.

Step 4: Grievances Against the King (15 minutes)

Distribute **Student Handout 5: Grievances from the *Declaration of Independence***. Organize students in duos or trios to read the list of the Patriots' grievances against the King. Encourage them to annotate the text with the definitions of unfamiliar words or phrases that can be clarified by you, a dictionary, or glossary. Once students are finished reading the text, have them refer back to **Student Handout 4: Understanding *Common Sense***. Explain to student that they will be responsible for matching the grievances against the king with the passages from *Common Sense* that have similar meaning. They must pair three grievances with one passage from *Common Sense*. Some students may need your assistance in identifying parallels between the primary sources. Refer to the answer keys for **Student Handouts 3b-5** to assist students with any difficulties. Briefly have groups share their answers with the entire class to clarify any misunderstandings.

Step 5: Drawing Connections (20 minutes)

Distribute **Student Handout 6: Drawing Connections**. Explain to the students that the next activity is to make connections between *Common Sense* and the *Declaration of Independence*. Both documents argue forcibly for breaking away from government ruled by a king. Their task is to identify the reasons for the Patriots' cause. Instruct students to transfer their responses from the final column of **Student Handout 4: Understanding *Common Sense*** to **Student Handout 6: Drawing Connections**. Have students work in pairs as they refer to the former handout in drawing connections between the main ideas in passages 1-3 from *Common Sense* and the grievances from the *Declaration of Independence*. Students should also answer the follow up questions. Use the answer key to clarify any inconsistencies among group members. Afterwards review answers with the entire class.

Step 6: Student Understanding (20 minutes)

Tell students that the final assignment for the lesson is to write a paragraph in which they use evidence from *Common Sense* and *Declaration of Independence* to answer the focus question, *How did the Patriots justify their separation from Great Britain?* Their notes and responses to **Student Handouts 3b-6** will assist them. Distribute **Student Handout 7: Pre-Writing Notes**. For the top box, students should refer to **Student Handout 3b** in developing their introduction and thesis statement. In the first column, student will write the three main reasons listed in *Common Sense* for breaking away from Great Britain. Students may especially refer to the third column of **Student Handout 4: Understanding *Common Sense*** for assistance. For the second column of **Student Handout 7: Pre-Writing Notes**, students should create a list of supporting evidence or details. Direct quotes from *Common Sense* and the complaints against the king from the *Declaration of Independence* should be encouraged. In the third column, student may review **Student Handout 6** for support. Students can work in groups to gather supporting evidence for writing, but they must independently compose their final paragraph. **Teacher Handout 8: Final Paragraph** is a sample response to the focus question.



Student Handout 1: Why Leave Home?

Why leave home?

What are some reasons why young adults leave their parents' homes?	Why did the Patriots fight Great Britain during the American Revolution?



Student Handout 1K: Why Leave Home?

Why leave home?

<p>What are some reasons why young adults leave their parents homes?</p>	<p>Why did the Patriots fight Great Britain during the American Revolution?</p>
<ul style="list-style-type: none"> • To seek a new lifestyle • Privacy • More space • Independence/Freedom • Financial Independence • College • Get married • Don't get along 	<ul style="list-style-type: none"> • The harsh acts and laws; such as the <ul style="list-style-type: none"> ✓ Intolerable Acts ✓ Quartering Act ✓ Sugar Act ✓ Stamp Act ✓ Tea Act • No taxation without representation • Physical Abuse (i.e. The Boston Massacre) • Unfair trade laws • Independence, Freedom • Create own laws • Economic independence • For land rights and grants



Student Handout 2: Thomas Paine's *Common Sense*

Thomas Paine (1737-1809) was born in England to a poor Quaker father and Anglican mother and left school at the age of 13 to work with his father as a corset maker. He tried a variety of occupations (including collecting excise duties on liquor and tobacco), none successfully. After meeting Benjamin Franklin in London, he emigrated to the colonies in late 1774 and got a job editing the *Pennsylvania Magazine*. Tensions between England and the colonies were high, and Paine soon leapt into the fray. After the Battle of Lexington and Concord, on April 19, 1775, Paine concluded that the revolt should be aimed not just against unjust taxation but in favor of full independence. His arguments were spelled out in *Common Sense*, a fifty page pamphlet that was published on January 10, 1776. It was an immediate sensation. More than 100,000 copies were sold within three months – and possibly as many as 500,000 copies altogether – to a colonial population of but two and a half million people. More than any other single publication, Paine's *Common Sense* persuaded public opinion the case for independence from Great Britain.*

*Diane Ravitch, ed., *The American Reader: Words that Moved a Nation* (New York: Harper Perennial, 1991), 25.

