

**CHAPTER**  
**2**  
**SECTION 2**

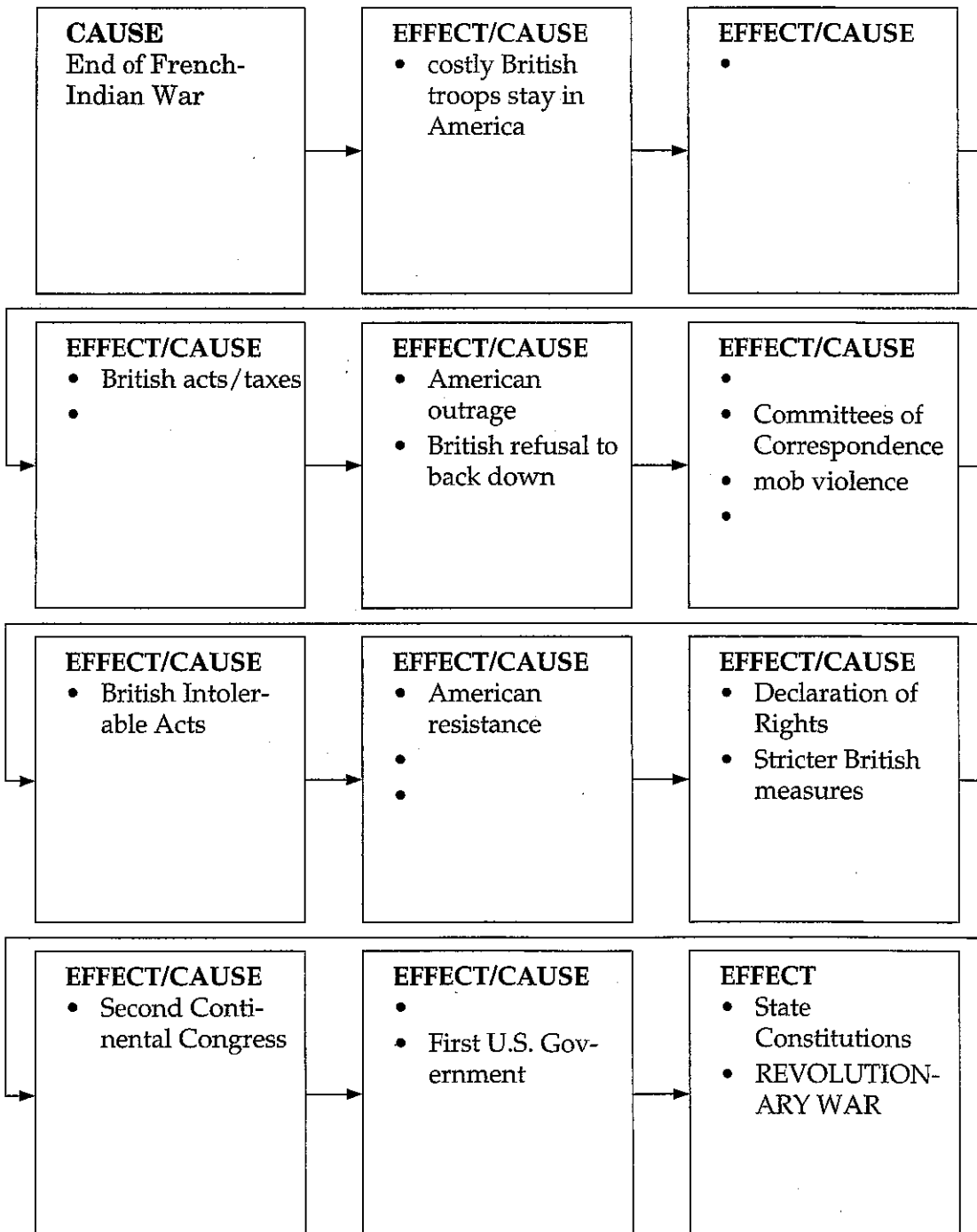
**READING COMPREHENSION**

**The Coming of Independence**

**3**

1. Complete the cause-effect chain below by filling in the missing causes and effects.

**Causes and Effects of the Revolutionary War**



**READING COMPREHENSION (continued)**

**The Coming of Independence**

**3**

2. Complete the chart below by writing the definition and most important detail of each feature.

**Common Features of State Constitutions**

<b>Popular sovereignty</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<b>Limited government</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<b>Civil rights and liberties</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<b>Separation of powers and checks and balances</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

## Webisode 1. Introduction Independence

For a century and a half Britain, the mother country, and the North American colonies, her children, were as close as a parent and children could be. What happened to change that relationship? Perhaps the colonies outgrew childhood and wanted the independence that adults enjoy.

