

NEH: Jefferson: Personality, Character, and Public Life
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Jefferson's Public Life: Impact on U.S. Society Today

Rationale

The NEH Institute has helped me to grapple with the contradictions that make up Thomas Jefferson. I have also learned in much more depth the impact that he has had on American society from its founding to the present. Through looking at his personal life as separate from his public life, I can more clearly see how to use Thomas Jefferson in the classroom. I will separate my student's study of Jefferson, and we will only be analyzing his public life and the lasting impact he has had on my students today. Through looking at Jefferson and his impact today, the topic of Jefferson and the nation's founding will be much more engaging and appropriate for my students.

Description

The following lessons will be used in a high school setting with 11th grade U.S. History students. Since the first lesson is differentiated and the others can be as well through appropriate scaffolding, the lessons are appropriate for English Language Learners, students identified with learning needs, and regular students.

Purpose (Big Idea)

Jefferson is considered to be one of the most important figures in American history. His accomplishments include authoring the Declaration of Independence, serving as the 3rd president of the United States, the leader of one of the first political parties of the United States, authoring and pushing for religious freedom first in Virginia and then in the entire country, and founding the first non-religious institute of higher learning. It is for all of these reasons that the study of Thomas Jefferson is important. Additionally, Jefferson embodies the American spirit from its founding to today. As a man that proclaimed that all men are created equal, he owned over 200 slaves in his lifetime. As a metaphor of American, Jefferson embodies the dichotomous story of America-proclaiming equality in an unequal society.

The Declaration of Independence is one of the most important documents in America's history, as well as that of the world. It has been used by many countries in their own move towards independence, as well as against the United States. As two examples, Emilio Aguinaldo in the Filipino push for independence in the early 1900s used the Declaration of Independence against the United States in order to gain independence and the Soviet Union used it as propaganda during the Cold War. In addition, the words and ideas of Thomas Jefferson still resonate today because Justices and Congress still look to the authors of the Declaration of Independence and Constitution to determine their intent when they interpret law.

The following lessons will help students explore the man that Jefferson was, as well as the contributions he made to American society. First students will examine the events leading up to the Revolutionary War and use primary source documents as “evidence” to a crime which they will have to solve. Next, students will discuss in small groups the meaning of certain phrases from the preamble of the Declaration of Independence. They will then illustrate the meanings according to the group consensus. Finally, students will analyze debating documents about the separation of church and state in one of Jefferson’s most famous letters which was used as the basis for the Establishment Clause.

Lesson 1-CSI: Revolutionary War

Objectives

- Analyze primary source documents as “evidence” to the Revolutionary War
- Determine who the perpetrators of the Revolutionary War were
- Justify who perpetrated the “crime” of the Revolutionary War
- Graphically illustrate the events leading up to the Revolutionary War

Resources

- John Trumbull’s Signing of the Declaration of Independence
- portrait of Thomas Jefferson was painted by Rembrandt Peale in January 1805
- Engraving of the Boston Massacre by Paul Revere
- Picture of the stamp tax on deck of cards
- "The Destruction of Tea at Boston Harbor. 1773." Copy of lithograph by Sarony & Major, 1846.
- Battle of Charleston Broadside printed at Lancaster, Pennsylvania, by Francis Bailey, June 26, 1775
- Bunker Hill description by Nathaniel Ober in a Diary Entry dated June 17, 1775
- British cartoon on the repeal of the Stamp Act titled “The repeal, or the funeral of Miss Ame=Stamp” 1766 or later
- “Heroes of '76," marching to the fight”- Published by Currier & Ives, c1876.
- Declaratory Act
- Franklin’s “Join or Die” political cartoon
- British political cartoon mocking America
- Sugar Act
- Letter about the Stamp Effigy
- Sons of Liberty meeting request
- Franklin testifying before Parliament
- Non-consumption advertisement to the ladies
- Non-importation advertisement
- Committee of Correspondence letter
- Description of Lexington battle
- Plan for Bunker Hill
- Song by British about Bunker Hill
- British song on evacuation of Boston
- New Nation’s to do List by Thomas Jefferson
- Excerpts from Thomas Paine’s “Common Sense”
- CSI Evidence List and Notes (created and used with permission by Felicia Perez of Los Angeles High School)
- What Happened to Cause the Revolutionary War? (summarizing comic strip)- (created and used with permission by Felicia Perez of Los Angeles High School)

Procedure

Anticipatory Set

1. Get some “Crime Scene” yellow tape from the campus police or other source and put it on door to the classroom
2. Before students enter the classroom, place all of the “evidence” in ziplock bags and label each with a letter. Scatter this around the room, on the walls, etc.
3. When students come into the room, tell them that a crime has been committed and it’s up to them to solve the crime

Guided Learning

1. Divide students into pairs and give each a CSI Evidence List.
2. Tell students to go around the class with their partner and record evidence they discover as well as explain what they think the evidence indicates
3. Give students the whole period to “investigate” the crime with their partner and get to as much evidence as possible. (Do not help the students, let them hypothesize and discover on their own!)
4. For homework, have students complete the summary of the “crime” on their CSI Evidence List.

Assessment

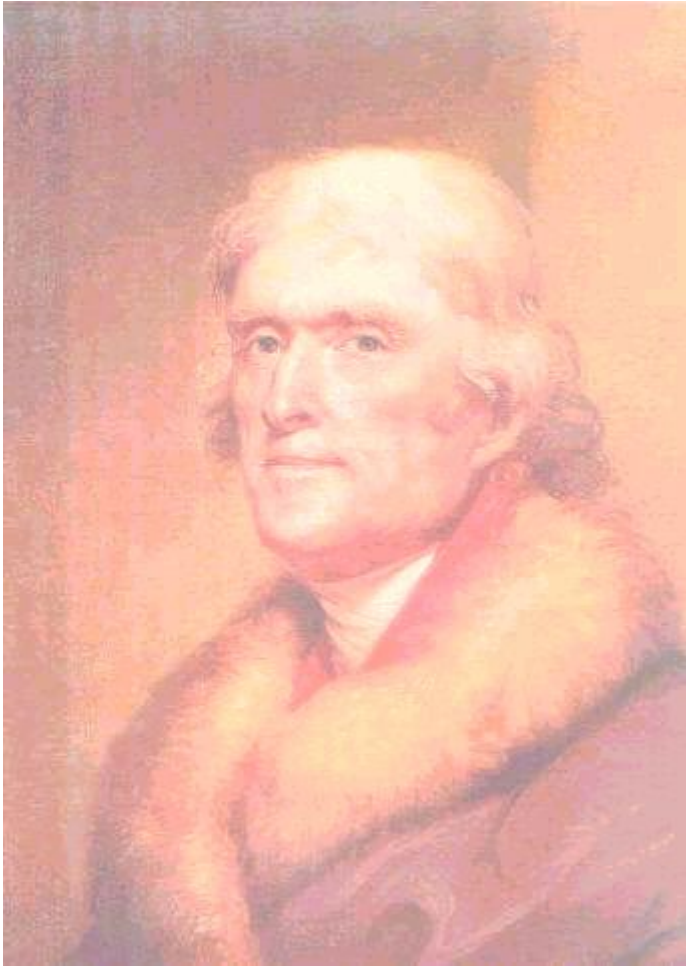
1. The next day in class, have students share their opinions of what the crime was and who committed it.
2. Read the section of the textbook that deals with the Revolutionary War. As each event of the war is read, hold up the evidence that goes with it. Lead a short discussion of the evidence and its importance to the crime (have students initiate discussion.)
3. Initiate a discussion once the textbook reading is done: Who committed the crime of the Revolutionary War, the British or colonists?
4. After the discussion, have students summarize the events of the Revolutionary War on the CSI Comic Strip including the perpetrator of the crime.