Instructions: Read passages 1-3. Skim through each passage and circle the unfamiliar words. Use a dictionary to define each word and make annotations to the text. Read the text and highlight or underline the line or segment that you feel was the most important within the passage.

Common Sense (1776) by Thomas Paine¹

Reading #1

But Britain is the parent country, say some. Then the more shame upon her conduct. Even brutes do not devour their young, nor savages make war upon their families....Europe, and not England, is the parent country of America. This new World hath been the asylum for the persecuted lovers of civil and religious liberty from *every part* of Europe. Hither have they fled, not from the tender embraces of the mother, but from the cruelty of the monster; and it is so far true of England, that the same tyranny which drove the first emigrants from home, pursues their descendants still. (pages 86-87)

Reading #2

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 to Britain*. (page 89)

Reading #3

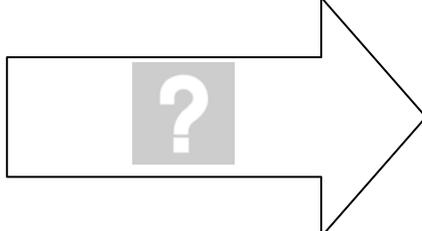
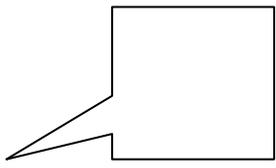
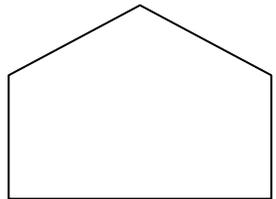
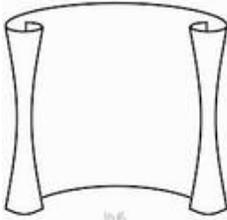
But where says some is the King of America? I'll tell you Friend, he reigns above, and doth not make havoc of mankind like the Royal Brute of Britain. Yet that we may not appear to be defective even in earthly honors, let a day be solemnly set apart for proclaiming the charter; let it be brought forth placed on the divine law, the word of God; let a crown be placed thereon, by which the world may know, that so far as we approve as monarchy, that in America THE LAW IS KING. For as in absolute governments the King is law, so in free countries the law *ought* to be King; and there ought to be no other. (page 99)

¹ Thomas Paine, *The Writings of Thomas Paine*, Collected and Edited by Moncure Daniel Conway (New York: G.P. Putnam's Sons, 1894). Vol. 1.



Student Handout 3a: Primary Source Analysis

Historian's Tools*

 <p>Author/Speaker/Creator</p>	 <p>Audience/Listener/Recipient</p>
 <p>Purpose</p>	 <p>Document Content</p>
 <p>Historical Context</p>	 <p>Type of Document</p>

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Student Handout 3b: Primary Source Analysis

Historian's Tools*

<p style="text-align: center;">Audience/Listener/Recipient</p> <ul style="list-style-type: none"> • Who was the document written for? • How does this information help you to understand this document? 		<p style="text-align: center;">Author/Speaker/Creator</p> <ul style="list-style-type: none"> • Who wrote the document? • What is their occupation, background, etc. • How does this information help you understand this document?
<p style="text-align: center;">Document Content</p> <ul style="list-style-type: none"> • What is the author saying? • What details are important? • What is the main idea of the reading? <p>(See Student Handout 4: Understanding Common Sense)</p>		<p style="text-align: center;">Purpose</p> <ul style="list-style-type: none"> • Why is the author writing this document? • Does the author want something specific to happen by writing this document?
<p style="text-align: center;">Type of Document</p> <ul style="list-style-type: none"> • What type of document is it? • How does this information help you understand this document? 		<p style="text-align: center;">Historical Context</p> <ul style="list-style-type: none"> • Where was this written? • When was this written? • What important things were going on at the time that relate to the document? • How does this information help you understand this document?