The trouble began after the French and Indian War, which left Britain with tremendous debt. Why shouldn't the colonists pay some of that debt? To the colonists, the answer was easy: they shouldn't have to pay for it because they had no representation in the British Parliament that levied the taxes for the colonists to pay.

To be subject to laws in which they had no voice amounted to tyranny. Tyranny was exactly what many colonists, or their parents or grandparents, had risked all to escape. The colonists, even those who had not come from England, expected all the rights of Englishmen. They expected most of all the freedom to govern themselves.

Parliament tried to tax sugar and tea. It tried to place a stamp tax on all printed documents. The colonists resisted these taxes with increasing vehemence. Citizens of Boston emptied British tea into the harbor. Britain responded with more oppressive acts, which only served to unite the colonies. The First Continental Congress met in 1774 to draft a formal protest.

In 1775, Patrick Henry expressed the indignation of many who until this time considered themselves British subjects. He called for colonists to place their loyalties and their lives on the line for liberty.

That is exactly what the delegates to the Second Continental Congress did on July 4, 1776. By then, colonists had died for the Patriotic cause at Lexington and Concord. Fifty-five men, representing the thirteen colonies, placed their signatures on the Declaration of Independence, Thomas Jefferson's immortal document.

In signing, they risked their lives and fortunes. Never before had colonies thrown off the rule of a mother country. Thomas Paine expressed the spirit of the American Revolution: "We have it in our power to begin the world again."

Explain Thomas Paine's quote: "We have it in our power to begin the world again."

# INDEPENDENCE!

Jefferson's Declaration approved by Congress

*King George III: "Blows must decide"*

## LEXINGTON AND CONCORD REMEMBERED

**PHILADELPHIA July 4, 1776** - In language certain to inspire patriots, and gail the King and England, a Declaration of Independence was adopted today by the Continental Congress. The Declaration is the defiant culmination of years of struggle between the new nation and its former protector. In ringing terms it lists the causes of the split, as well as describing the principles on which the new nation intends to govern itself. ("We hold these truths to be self-evident, that all Men are created equal . . .")



**Declaration Signers**

Virginian Thomas Jefferson is credited with principal authorship of the document, with help from John Adams, Benjamin Franklin, Roger Sherman and Robert Livingston. The document affirms Congress' July 2 decision to part with Great Britain.

To some, Jefferson's language sounds like a creed for future generations of Americans. Others wonder if his stirring words will apply to all Americans, or just those most directly served by the all-white, all-male, all-propertied members of the 2nd Continental Congress.

What is certain is that Congress has come a long way since it first gathered in Philadelphia in the fall of 1774.

Few of its members then could have guessed that it was about to lead America into this decisive and seemingly irrevocable break with England.

To a degree, Congress' hand was forced. Tension between British troops occupying Boston and the citizens of that city were bound to erupt, as they did a year ago last spring at Lexington and Concord. A subsequent engagement at Bunker Hill made it doubly hard to "uncross the Rubicon."

The King himself seemed to be encouraging a fight. A final Congressional entreaty to peace last year was answered in cold language by George III. "The lines have been drawn," he wrote. "Blows must decide."

Still it took a wildly successful pamphlet by unknown writer, Thomas Paine to push the collective consciousness toward independence. *Common Sense* spoke in plain English to the hundreds of thousands of Americans who read it. "We have it in our power to begin the world anew," Paine wrote.

By the spring of this year, the idea of independence had caught fire throughout the colonies. Royal governments were ousted one after another up and down the eastern seaboard, and colonial assemblies began drafting their own constitutions. The idea of freedom seem to intoxicate everyone.

Americans are now faced with the consequences of their action. British troops have withdrawn from Boston and are said to be on their way to New York. General George Washington and the Continental Army are marching there to greet them. Only time will tell whether the force of Jefferson's language will be matched by American force in the field.