John Trumbull's Signing of the Declaration of Independence



<http://www.ushistory.org/Declaration/trumbull.htm>

portrait of Thomas Jefferson was painted by Rembrandt Peale in January 1805



<http://etext.virginia.edu/jefferson/biog/lpic.htm>

Engraving of the Boston Massacre by Paul Revere



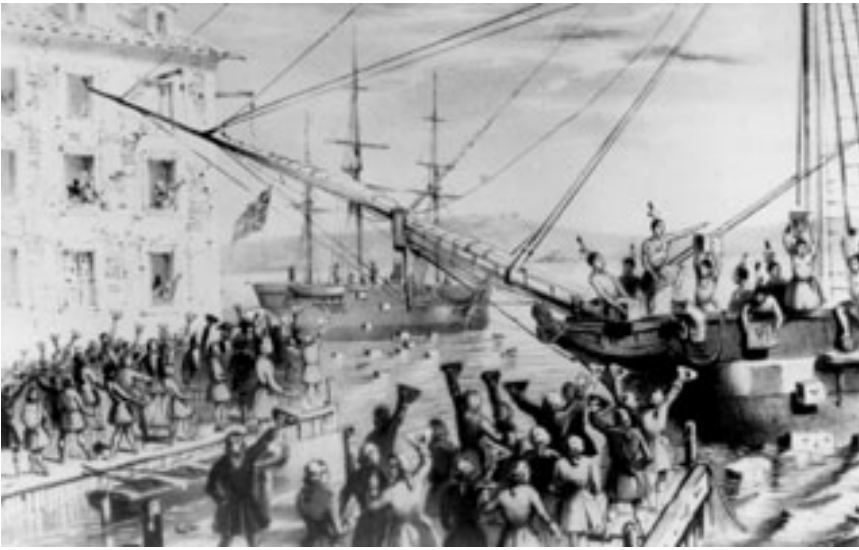
<http://faculty.umf.maine.edu/~walters/web%202021/hty%202021%20Am%20Rev%20Home%20page.html>

Stamp Act example



http://hoover.archives.gov/exhibits/RevAmerica/2-What/Tax_stamp.html

"The Destruction of Tea at Boston Harbor. 1773." Copy of lithograph by Sarony & Major, 1846.



<http://www.archives.gov/historical-docs/todays-doc/index.html?dod-date=1216>

By an Express arrived at Philadelphia on Saturday evening,

last we have the following account of the battle at Charlestown, on Saturday the 18th of June, Instant.

ON Friday night, the 17th Instant, fifteen hundred of the Provincials went to *Bunker's-Hill*, in order to intrench there, and continued intrenching till Saturday ten o'clock, when 2000 Regulars marched out of *Boston*, landed in *Charlestown*, and plundering it of all its valuable effects, set fire to it in ten different places at once; then dividing their army, part of it marched up in the front of the Provincial intrenchment, and began to attack the Provincials at long shot; the other part of their army marched round the town of *Charlestown*, under cover of the smoke occasioned by the fire of the town. The Provincial centries discovered the Regulars marching upon their left wing. Upon notice of this given by the centry to the *Connecticut* forces posted upon that wing, Captain *Nolton*, of *Ashford*, with 400 of said forces, immediately repaired to, and pulled up a post and rail-fence, and carried the posts and rails to another fence, put them together for a breast work. Captain *Nolton* gave orders to the men not to fire until the enemy were got within fifteen rods, and then not till the word was given. At the words being given, the enemy fell surprisingly; it was thought by spectators who stood at a distance, that our men did great execution.

The action continued about two hours, when the Regulars on the right wing were put in confusion and gave way;---the *Connecticut* troops closely pursued them, and were on the point of pushing their bayonets, when orders were received from General *Pameron*, for those who had been in action for two hours to fall back, and their places to be supplied by fresh troops.---These orders being mistaken for a direction to retreat, our troops on the right wing began a general retreat, which was handed to the left, the principal place of action, where Captains *Nolton*, *Chester*, *Clark* and *Putnam*, had forced the enemy to give way, and were before them for some considerable distance, and being warmly pursuing the enemy, were, with difficulty, persuaded to retire; but the right wing, by mistaking the orders, having already retreated, the left, to avoid being encircled, were obliged to retreat also with the main body. They retreated with precipitation across the causeway to *Winter's-Hill*, in which they were exposed to the fire of the enemy, from their shipping and floating batteries.---We sustained our principal loss in passing the causeway, The enemy pursued our troops to *Winter's-Hill*, where the Provincials being reinforced by General *Putnam*, renewed the battle with great spirit, repulsed the enemy with great slaughter, and pursued them until they got under cover of their cannon from the shipping. When the enemy returned to *Bunker's-Hill*, and the Provincials to *Winter's-Hill*, where after intrenching and erecting batteries, they on Monday began to fire upon the Regulars on *Bunker's-Hill*, and on the ships and floating batteries in the harbour when the Express came away. The number of Provincials killed is between 40 and 70; 140 are wounded, of the *Connecticut* troops 16 were killed.---No officer among them was either killed or wounded, excepting Lieutenant *Grosvener*, who was wounded in the hand. A Colonel, or Lieutenant Colonel of the *New-Hampshire* forces, is among the dead. It is also said that Doctor *Warren* is undoubtedly among the slain.

The Provincials lost three iron six-pounders, some intrenching-tools, and a few knapsacks.

The number of Regulars which at first attacked the Provincials on *Bunker's-Hill* was not less than two thousand, the number of the Provincials was only fifteen hundred, who it is supposed would soon have gained a compleat victory, had it not been for the unhappy mistake already mentioned. The regulars were afterwards reinforced with a thousand men. It is uncertain how great a number of the regulars were killed or wounded; but it was supposed by the spectators, who saw the whole action, that there could not be less than four or five hundred killed. Mr. *Gardner*, who got out of *Boston* on Sunday evening, says, that there were five hundred wounded men brought in that place the morning before he came out.

This account was taken from *Elijah Hide*, of *Lebanon*, who was a spectator on *Winter's Hill*, during the whole action.

May 3. A Gentleman in London has received a letter from *Jamaica*, which brings advice, that a Spanish man of war, of 70 guns, commanded by Don *Fernandez*, had taken an armed schooner, and two merchant vessels, belonging to *Jamaica*, and carried them into the *Havannah*.---The account further says, that the Spanish men of war and frigates, are continually making depredations on the English merchant ships in the *West-Indies*, whom they plunder of what they think proper.

May 4. We are told that on Tuesday an Express arrived, which brought an account that several Spanish men of war of the line, and two frigates, were arrived at old *Gibraltar*, which belongs to the Spaniards, and is within gun-shot of *Gibraltar*. They are all clean ships, compleatly manned, have a number of troops on board, and give out they are going on an expedition against the *Moor*s.

June 26th, 1775.

LANCASTER: Printed by Francis Bailey.

<http://www.masshist.org/bh/broadsidep1full.html>

Bunker Hill description by Nathaniel Ober in a Diary Entry dated June 17, 1775

th¹⁴
a fine Show this Day nothing
Remarkabel

th¹⁵
nothing Remarkabel to Day

th¹⁶
we hear that our Beopel took a
Number of arms at Feledelfa and
our Beopel Began to intrench on
Dogster Neck nothing more to Day

th¹⁷
our People and the Kings Troops Began
a warme inguiment about three
a clock this after none this was a
malaney Day not only a grait numb^r
of our Brave friends fell But a grait
Deaf of Substance was consumed by
fire for their enatrel Enemies
Sat pier to the Down of Charlstow
wich consumed almost Every house
in that town: But it is said that we
ciled in the Bate 29 Comishard officers
and 220 non Comishard officers and
752 Corivets so grait was the Fall
of our Enemies

how are the mighty Fallen

“Heroes of '76," marching to the fight”- Published by Currier & Ives, c1876.