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Student Handout 3b Key: Primary Source Analysis

Historian's Tools*

<p style="text-align: center;">Audience/Listener/Recipient</p> <ul style="list-style-type: none"> Who was the document written for? Colonists, colonists interested in politics; 100,000 copies sold! How does this information help you to understand this document? Maybe up to 500,000 people bought CS, so 1 in 5 colonists were interested in what Paine had to say. Paine had great influence and his thoughts were popular. 		<p style="text-align: center;">Author/Speaker/Creator</p> <ul style="list-style-type: none"> Who wrote the document? Thomas Paine What is their occupation, background, etc. Pennsylvania Magazine editor How does this information help you understand this document? Paine has a gift for words and writes for a living. He is able to speak to a large audience because of his publication.
<p style="text-align: center;">Document Content</p> <ul style="list-style-type: none"> What is the author saying? What details are important? What is the main idea of the reading? <p>(See Student Handout 4: Understanding Common Sense)</p>		<p style="text-align: center;">Purpose</p> <ul style="list-style-type: none"> Why is the author writing this document? To convince his peers to seek independence from Britain. Does the author want something specific to happen by writing this document? Yes, he wants the colonists to rebel against Great Britain.
<p style="text-align: center;">Type of Document</p> <ul style="list-style-type: none"> What type of document is it? 50 page pamphlet How does this information help you understand this document? With this pamphlet, Paine argues for independence. He is protesting against Great Britain and advocates for a revolt. 		<p style="text-align: center;">Historical Context</p> <ul style="list-style-type: none"> Where was this written? Pennsylvania When was this written? Jan 10, 1776 What important things were going on at the time that relate to the document? Battle of Lexington and Concord; tension w GB, American Revolution How does this information help you understand this document? During a time of great tension and war, Paine wrote a pamphlet that was meant to gain more Patriots for the cause.

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Student Handout 4: Understanding *Common Sense*

Document Content (From Historian's Tools*)

<i>Common Sense</i>	What is the author saying?	What details are important?	What is the main idea of the reading?	List similar grievances from the <i>Declaration of Independence</i>
Reading #1				
Reading #2				
Reading #3				

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Student Handout 4K: Understanding *Common Sense* (Page 1 of 2)

Document Context (Historian’s Tools*)

<i>Common Sense</i>	What is the author saying?	What details are important?	What is the main idea of the reading?	List similar grievances from the <i>Declaration of Independence</i>
Reading #1	Great Britain is not the mother country to America. It has not nurtured America; it has been abusive and cruel. The colonists are victims of the same abuse as their descendants. They seek civil and religious freedom.	The nature of the relationship between America and Great Britain is very abusive and tyrannical. “same tyranny” “brutes” “savages” “cruelty of the monster”	The Patriots would like to gain civil rights and freedom from the tyranny that exists in Great Britain.	He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.
				He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.
				He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

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Student Handout 4K: Understanding *Common Sense* (Page 2 of 2)

<i>Common Sense</i>	What is the author saying?	What details are important?	What is the main idea of the reading?	List similar grievances from the <i>Declaration of Independence</i>
Reading #2	European nations have had a long history of conflicts. When Great Britain is in conflict with other nations it negatively affects the colonists.	The American economy suffers when England has conflict with other nations because wars bring about financial hardship. "too thickly planted with Kingdoms" Europe is not "long at peace"	The Patriots blame their economic hardships on their ties to Great Britain.	He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.
				For cutting off our Trade with all parts of the world:
				For imposing Taxes on us without our Consent:
Reading #3	America does not have a king to oversee laws. The laws are the king of the nation, which are created by the people. In a monarchy, the King is the law. In America, the law is king.	Natural law states that all men have rights. The monarchy does not establish laws for the nation the people do. Democratic rule is more desirable than a monarchical structure. "havoc of mankind like the Royal Brute of Britain" "THE LAW IS KING" "...in free countries the law ought to be King"	The Patriots value laws that are created by the people rather than the king. In "free countries," laws protect the people (from "havoc," the Royal Brute of Britain, absolute governments).	He has refused his Assent to Laws, the most wholesome and necessary for the public good.
				For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:
				He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.



Student Handout 5: Grievances from the *Declaration of Independence**

- (1) He has refused his Assent to Laws, the most wholesome and necessary for the public good.
- (2) He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.
- (3) He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.
- (4) He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.
- (5) He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.
- (6) He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.
- (7) He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.
- (8) For cutting off our Trade with all parts of the world:
- (9) For imposing Taxes on us without our Consent:
- (10) He has affected to render the Military independent of and superior to the Civil power.
- (11) For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:
- (12) For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.
- (13) He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.
- (14) He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

* Accessed June 1, 2012 from The National Archives,
http://www.archives.gov/exhibits/charters/declaration_transcript.html.