**CHAPTER**  
**2**  
**SECTION 2****READING COMPREHENSION****The Coming of Independence****2**

**Directions:** Fill in the charts below in the space provided.

1. Complete the chart below by filling in the date that each congress met and the purpose of each.

Group	Dates	Purpose/Actions
First Continental Congress		
Second Continental Congress		

2. Summarize the three sections of the Declaration of Independence in the chart below.

Section	Summary
First section	
Middle section	
Last section	

**READING COMPREHENSION (continued)**

**The Coming of Independence**

**2**

3. List the common features of state constitutions.

**Common Features of State Constitutions**

<b>a.</b>
<b>b.</b>
<b>c.</b>
<b>d.</b>

4. Why were these early state constitutions important?

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American Government - Civics  
Understanding The Declaration of Independence

1. Explain the parts of the DOI:

a. Preamble:

b. Declaration of Natural Rights:

c. List of Grievances (27):

d. The Resolution of Independence:

e. Signatures of **56** Colonists supporting the DOI

2. Translate the The Preamble of the DOI:

*In life ...*

When in the course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

*Put this  
in your  
own  
words!*

## American Government - Civics

### Interpretation of the DOI

*Part 2: the Declaration of Natural Rights - "Translate" this section of the DOI and put the text "into your own words" as a group!*

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed; That whenever any Form of Government becomes destructive of these ends it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.



American Government - Civics  
DOI Grievances  
Interpretations

- \* Grievance # \_\_\_\_\_
- \* Actual Wording of Grievance:

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- \* Interpretation/Translation:

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- \* Grievance # \_\_\_\_\_
- \* Actual Wording of Grievance:

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- \* Interpretation/Translation:

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- \* Grievance # \_\_\_\_\_
- \* Actual Wording of Grievance:

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- \* Interpretation/Translation:

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- \* Grievance # \_\_\_\_\_
- \* Actual Wording of Grievance:

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- \* Interpretation/Translation:

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **American Government – Civics**

### **"The Resolution of Independence"**

**Read the last paragraphs of the Declaration of Independence and write your translation/interpretation of Jefferson's words. Then answer the checkpoint questions.**

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms. Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free People.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the United States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by the Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved, and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

American Government - Civics  
Signers of the Declaration of Independence

1. Choose a signer of the DOI from the list on page 47 in the textbook.
2. Research: where the person was from, what they did as a profession, where they were born and their years of life, a fact about their personal life, and how they were chosen to sign the Declaration (why they were there), and, if possible, find information about their opinion toward declaring independence from Britain.
3. Make a poster including a portrait of the person drawn by you. Include the information in task #2 on the poster as well.
4. Total points = 45 (25 points for research, 5 points for citing your facts, 15 points for completion/creativity/neatness.)
5. Name of Person Chosen: \_\_\_\_\_
6. Due Date for mini project: \_\_\_\_\_
7. Class time to work on this:  
\_\_\_\_\_ and \_\_\_\_\_
8. Questions:

New Hampshire:  
 Josiah Bartlett  
 William Whipple  
 Matthew Thornton

Massachusetts Bay:  
 John Hancock  
 Samuel Adams  
 John Adams  
 Robert Treat Paine  
 Elbridge Gerry

Rhode Island:  
 Stephan Hopkins  
 William Ellery

Connecticut:  
 Roger Sherman  
 Samuel Huntington  
 William Williams  
 Oliver Wolcott

New York:  
 William Floyd  
 Philip Livingston  
 Francis Lewis  
 Lewis Morris

New Jersey:  
 Richard Stockton  
 John Witherspoon  
 Francis Hopkinson  
 John Hart  
 Abraham Clark  
 Delaware:  
 Caesar Rodney  
 George Read  
 Thomas M'Kean

Maryland:  
 Samuel Chase  
 William Paca  
 Thomas Stone  
 Charles Carroll  
 of Carrollton