<http://lcweb2.loc.gov/cgi-bin/query>

Declaratory Act

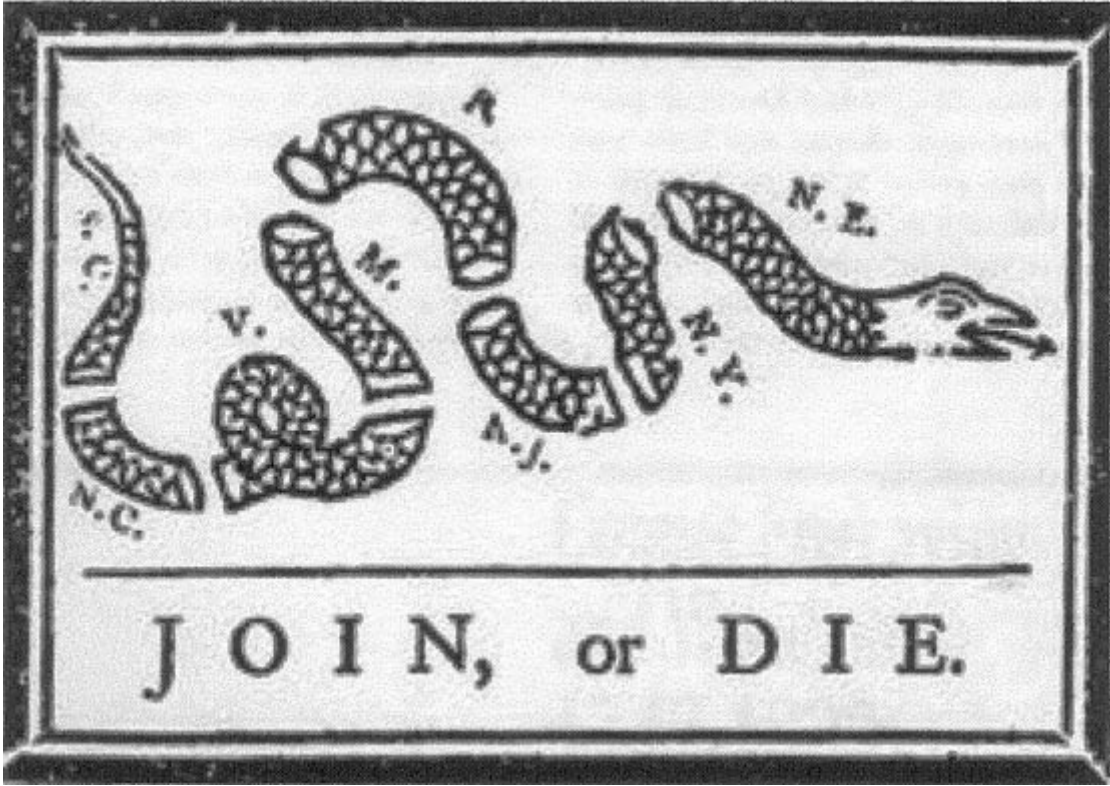
Georgii III. Regis.

C A P. XII.

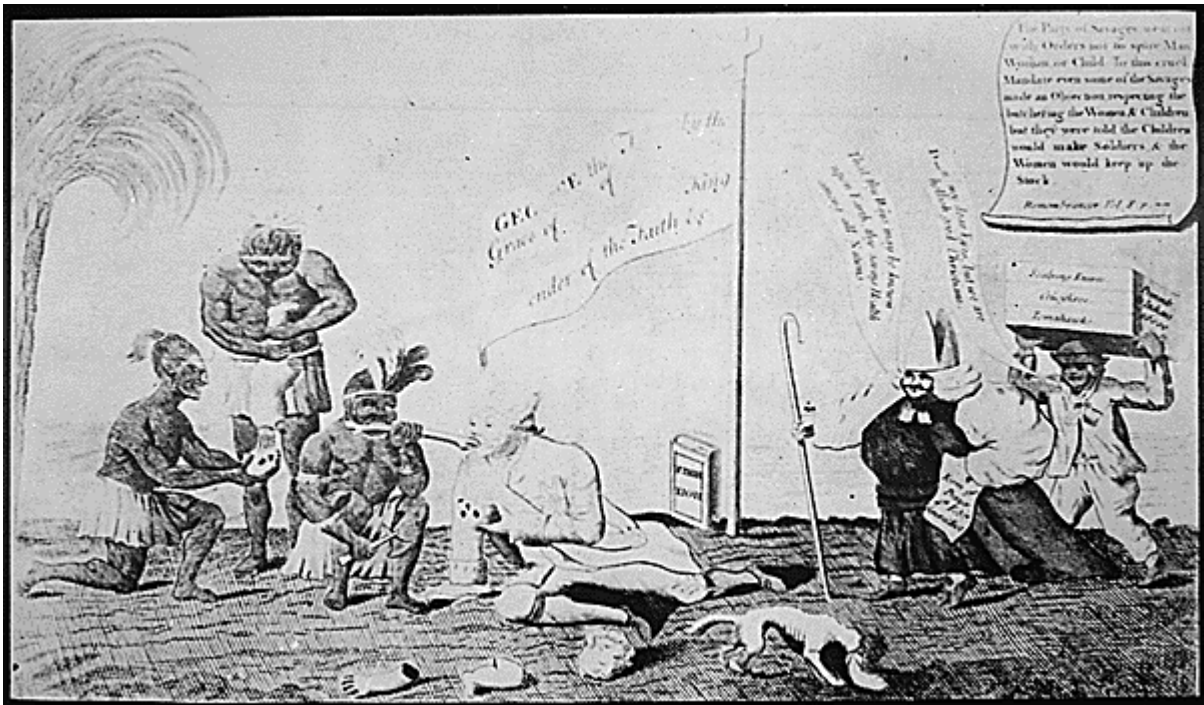
An Act for the better securing the Dependency of His Majesty's Dominions in *America* upon the Crown and Parliament of *Great Britain*.

 **H**EREA S several of the Houses of Preamble. Representatives in His Majesty's Colonies and Plantations in America, have of late, against Law, claimed to themselves, or to the General Assemblies of the same, the sole and exclusive Right of imposing Duties and Taxes upon His Majesty's Subjects in the said Colonies and Plantations; and have, in pursuance of such Claim, passed certain Votes, Resolutions, and Orders, derogatory to the Legislative Authority of Parliament, and inconsistent with the Dependency of the said Colonies and Plantations upon the Crown of Great Britain: **H**ay it therefore please Your most Excellent Majesty, that it may be declared; and be it declared by the King's most Excellent Majesty, by and with the Advice and Consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by

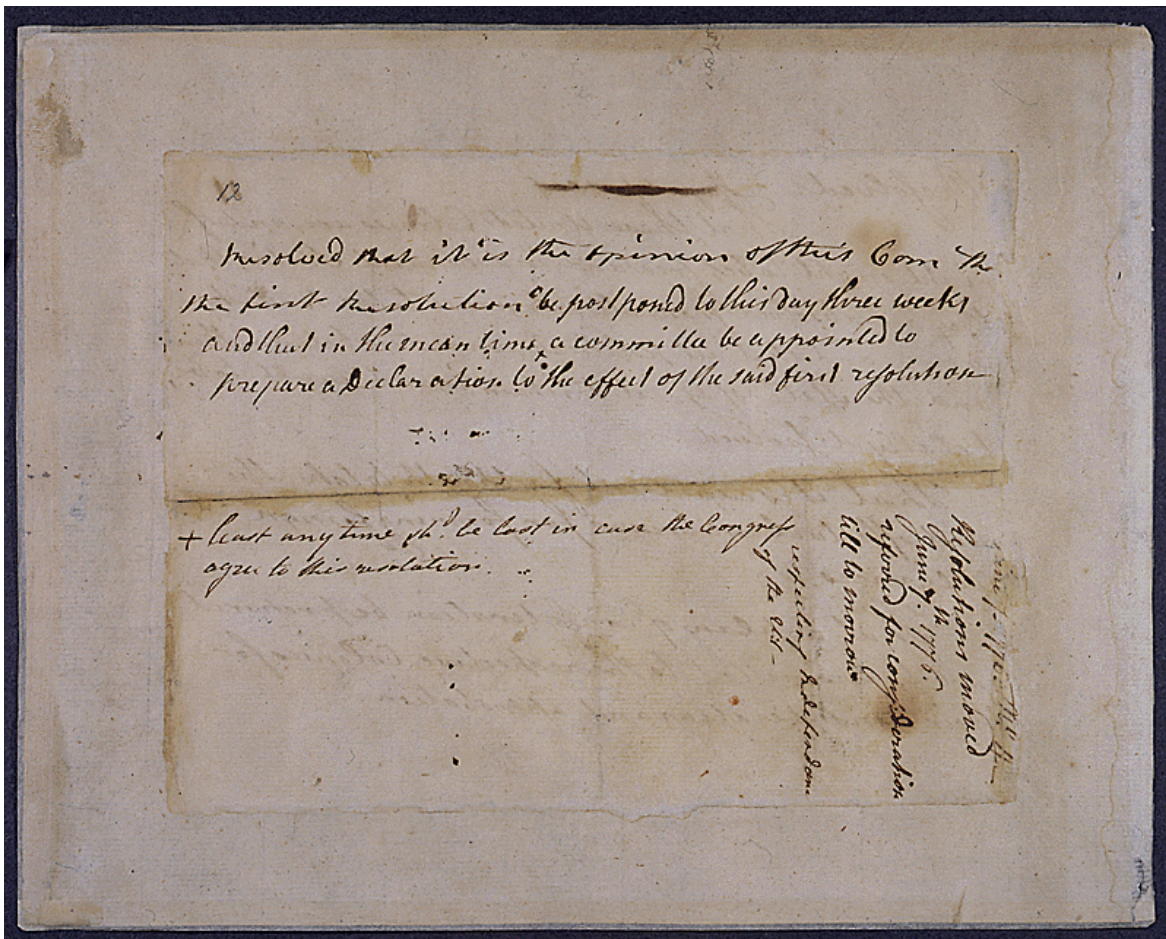
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<http://www.people.vcu.edu/~djbrumle/cartoon04/anne/index.htm>