Student Handout 6: Drawing Connections

<i>Common Sense*</i>	List similar grievances from the <i>Declaration of Independence</i>	Explain the connection between excerpts from <i>Common Sense</i> and the <i>Declaration of Independence</i>
#1		
#2		
#3		

* Insert the main ideas in this column from Student Handout 4 before completing task.

Instructions: Answer each question in a complete sentence.

1. What are some parallels between the two documents that help you to better understand why the Patriots decided to break away from Great Britain?
2. Which argument do you feel is the strongest against Great Britain? Explain your answer.

Student Handout 6K: Drawing Connections (Page 1 of 2)

<i>Common Sense*</i>	List similar grievances from the <i>Declaration of Independence</i>	Explain the connection between excerpts from <i>Common Sense</i> and the <i>Declaration of Independence</i>
<p>Reading #1 The Patriots would like to gain civil rights and freedom from the tyranny that exists in Great Britain.</p>	<p>He has refused to pass other Laws for the accommodation of large districts of people, unless those <u>people would relinquish the right of Representation</u> in the Legislature, a right inestimable to them and <u>formidable to tyrants only</u>.</p>	<p>Connection: The king is a tyrant; he has refused to pass laws that represent the people, taking away their right to free rule. If they want any hope of a township, they have to give up their rights to representation in the legislature, which in return will give the king sole power over them.</p>
	<p><u>He has obstructed the Administration of Justice</u>, by refusing his Assent to Laws for establishing Judiciary powers.</p>	<p>Connection: The king is overbearing, he has destroyed the justice system and refuses to make any laws to establish the powers of a judiciary.</p>
	<p>He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.</p>	<p>Connection: The king has hindered the colonists civil rights and political freedoms by making new offices and has sent soldiers to harass and take the possessions of Americans.</p>
<p>Reading #2 The Patriots blame their economic hardships on their ties to Great Britain.</p>	<p>He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.</p>	<p>Connection: The king abuses his authority by forcing Judges to follow his orders; if not, it might affect their salaries.</p>
	<p>For cutting off our Trade with all parts of the world:</p>	<p>Connection: The American colonists experienced economic hardship due to the king cutting all trade relationships with other nations.</p>
	<p>For imposing Taxes on us without our Consent:</p>	<p>Connection: "No taxation without representation" The Americans were taxed excessively without their permission.</p>

Student Handout 6K: Drawing Connections (Page 2 of 2)

Reading #3 The Patriots value laws that are created by the people rather than the king. In “free countries,” laws protect the people (from “havoc,” the Royal Brute of Britain, absolute governments).	He has refused his Assent to Laws, the most wholesome and necessary for the public good.	Connection: The king does not agree with any laws that benefit the people. Lacks democracy; absolute monarchy
	For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:	Connection: The colonists are not allow to form their own local governments. All charters and laws have been rejected by the king, hence hindering representative governments.
	He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.	Connection: The king has dismantled representative houses, which imposes on the rights of the people.

* Insert the main ideas in this column from Student Handout 4 before completing task.

Instructions: Answer each question in a complete sentence.

1. What are some parallels between the two documents that help you to better understand why the Patriots decided to break away from Great Britain? Possible answers: Reading #1 The king behaves like a tyrant and denies the colonist their civil and political rights. He has also asserted physically abusive power, such as the quartering of soldiers and loss of possessions. Reading #2: The judges salaries are determined by their obedience to the king. The king also denied the colonist access to trade with other nations, which resulted in economic hardships. The colonist were not allowed to make major economic and political decisions for themselves; involving taxation. Reading #3 The king had no regard for representative democracy, because all laws were filtered through him. He denied the colonist access to government, which made democracy more desirable.
2. Which argument do you feel is the strongest against Great Britain? Explain your answer. (There is no incorrect answer. Students must give supporting evidence for their response.



Student Handout 7: Pre-Writing Notes

Focus Question:

How did the Patriots justify their separation from Great Britain?

Background:

The thirteen colonies sought independence from Great Britain in the late eighteenth century. Armed conflict of the American Revolution began with the Battle of Lexington and Concord in Massachusetts. *Common Sense* written by Thomas Paine and the *Declaration of Independence* written primarily by Thomas Jefferson, both written in 1776, documented the Patriots’ cause. They outlined the reasons for seeking economic and political freedom from Great Britain.

Instructions: Your task is to write a paragraph answering the focus question. First, compose an introduction sentence and a thesis statement that answers the focus question. Second, provide three justifications by the Patriots for separating from Great Britain. Third, write a conclusion that summarizes your arguments and evidence. Use the graphic organizer below to select your supporting evidence.