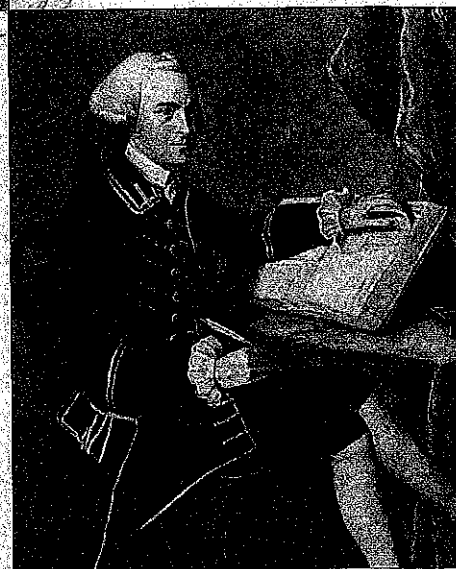
Virginia:  
 George Wythe  
 Richard Henry Lee  
 Thomas Jefferson  
 Benjamin Harrison  
 Thomas Nelson, Jr.  
 Francis Lightfoot Lee  
 Carter Braxton

Pennsylvania:  
 Robert Morris  
 Benjamin Rush  
 Benjamin Franklin  
 John Morton  
 George Clymer  
 James Smith  
 George Taylor  
 James Wilson  
 George Ross

North Carolina:  
 William Hooper  
 Joseph Hewes  
 John Penn

South Carolina:  
 Edward Rutledge  
 Thomas Heyward, Jr.  
 Thomas Lynch, Jr.  
 Arthur Middleton

Georgia:  
 Button Gwinnett  
 Lyman Hall  
 George Walton



As president of the Second Continental Congress, John Hancock was the first to sign the Declaration of Independence, approving it with his now-famous signature.

## DECLARATION OF INDEPENDENCE

## Reviewing the Declaration

### Vocabulary

Choose ten unfamiliar words in the Declaration. Look them up in the dictionary. Then, on a piece of paper, copy the sentence in the Declaration in which each unfamiliar word is used. After the sentence, write the definition of the unfamiliar word.

### Comprehension

1. Name the three "unalienable rights" listed in the Declaration.
2. From what source do governments derive their "just powers"? According to the Declaration, what powers belong to the United States as "Free and Independent States"?

### Critical Thinking

4. **Recognize Cause and Effect** Why do you think the colonists were unhappy with the fact that their judges' tenure and salaries were dependent on the king?
5. **Identifying Assumptions** Do you think that the words "all men are created equal" were intended to apply to all those who lived in the colonies? Which groups were most likely not included?
6. **Drawing Conclusions** What evidence is there that the colonists had already and unsuccessfully voiced their concerns to the king?

CHAPTER  
**2**  
SECTION 2

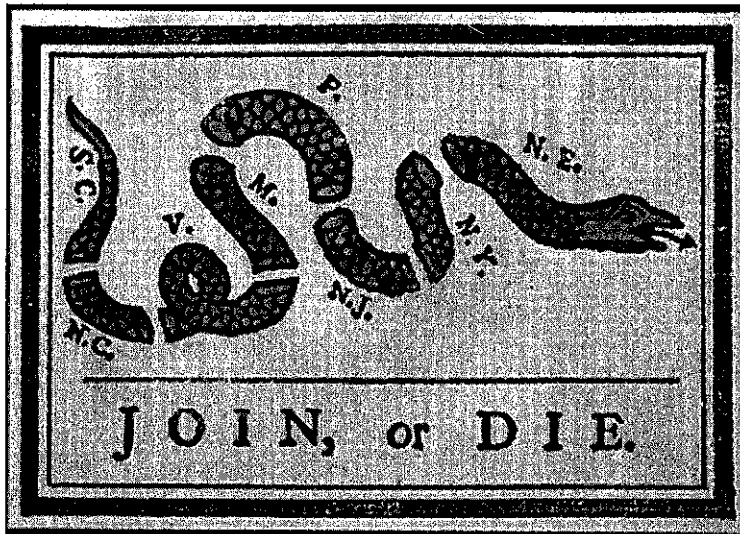
CORE WORKSHEET A

**The Coming of Independence**

**3**

Examine each cartoon and answer the questions that follow.