http://arcweb.archives.gov/arc/action/ShowFullRecordDigital?initpagemodel=on&mn=resultsDetailPageModel&goto=3&sort=&%24locationFilter.detailId=-1&%24showFullDescriptionTabs.selectedPaneId=&%24documentTypeFilter.detailId=0&%24DateFilter.name=DateFilter&%24resultsDetailPageModel.search=true&%24showArchivalDescriptionsTabs.selectedPaneId=digital&%24highlight=false&%24digiSummaryPageModel.targetModel=true&%24resultsPartitionPageModel.targetModel=true&%24resultsSummaryPageModel.pageSize=10&%24resultsSummaryPageModel.targetModel=true&%24partitionIndex=0&%24locationFilter.name=locationFilter&%24sort=RELEVANCE_ASC&%24resultsDetailPageModel.currentPage=0&%24submitId=2&%24resultsDetailPageModel.pageSize=1&%24documentTypeFilter.name=documentTypeFilter&%24digiDetailPageModel.currentPage=0&%24DateFilter.detailId=-1&%24resultsPartitionPageModel.search=true&%24searchId=2&%24levelOfDescriptionFilter.name=levelOfDescriptionFilter&%24levelOfDescriptionFilter.detailId=-1&%24digiDetailPageModel.resultPageModel=true&tab=init/showFullDescriptionTabs/digital&detail=digiViewModel/1



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Sugar Act



An Act of Parliament,

Passed in the Sixth Year of the Reign of His Majesty
King GEORGE the Second. 1733.

CHAP. IV.

An Act for the better securing and encouraging the Trade of His Majesty's Sugar Colonies in AMERICA.



HEREAS the Welfare and Prosperity of Your Majesty's Sugar Colonies in *America* are of the greatest Consequence and Importance to the Trade, Navigation, and Strength of this Kingdom : And whereas the Planters of the said Sugar Colonies have of late Years fallen under such great Discouragements, that they are unable to improve or carry on the Sugar Trade upon an equal Footing with the Foreign Sugar Colonies, without some Advantage and Relief be given to them from *Great-Britain* ; for Remedy whereof, and for the Good and Welfare of Your Majesty's Subjects, we Your Majesty's most dutiful and loyal Subjects, the Commons of *Great-Britain* assembled in Parliament, have given and granted unto Your Majesty the several and respective Rates and Duties herein after mentioned, and in such Manner and Form, as is herein after expressed ; and do most humbly beseech Your Majesty that it may be enacted, and be it enacted by the King's most Excellent Majesty, by and with the Advice and Consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by Authority of the same, That from and after the Twenty-fifth Day of *December*, One thousand seven hundred and thirty three, there shall be raised, levied, collected, and paid, unto and for the Use of His Majesty, His Heirs, and Successors, upon all Rum or Spirits of the Produce or Manufacture of any of the Colonies or Plantations in *America*, not in the Possession or under the Dominion of His Majesty, His Heirs, and Successors, which, at any Time or Times within or during the Continuance of this Act, shall be imported or brought into any of the Colonies or Plantations in *America*, which now are, or hereafter may be, in the Possession or under the Dominion of His Majesty, His Heirs, or Successors, the Sum of Nine pence, Money of *Great Britain*, to be paid according to the Proportion and Value of Five shillings and Six pence the Ounce in Silver, for every

Preamble.

After 25 Dec.
1733. 5 s. per
Gallon to be
paid for Rum
and Spirits
made in the
American Plan-
tations not be-
longing to His
Majesty, on
Importation
into the *British*
Plantations,

A a a

http://www.masshist.org/revolution/image-viewer.php?item_id=212&mode=small&nmask=0&img_step=2&tpc=#page2

Letter about the Stamp Effigy

Yesterday morning we had something so Rair as to draw the attention of almost the whole Town it was no less than the Effigie of the Hourable Stamp Master of this Province hanging on one of the great Trees at the south end directly over the main street behind him was a Boot hung up with the Devil Crawling out, with the pitchfork in his hand, on the Effigies Right arm was writ and sew'd on the letters AO. on his left arm was wrote these words (I'ts a glorious sight to See a Stamp-man haning on a Tree) on his breast was a large paper framed , and the lines much like what follows

Fair freedoms Cause I've meanly Quitted
For the Sake of a little Pelf
The Devil has me outwitted
And now I have hangd myself

the
NB He that takes
This down is an
enemy to his --
Country

This Effigie hung in this manner alday, tho the Sheriff with another Officer or two went and askd liberty to take it dow but to no purpose, after sun sett the North gave up & the South kept not back the mob Increased every moment. and they took the Image down, after the performance of some Cerimonies it was brought by the Mob through the main street to the Townhouse, carried it through and proceeded to the supposd Stap Office near Olivers Dock and in less than half an hour laid it even with the ground then took the timbers of the house and caryd 'em up on Fort Hill where they stampd the Image & timber & made a great bonfire. at length the fuel faild they Immediately fell upon the stamp Masters Garden fence took it up stampd it and burnt it, if any piece happen'd to be cast upon the the fire before it was stampd it was puld of and the Ceremony pasd upon it and put on again. not contented with this they proceeded to his Coach house took off the doars stampd 'em & burnt 'em while they was doing this the Sheriff began to read the proclamation for the mob to withdraw

which Insenc'd the Mob so much that they fell upon the Stamp Masters dwelling house broke glass Casements & all; also broke open the doars enterd the house & bespoil'd good part of the house & furniture, braking the looking glasses which some said was a pitty, the answer was that if they would not bare staming they was good for nothing. the Coach & booby-hutt were drag'd up the Hill & would have been stamp'd & burnt had not some Gentlemen Oppos'd it & with much difficulty they prevented it. they continued their fire till about 11 oClock then Retired. I beleve people neve was more Univassally *[illegible]* pleasd not so much as one could I hear say he was sorry, but a smile sat on almost every ones countenance. It is reported that Mr. Olver the said Stamp Master wrote to the Governor & Counsel that it was not worth while for him or any body else to accept the office of a Stamp Master in this place. Augt 16th there was a pretty large Mob last night but dont hear that any damage was done thereby. Tis hopd that Mr. Oliver has Suffer'd will be Sufficent warning to others not to take Offices that Encroach upon American liberty. Thus I have endeavourd to let you a little into the Transacti ons of the two last days. it is now time to Conclude this long Epistle which I do by Subscribing myself your ever Loving Brother

C. Baldwin

http://www.masshist.org/revolution/image-viewer.php?item_id=601&img_step=1&nmask=0&tpc=&mode=transcript&tpc=#page1

Sons of Liberty meeting request

St—p! It—p! It—p! No!

Tuesday-Morning, December 17, 1765.

THE True-born Sons of Li-
berty, are desired to meet under LIBERTY-
TREE, at XII o'Clock, THIS DAY, to hear the
the public Resignation, under Oath, of ANDREW
OLIVER, Esq; Distributor of Stamps for the Province
of the *Massachusetts-Bay*.

A Resignation ? YES.

Image from the collections of the Massachusetts Historical Society. Not to be reproduced without permission.

http://www.masshist.org/revolution/image-viewer.php?item_id=240&img_step=1&nmask=0&tpc=&mode=small&tpc=#page1

Franklin testifying before Parliament

The EXAMINATION
Of Doctor *BENJAMIN FRANKLIN*,
before an *August Assembly*, relating to the
Repeal of the STAMP-ACT, &c.

Q. **W**HAT is your Name, and Place of abode?

A. Franklin, of Philadelphia.

Q. Do the Americans pay any considerable taxes among themselves?

A. Certainly many, and very heavy taxes.

Q. What are the present taxes in Pennsylvania, laid by the laws of the Colony?

A. There are taxes on all estates real and personal, a poll-tax, a tax on all offices, professions, trades and businesses, according to their profits; an excise upon all wine, rum and other spirits; and a duty of ten pounds per head on all negroes imported, with some other duties.