Introduction: (Use background information from handouts and prior knowledge of the Revolutionary Period, turn the focus question into a complete statement, and list the reasons the Patriots broke away from Great Britain)		
Three Arguments for Separation	List Possible Supporting Evidence	1-2 details and quotes
Reason #1:		
Reason #2:		
Reason #3:		
Conclusion:		

Student Handout 7K: Pre-Writing Notes
Focus Question: How did the Patriots justify their separation from Great Britain?

Introduction: (Use background information from handouts and prior knowledge of the Revolutionary Period, turn the focus question into a complete statement, and list the reasons the Patriots broke away from Great Britain)

- The Patriots sought economic and political freedom from Great Britain in the 1770s.
- *Common Sense* by Thomas Paine and the *Declaration of Independence* mainly by Thomas Jefferson explained the colonists' demand for independence.
- The Patriots justified their separation from Great Britain in the following ways
 - ✓ They wanted freedom from tyranny
 - ✓ Their economy was weakened due to their ties with Great Britain
 - ✓ They preferred a political structure based on self-government rather than a monarchy

The 3 Main Reasons for Breaking Away From Great Britain (See main ideas from Student Handout 4: <i>Understanding Common Sense</i>)	List Possible Supporting Evidence (See Student Handout 6: <i>Drawing Connections</i>)	1-2 details and quotes (Encourage students to incorporate quotes as evidence)
Reason #1: The Patriots wanted freedom from tyranny.	<ul style="list-style-type: none"> • Great Britain is not the mother country to America. It has not nurtured America; it has been abusive and cruel. The colonists are victims of the same abuse as their descendants. They seek civil and religious freedom. • The Patriots would like to gain civil rights and freedom from the tyranny that exists in Great Britain. 	<ul style="list-style-type: none"> • The king abused his power and refused to make laws that benefited the people, "unless those people would relinquish the right of Representation." • The king "refused to pass laws establishing judiciary powers." • The king "destroyed the lives" of the people • The king has hindered the colonists civil rights and political freedoms by making new offices and has sent soldiers to harass and take the possessions of Americans
Reason #2: Their economy was weakened due to their ties with Great Britain	<ul style="list-style-type: none"> • European nations have had a long history of conflicts. When Great Britain is in conflict with other nations it affects the colonists. • The Patriots blame their economic hardships on their ties to Great Britain. 	<ul style="list-style-type: none"> • "For cutting off our Trade with all parts of the world" • "For imposing Taxes on us without our Consent"



<p>Reason #3: They preferred a political structure based on self-government rather than a monarchy</p>	<ul style="list-style-type: none"> • The Patriots value laws that are created by the people rather than the king. In “free countries,” laws protect the people (from “havoc,” the Royal Brute of Britain, absolute governments). 	<ul style="list-style-type: none"> • “He has refused his Assent to Laws, the most wholesome and necessary for the public good.”
<p>Conclusion: Finally, the Patriots justified their need for economic and political liberty through addressing their concerns in both <i>Common Sense</i> and the <i>Declaration of Independence</i>. They demanded democracy and self-government in both texts.</p>		



Teacher Handout 8: Final Paragraph

How did the Patriots justify their separation from Great Britain?

(Sample paragraph)

In 1776, there were two major documents that conveyed the Patriots' call for economic and political freedom from Great Britain. *Common Sense* by Thomas Paine and the *Declaration of Independence* by Thomas Jefferson gave specific reasons for the colonists' need for independence. These reasons included freedom from tyranny, a weakened economy due to their ties with Great Britain, and the request for rule based on self-government rather than a monarchy. First, the king "refused to pass other Laws" to benefit the people "unless those people would relinquish the right of Representation." He abused his power, refusing to make laws for the public good. Second, "for cutting off our Trade with all parts of the world" the Patriots blamed their economic hardships on their ties to Great Britain. All of the enemies of Great Britain were the enemies of the colonists. Third, the Patriots no longer wanted to be ruled by a tyrannical monarch. The king "refused his Assent to Laws, the most wholesome and necessary for the public good." The king made laws that were in his favor instead of the people. The colonists preferred to have a representative government based on self-government rather than the rule of a monarch. Finally, the Patriots justified their need for economic and political liberty through addressing their concerns in both *Common Sense* and the *Declaration of Independence*. They demanded democracy and self-government in both texts.