**CARTOON 1: Join, or Die**



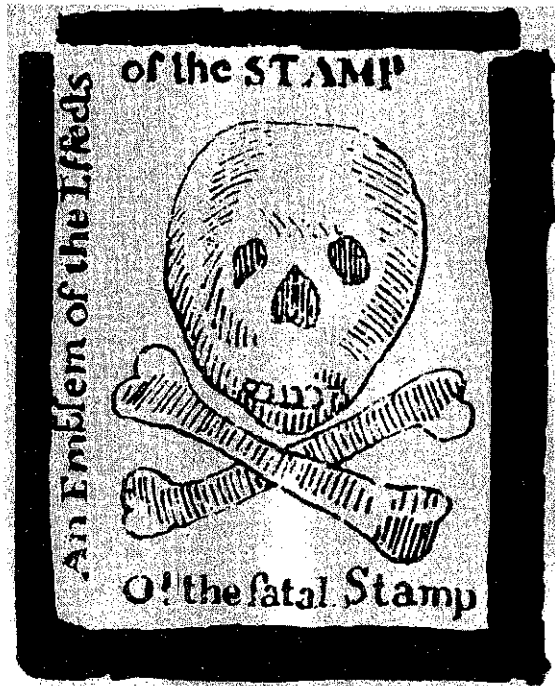
1. What is the subject of the cartoon? \_\_\_\_\_
2. How would you sum up the point of the cartoon?  
\_\_\_\_\_
3. Which details stand out in the cartoon? Why?  
\_\_\_\_\_  
\_\_\_\_\_
4. Whose point of view does the cartoon take (i.e., the colonists' or the British)?  
How can you tell?  
\_\_\_\_\_  
\_\_\_\_\_
5. How might this subject have been portrayed from the opposite point of view?  
\_\_\_\_\_  
\_\_\_\_\_
6. Is the cartoon humorous? Explain your answer.  
\_\_\_\_\_

**CORE WORKSHEET A (continued)**

**The Coming of Independence**

**3**

**CARTOON 2: O! The Fatal Stamp**  
**An Emblem of the Effects of the Stamp**



The Granger Collection, New York

1. What is the subject of the cartoon? \_\_\_\_\_
2. How would you sum up the point of the cartoon?  
\_\_\_\_\_  
\_\_\_\_\_
3. Which details stand out in the cartoon? Why?  
\_\_\_\_\_  
\_\_\_\_\_
4. Whose point of view does the cartoon take (i.e., the colonists' or the British)?  
How can you tell?  
\_\_\_\_\_  
\_\_\_\_\_
5. How might this subject have been portrayed from the opposite point of view?  
\_\_\_\_\_  
\_\_\_\_\_
6. Is the cartoon humorous? Explain your answer.  
\_\_\_\_\_  
\_\_\_\_\_

## CHAPTER

## 2

## SECTION 2

## CORE WORKSHEET B

## The Coming of Independence

3

Read this account of the Boston Massacre from the journal of John Tudor, a resident of Boston. Then answer the questions that follow.

"On Monday Evening the 5th current, a few Minutes after 9 O'Clock a most horrid murder was committed in King Street before the Customhouse by 8 or 9 Soldiers under the Command of Capt[ain] Tho[mas] Preston . . .

"This unhappy affair began by Some Boys & young fellows throwing Snow Balls at the sentry placed at the Customhouse Door. On which 8 or 9 Soldiers Came to his assistance. Soon after a Number of people collected, when the Capt commanded the Soldiers to fire, which they did and 3 Men were Kill'd on the Spot & several Mortally Wounded. The Capt soon drew off his Soldiers . . . or the Consequences might have been terrible, for on the Guns firing the people were alarm'd & set the Bells a Ringing as if for Fire, which drew Multitudes to the place of action.

"Lieut. Governor [Thomas] Hutchinson, who was commander in Chief, was sent for. . . . The Governor [asked] the Multitude about 10 O'Clock to separate & go home peaceable & he would do all in his power that Justice should be done. . . . The people insisted that the Soldiers should be ordered to their Barracks 1st before they would separate. Which being done the people separated about 1 O'Clock. . . . The next forenoon the 8 Soldiers that fired on the inhabitants were also sent to Jail.

"Tuesday A.M. the inhabitants met at Faneuil Hall. . . . The[ir] message [to Hutchinson] was in these Words. That it is the unanimous opinion of this Meeting that the inhabitants & soldiery can no longer live together in safety; . . . and that we most fervently pray his Honor that his power & influence may be exerted for their instant removal."

1. How would you describe the loyalties of the author of this account? How can you tell?

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2. Is the account impartial and even-handed? Explain your answer.

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**CORE WORKSHEET B (continued)**

**The Coming of Independence**

**3**

3. What impact did this event have in colonial America? How might this account have influenced such an outcome?

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4. How might this incident have been portrayed from the point of view of Captain Preston? Write a brief account from the captain's point of view.

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