Q. For what purposes are those taxes laid?

A. For the support of the civil and military establishments of the country, and to discharge the heavy debt contracted in the last war.

Q. How long are those taxes to continue.

A. Those for discharging the debt are to continue till 1772, and longer, if the debt should not then be all discharged. The others must always continue.

Q. Was it not expected that the debt would have been sooner discharged?

A. It was, when the peace was made with France & Spain— But a fresh war breaking out with the Indians, a fresh load of debt was incurred; and the taxes, of course, continued longer by a new law.

Q. Are not all the people very able to pay those taxes?

A. No. The Frontier counties, all along the continent, having been frequently ravished by the enemy, and greatly impoverished, are able to pay very little tax. And therefore, in consideration of their distresses, our late tax laws do expressly favour those counties, excusing the sufferers; and I suppose the same is done in other governments. ✓

A

Q. Are

Address to the LADIES.

Young ladies in town, and those that live round,
Let a friend at this season advise you :
Since money's so scarce, and times growing worse
Strange things may soon hap and surprize you :
First then, throw aside your high top knots of pride
Wear none but your own country linnen ;
Of Oeconomy boast, let your pride be the most
To show cloaths of your own make and spinning.
What, if homespun they say is not quite so gay
As brocades, yet be not in a passion,
For when once it is known this is much wore in town,
One and all will cry out, 'tis the fashion !
And as one, all agree that you'll not married be
To such as will wear London Fact'ry :
But at first sight refuse, tell 'em such you do chuse
As encourage our own Manufact'ry.
No more Ribbons wear, nor in rich dress appear,
Love your country much better than fine things,
Begin without passion, 'twill soon be the fashion
To grace your smooth locks with a twine string.
Throw aside your Bohea, and your Green Hyson Tea,
And all things with a new fashion duty ;
Procure a good store of the choice Labradore,
For there'll soon be enough here to suit ye ;
These do without fear and to all you'll appear
Fair, charming, true, lovely and cleaver ;
Tho' the times remain darkish, young men may be sparkish,
And love you much stronger than ever. !O!

http://www.masshist.org/revolution/image-viewer.php?item_id=380&img_step=1&nmask=0&tpc=&mode=large&tpc=#page1
Non-importation

WILLIAM JACKSON,
an *IMPORTER*; at the
BRAZEN HEAD,
North Side of the TOWN-HOUSE,
and *Opposite the Town-Pump, i*
Corn-hill, BOSTON.

It is desired that the *SONS* and
DAUGHTERS of *LIBERTY,*
would not buy any one thing of
him, for in so doing they will bring
Disgrace upon *themselves,* and their
Posterity, for *ever and ever, AMEN.*

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Committee of Correspondence

BOSTON, APRIL 9, 1773.

SIR,

THE Committee of Correspondence of this Town have received the following Intelligence, communicated to them by a Person of Character in this Place. We congratulate you upon the Acquisition of such respectable Aid as the ancient and patriotic Province of Virginia, the earliest Resolvers against the detestable Stamp-Act, in Opposition to the unconstitutional Measures of the present Administration. The Authenticity of this Advice you may depend upon, as it was immediately received from one of the Honorable Gentlemen appointed to communicate with the other Colonies.

We are,

Your Friends and humble Servants,

Signed by Direction of the Committee for Correspondence in Boston,

William Cooper } Town-Clerk.

To the Town-Clerk of _____, to be immediately delivered to the Committee of Correspondence for your Town, if such a Committee is chosen, otherwise to the Gentlemen the Selectmen, to be communicated to the Town.

Extract of a Letter from a Gentleman of distinction in Virginia, to his Friend in this Town, dated March 14th, 1773.

" I RECEIVED the papers * you sent me, and am much obliged to you for them, our assembly sitting a few days after, they were of use to us. You will see by the enclosed Resolutions the true sentiments of this colony, and that we are endeavouring to bring our sister colonies into the strictest union with us, that we may RESENT in our own and any steps that may be taken by administration to deprive any one of us of the least particle of our rights & liberties; we should have done more but we could procure nothing but news-paper accounts of the proceedings in Rhode-Island. I hope we shall not be thus kept in the dark for the future, and that we shall have from the different Committees the earliest intelligence of any motion that may be made by the TYRANTS in England to carry their infernal purposes of enslaving us into execution; I dare venture to assure you the strictest attention will be given on our parts to these grand points."

In the House of Burgesses, in Virginia March, 1773.

" WHEREAS the minds of his Majesty's faithful subjects in this colony have been much disturbed by various rumours and reports of proceedings tending to deprive them of their ancient, legal and constitutional rights.

" And whereas the affairs of this colony are frequently connected with those of Great Britain, as well as of the neighbouring colonies, which renders a communication of sentiments necessary,

* The Votes and Proceedings of the Town of Boston, and News-Papers, containing the Governor's orders, and the Answers of the two Houses.

in order therefore to remove the dissensions and to quiet the minds of the people, as well as for the other good purposes above mentioned.

" Be it resolved, That a standing committee of correspondence and inquiry be appointed, to consist of eleven persons, viz. the honourable Payton Randolph, Esq; Robert Carter Nicholas, Richard Bland, Richard Henry Lee, Benjamin Harrison, Edmund Pendleton, Patrick Henry, Dudley Digges, Dabney Carr, Archibald Cary, and Thomas Jefferson, Esq; any six of whom to be a committee, whose business it shall be to obtain the most early and authentic intelligence of all such acts and resolutions of the British parliament or proceedings of administration, as may relate to, or affect the British colonies in America, and to keep up and maintain a correspondence and communication with our sister colonies, respecting these important considerations, and the result of such their proceedings from time to time to lay before this house.

" Resolved, That it be an instruction to the said committee, that they do, without delay, inform themselves particularly of the principles and authority, on which was constituted a court of inquiry, said to have been lately held in Rhode-Island, with powers to transport persons accused of offences committed in America, to places beyond the seas to be tried.

" Resolved, That the Speaker of this House do transmit to the Speakers of the different assemblies of the British colonies, on this continent, copies of the said resolutions, and desire they will lay them before their respective assemblies, and request them to appoint some person or persons of their respective bodies, to communicate from time to time with the said committee.

Description of Lexington battle

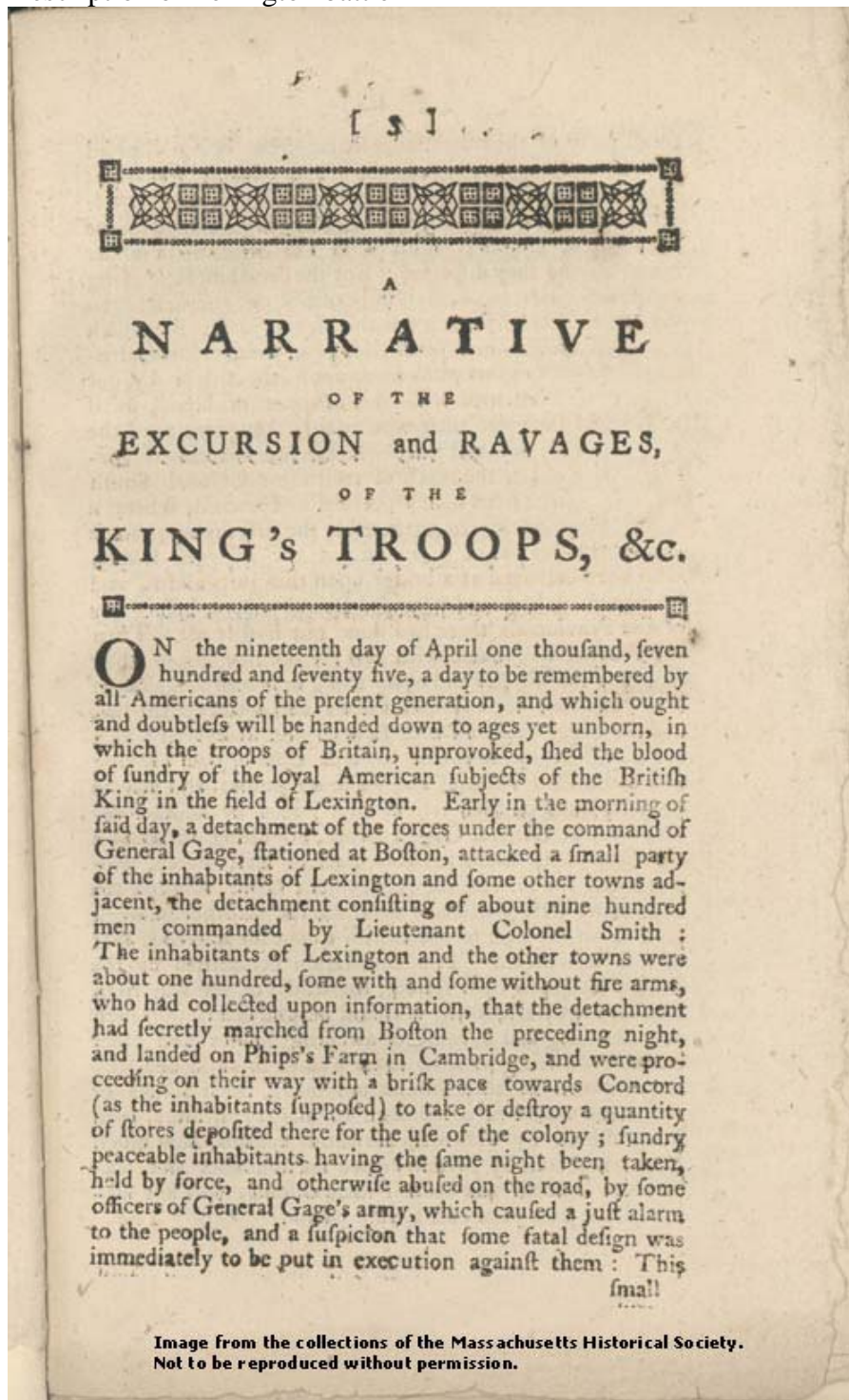


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http://www.masshist.org/revolution/image-viewer.php?item_id=627&mode=small&nmask=0&img_step=3&tpc=#page3

Plan for the battle of Bunker hill

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The following Description of the Action near Boston, on the 17th of June, is taken from a Letter written by General Burgoyne to his Nephew Lord Stuyvesant.

BOSTON is a peninsula, joined to the main land only by a narrow neck, on the left of which lies the harbor, and the harbor, from the city, on the other side, is a large bay, which is the harbor, a peninsula to the north of the town is a large hill, which is called Bunker's Neck. The highest on shore is Bunker's Neck and Bunker's Neck, the latter is a hill, which is a large hill, which is the highest on shore. It was situated in a very good position, and was a very strong position. It was situated in a very good position, and was a very strong position. It was situated in a very good position, and was a very strong position.

...and a company of horse and footmen beyond any thing that was ever seen in any battle. I must leave your affairs to the care of your friends, and I must leave your affairs to the care of your friends, and I must leave your affairs to the care of your friends. I must leave your affairs to the care of your friends, and I must leave your affairs to the care of your friends. I must leave your affairs to the care of your friends, and I must leave your affairs to the care of your friends.

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Song by British for Bunker Hill



BATTLE OF BUNKER HILL.

This Song was composed by the British,
after the engagement.

IT was on the seventeenth, by break of day,
The Yankees did surpris us,
With their strong works they had thrown up,
To burn the town and drive us.
But soon we had an order came,
An order to defeat them.
Like rebels stout, they stood it out,
And thought we ne'er could beat them.
About the hour of twelve that day,
An order came for marching,
With three good flints and sixty rounds,
Each man hop'd to discharge them.
We marched down to the long wharf,
Where boats were ready waiting,
With expedition we embark'd,
Our ships kept cannonading,
And when our boats all fill'd were,
With officers and soldiers,
With as good troops as England had
To oppose, who dar'd controule us.
And when our boats all fill'd were,
We row'd in line of battle,
Where showers of ball like hail did fly,
Our cannon loud did rattle.
There was Cop's hill battery near Charlestown,
Our twenty fours they play'd,
And the three frigates in the stream,
That very well behav'd.
The Glasgow frigate clear'd the shore,
All at the time of landing,
With her grape shot and cannon balls,
No Yankees e'er could stand them,
And when we landed on the shore,
We draw'd up all together,
The Yankees they'd all man'd their works,
And thought we'd ne'er come thither.
But soon they did perceive brave Howe,
Brave Howe our bold commander,
With grenadiers, and infantry,
We made them to surrender.
Brave William Howe on our right wing,
Cry'd, boys fight on like thunder;
You soon will see the rebels flee,
With great amaze and wonder.
Now some lay bleeding on the ground,
And some full fast a running,
O'er hills and dales and mountains high,
Crying zounds! brave Howe's a coming.

They began to play on our left wing,
Where Pigot he commanded,
But we'd return'd it back again,
With courage most undaunted,
To our grape shot and musquet balls,
To which they were but strangers.
They thought to come with sword in hand,
But soon they found their danger.
And when the works we got into,
And put them to the flight, fir,
Some of them did hide themselves,
And others died of fright, fir.
And when their works we got into,
Without great fear or danger,
The work they'd made was firm and strong,
The Yankees are great strangers.
But as for our artillery,
They all behaved dainty,
For while our ammunition held,
We gave it to them plenty.
But our conductor he got broke,
For his misconduct sure, fir,
The shot he sent for twelve pound guns
Were made for twenty-fours, fir.
There's some in Boston pleas'd to say,
As we the field were taking,
We went to kill their countrymen,
While they their hay were making.
For such stout whigs I never saw,
To hang them all I'd rather,
For making hay with musket balls
And buck-shot mix'd together.
Brave Howe is so considerate,
As to prevent all danger,
He allows us half-pint a day—
To rum we are no strangers;
Long may he live by land and sea,
For he's beloved by many,
The name of Howe the Yankees dread,
We see it very plainly.
And now my song is at an end,
And to conclude my ditty,
It is the poor and ignorant
And only them I pity:
As for their King John Hancock,
And Adams if they're taken,
Their heads for signs shall hang up high
Upon that hill call'd Bacon.

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British song on evacuation of Boston



Two favorite SONGS, made on the Evacuation of the Town of BOSTON, by the *British Troops*, on the 17th of March, 1776.

IN seventeen hundred and seventy six,
On March the eleventh, the time was prefix'd,
Our forces march'd on upon Dorchester-neck,
Made fortifications against an attack.
The morning next following, as Howe did spy,
The banks we call up, were so copious and high,
Said he in three months, all my men with their might,
Cou'd not make two such Forts as they've made in a night.
Now we hear that their Admiral was very wroth,
And drawing his sword, he bids Howe to go forth,
And drive off the YANKEES from Dorchester hill:
Or he'd leave the harbour and him to their will.
Howe rallies his forces upon the next day,
One party embark'd for the Castle they say,
But the wind and the weather against them did fight,
On Governor's Island it drove 'em that night.
Then being discourag'd they soon did agree,
From Bunker and Bolton, on board ship to flee:
Great Howe loit his senses, they say for a week,
For fear our next fort should be rais'd in King-street.
But yet notwithstanding the finger of God,
In the wind and the weather which often occur'd;
Still Howe, Pharaoh like, did harden his heart,
Being thirstily for victory to maintain his part.
He gives out fresh orders on Thursday it's said,
Forms his men in three branches upon the parade,
Acknowledging it was a desperate case,
In their situation the YANKEES to face:
Yet nevertheless being haughty of heart,
On Friday one branch of his men did embark:
A second flood ready down by the sea side:
His Dragoons were mounted all ready to ride.
Great Howe he now utters a desperate oration,
Saying fight my brave boys for the crown of our nation:
Take me for your pattern, and fight ye as I,
Let it be 'till we conquer, or else 'till we die.
But all of a sudden, with an Eagle ey'd glance,
They espied a fire being kindled by chance,
In a barrack at Cambridge, as many do know,
And then in confusion they ran to and fro.
Moreover as Providence order'd the thing,
Our drums beat alarm, our bell it did ring,
Which made them cry out, O the YANKEES will come!
O horrid! they'll have us, come let us begone.
Then hither skitter they ran in the street,
Sometimes on their heads and sometimes on their feet,
Leaving cannon and mortars, pack saddles and wheat,
Being glad to escape with the skin of their teeth.
Now off goes Pilgrimage with his men in a fright,
And altho' they flow cowards, yet still they show spite,
In burning the Castle, as they pass along,
And now by Nantasket they lie in a throng.
Let 'em go, let 'em go, for what they will fetch,
I think their great Howe is a miserable wretch:
And as for his men, they are fools for their pains,
So let them return to Old-England again.

IT was't our will that Bunker Hill
From us should ever be taken;
We thought 'twould never be retaken,
But we find we are mistaken.
The soldiers bid the hill farewell,
Two images left behind,
This they had done all out of fun
To the American Yankee.
A flag of truce was sent thereon,
To see if the hill was clear,
No living soul was found thereon,
But these images stood there.
Their hats they wave, come if you please,
There's none here to molest us,
These wooden men that here do stand,
Are only to defy us.
These images they soon threw down,
Not one man's life was lost then,
No sooner they were on the hill
But they landed into Boston.
The women come, and children run,
To brave PUTNAM rejoicing,
Saying now is your time to man your lines
For the soldiers have left Boston.
The troops you fairly fear'd away,
On board the ships they're quarter'd,
The children laugh'd, saying over the wharf
They threw their best bomb mortar.
With the blazing of your guns that night,
And roaring of your mortars,
The soldiers cry'd the Yankees come
To tear us all in quarters.
The barracks being set on fire,
Which made the soldiers quiver,
They soon embark on board their ships,
May they stay there forever.
Soon after this the fleet fell down,
It's what we long desir'd,
I think the Gen'ral's were afraid
That they'd be set on fire.
The shipping now have all set sail,
No cause have we to mourn,
But seem afraid because 'tis said
That they will soon return.
Some say they're sail'd for Halifax,
And others for New York;
Howe let none know where he was bound,
When the soldiers did embark.
Where they are bound there's none can tell,
But the great God on high,
May all our heads be cover'd well,
When cannon balls do fly.

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New Nation's To Do List

MEMORANDUM OF MEASURES TO BE PURSUED IN CONGRESS, FEBRUARY? 1776.]

Mem.

The Confederation to be taken up in Paragraphs.

An Alliance to be formed with France and Spain.

Embassadors to be sent to both Courts.

Government to be assumed in every Colony.

Coin and Currencies to be regulated.

Forces to be raised and maintained in Canada and New York. St. Lawrence and Hudsons Rivers to be secured.

Hemp to be encouraged and the Manufacture of Duck.

Powder Mills to be built in every Colony, and fresh Efforts to make Salt Petre.

An Address to the Inhabitants of the Colonies.

[Page 7]

The Committee for Lead and Salt to be fill'd up, and Sulphur added to their Commission.

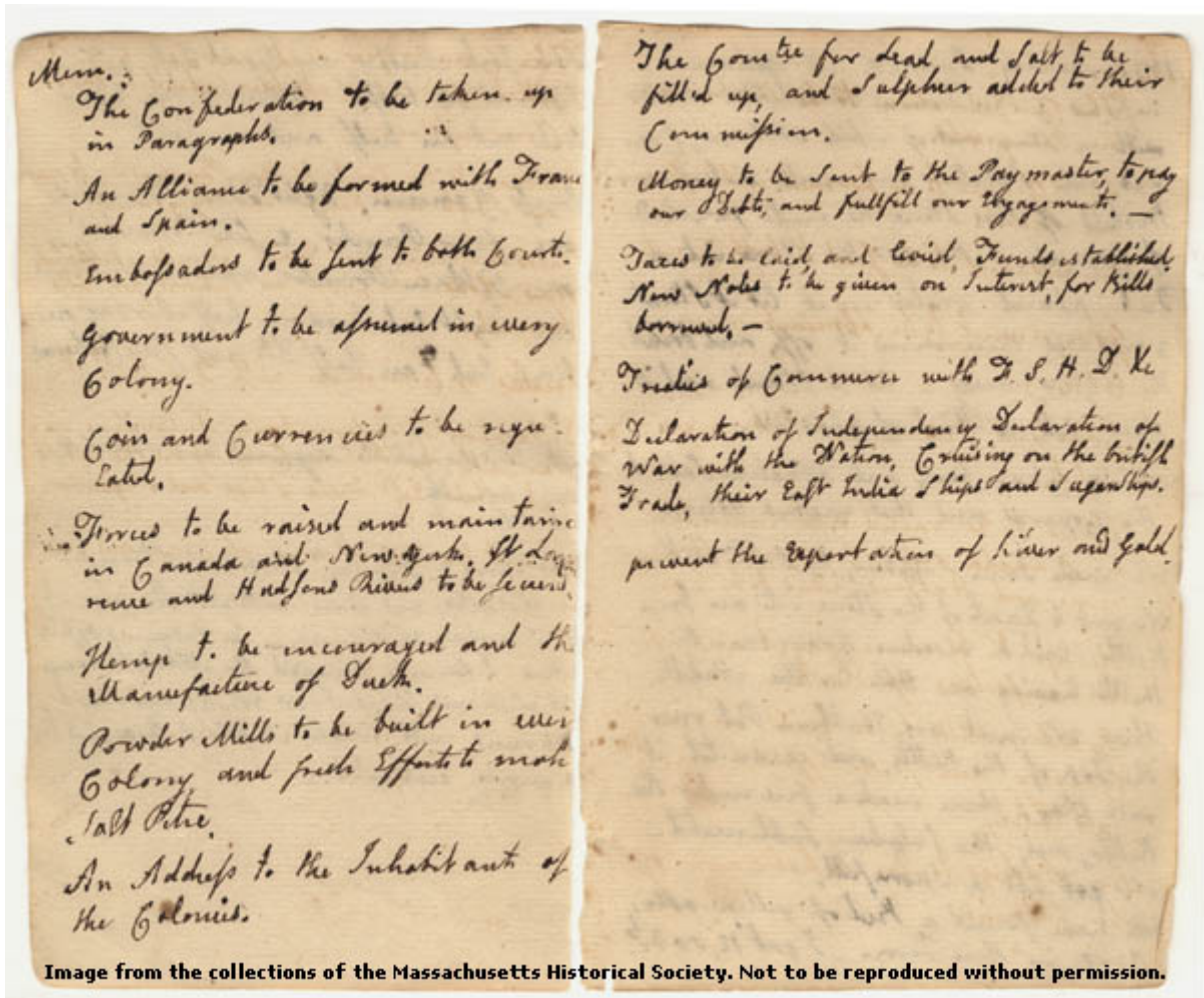
Money to be sent to the Paymaster, to pay our Debts, and fullfill our Engagements.

Taxes to be laid, and levied, Funds established. New Notes to be given on Interest, for Bills borrowed.

Treaties of Commerce with F. S. H. D. &c.

Declaration of Independency, Declaration of War with the Nation, Cruising on the british Trade, their East India Ships and Sugar Ships.

Prevent the Exportation of Silver and Gold.



http://www.masshist.org/revolution/image-viewer.php?item_id=183&img_step=1&nmask=0&tpc=&mode=transcript&tpc=#page1

Common Sense

By Thomas Paine

Thoughts on the Present State of American Affairs

IN the following pages I offer nothing more than simple facts, plain arguments, and common sense: and have no other preliminaries to settle with the reader, than that he will divest himself of prejudice and prepossession, and suffer his reason and his feelings to determine for themselves that he will put on, or rather that he will not put off, the true character of a man, and generously enlarge his views beyond the present day.

Volumes have been written on the subject of the struggle between England and America. Men of all ranks have embarked in the controversy, from different motives, and with various designs; but all have been ineffectual, and the period of debate is closed. Arms as the last resource decide the contest; the appeal was the choice of the King, and the Continent has accepted the challenge.

It hath been reported of the late Mr. Pelham (who tho' an able minister was not without his faults) that on his being attacked in the House of Commons on the score that his measures were only of a temporary kind, replied, "THEY WILL LAST MY TIME." Should a thought so fatal and unmanly possess the Colonies in the present contest, the name of ancestors will be remembered by future generations with detestation.

The Sun never shined on a cause of greater worth. 'Tis not the affair of a City, a County, a Province, or a Kingdom; but of a Continent — of at least one-eighth part of the habitable Globe. 'Tis not the concern of a day, a year, or an age; posterity are virtually involved in the contest, and will be more or less affected even to the end of time, by the proceedings now. Now is the seed-time of Continental union, faith and honour. The least fracture now will be like a name engraved with the point of a pin on the tender rind of a young oak; the wound would enlarge with the tree, and posterity read in it full grown characters.

By referring the matter from argument to arms, a new era for politics is struck — a new method of thinking hath arisen. All plans, proposals, &c. prior to the nineteenth of April, i.e. to the commencement of hostilities, are like the almanacks of the last year; which tho' proper then, are superseded and useless now. Whatever was advanced by the advocates on either side of the question then, terminated in one and the same point, viz. a union with Great Britain; the only difference between the parties was the method of effecting it; the one proposing force, the other friendship; but it hath so far happened that the first hath failed, and the second hath withdrawn her influence.

<http://www.ushistory.org/PAINÉ/commonsense/sense4.htm>

Lesson 2: Yeah, but what does the Declaration of Independence Mean?

Objectives

- Analyze the meaning of the preamble of the Declaration of Independence
- Graphically illustrate the meaning of the Declaration of Independence

Instructional Resources

- <http://www.pbs.org/jefferson/archives/interviews/frame.htm> (interviews)
- http://www.huffingtonpost.com/2008/03/18/obama-race-speech-read-t_n_92077.html (Obama's March 18, 2008 Race Speech)

Procedures

Anticipatory Set

1. In a quick write, ask students to explain what “equality” in America means. Give students 4-5 minutes to formulate and write their answers.
2. Have student volunteers share their answers of equality.
3. Below their initial response, have students create a spectrum of “little or no equality” to “total equality.” Have students mark their spectrum where they believe equality lies in America. Below their spectrum, have them justify their placement on the spectrum in 2-3 sentences.
4. Explain to students they will be learning about the Declaration of Independence and will have to figure out the meaning of the words in groups. Explain that there is still much discourse today over what Jefferson meant by the words included in the Declaration of Independence.

Guided Learning

1. The class will need to be divided into homogenous groups of 9 with up to 4 students in each group. Each group will have a different section of the Declaration of Independence to analyze and graphically illustrate. Two of the groups will be higher level students, as various interpretations of their section of the Declaration of Independence will be provided for students to discuss. The other groups should be given a thesaurus or dictionary to aid in their analysis.
2. Give each group their directions one per student). Make sure students come to a consensus on what their section of the Declaration of Independence means before they begin illustrating. Pass out poster paper to each group once a consensus has been reached.
3. Monitor groups as they are working to make sure each student is fulfilling their individual role in the group. After groups have finished, have the reporter from each group share and explain their illustration.
4. When each group finishes presenting, place their poster on the wall in order so that students see the whole preamble to the Declaration of Independence.

Assessment

1. Use the quote below from Barack Obama's March 18, 2008 speech at the Constitution Center in Philadelphia, Pennsylvania to complete a quick write answering the following question:

Do you agree with Obama that the Declaration of Independence and Constitution were "eventually signed but ultimately unfinished?" Does the message of the Declaration of Independence still resonate today?

"Two hundred and twenty one years ago, in a hall that still stands across the street, a group of men gathered and, with these simple words, launched America's improbable experiment in democracy. Farmers and scholars; statesmen and patriots who had traveled across an ocean to escape tyranny and persecution finally made real their declaration of independence at a Philadelphia convention [Constitutional Convention].

The document [Constitution] they produced was eventually signed but ultimately unfinished. It was stained by this nation's original sin of slavery, a question that divided the colonies and brought the convention to a stalemate until the founders chose to allow the slave trade to continue for at least twenty more years, and to leave any final resolution to future generations.

Of course, the answer to the slavery question was already embedded within our Constitution - a Constitution that had at its very core the ideal of equal citizenship under the law; a Constitution that promised its people liberty, and justice, and a union that could be and should be perfected over time.

And yet words on a parchment would not be enough to deliver slaves from bondage, or provide men and women of every color and creed their full rights and obligations as citizens of the United States. What would be needed were Americans in successive generations who were willing to do their part - through protests and struggle, on the streets and in the courts, through a civil war and civil disobedience and always at great risk - to narrow that gap between the promise of our ideals and the reality of their time."

Group 1

“When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another,”

1. Divide your group into these roles:
 - a. **Mediator**-makes sure every person in the group has an opportunity to share their opinion, monitors the time, and initiates and participates in discussion.
 - b. **Illustrator**-participates in discussion and creates the visual to go with your group’s quote from the Declaration of Independence.
 - c. **Reporter**-participates in discussion and reports to the class the interpretation and illustration of the Declaration of Independence quote.
 - d. **Dictionary/Thesaurus manager**-participates in the discussion and looks up unfamiliar words.
2. Mediator should read the quote out loud to the group and ask group members if there are any words they don’t know the meaning to.
3. Dictionary/Thesaurus manager will look up the words identified in step 2 and share their meanings.
4. Mediator initiates discussion over the meaning of the quote from the Declaration of Independence and makes sure every member has an opportunity to be heard.
5. Once consensus is made, the group will share ideas of what can be illustrated to show the meaning of the quote from the Declaration of Independence.
6. Illustrator will draw the meaning of the quote according to the group consensus. This person will also write the quote above the illustration.
7. Group members will assist the illustrator and color the poster.
8. Reporter will stand up in front of the class and read the quote and explain it through the illustration.

Group 2

“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,”

1. Divide your group into these roles:
 - a. **Mediator**-makes sure every person in the group has an opportunity to share their opinion, monitors the time, and initiates and participates in discussion.
 - b. **Illustrator**-participates in discussion and creates the visual to go with your group's quote from the Declaration of Independence.
 - c. **Reporter**-participates in discussion and reports to the class the interpretation and illustration of the Declaration of Independence quote.
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7. Group members will assist the illustrator and color the poster.
8. Reporter will stand up in front of the class and read the quote and explain it through the illustration.

Group 3

“a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.”

1. Divide your group into these roles:
 - a. **Mediator**-makes sure every person in the group has an opportunity to share their opinion, monitors the time, and initiates and participates in discussion.
 - b. **Illustrator**-participates in discussion and creates the visual to go with your group's quote from the Declaration of Independence.
 - c. **Reporter**-participates in discussion and reports to the class the interpretation and illustration of the Declaration of Independence quote.
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7. Group members will assist the illustrator and color the poster.
8. Reporter will stand up in front of the class and read the quote and explain it through the illustration.

Group 4

"We hold these truths to be self-evident, that all men are created equal,"

1. Divide your group into these roles:
 - a. **Mediator**-reads one of the interviews and shares with the group, makes sure every person in the group has an opportunity to share their opinion, monitors the time, and initiates and participates in discussion.
 - b. **Illustrator**- reads one of the interviews and shares with the group, participates in discussion and creates the visual to go with your group's quote from the Declaration of Independence.
 - c. **Reporter**- reads one of the interviews and shares with the group, participates in discussion and reports to the class the interpretation and illustration of the Declaration of Independence quote.
 - d. **Dictionary/Thesaurus manager**- reads one of the interviews and shares with the group, participates in the discussion and looks up unfamiliar words.
2. Mediator should read the quote out loud to the group and ask group members if there are any words they don't know the meaning to.
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A. Daniel Boorstein interview-

Could you parse the sentence "We hold these truths to be self-evident," and talk about how revolutionary that is?

Well, I think we have not examined the full significance of that, of "We hold these truths to be self-evident...." There were several things that were stated there which have not often been recognized. One is the appeal to common sense, which is an anti-ideological way of looking at things. He didn't say that the study of the truths of politics have led us to this conclusion. He said these are "self-evident," and he made an appeal to the opinions of mankind. Now also, if you will look at that statement that "all men are created equal," we must realize that he made that statement in the context of the science of his time. He was talking, not about men being born equal, he was talking about their creation. And in his time, there was a debate

going on as to how many different creations of mankind there had been. Had there been a separate creation on this continent? And Jefferson did not believe that. Jefferson believed there had been a single creation and it was from that single creation of all the human race that the consequences followed. And he also said that the only proper foundation for a people's freedom is belief that liberty is the gift of God, which is a rather surprising thing to hear from Jefferson.

B. Julian Bond Interview

We hold these truths to be self-evident....

Well, this is the idea that every single human being has a God-given right to liberty. Every single human being—not classes of human beings, with some having more than the others or some having none at all....All of us, every single human being, all men are created equal and are endowed by their creator—I mean, that's it! You don't have to say more than that. All of us have this. And this is a literally revolutionary thought because prior to that, you know, you had some, you had some, you had some, I didn't have any. But now, all of us, we are all endowed by our Creator. That just says it, you know. You don't have to say anything more than that. We're all endowed by our Creator with these rights. That's it. That's it. There's not been a statement since then that encompasses the idea of democracy as well.

C. Clay Jenkinson interview

So where do the ideas embodied in this one remarkable sentence: "We hold these truths to be self-evident..." where do they come from and how did they come out of Jefferson?

Well, we don't really know how Jefferson came to the notion that all men are created equal. It was a widely held view in the Enlightenment and Jefferson had read his Bolingbroke and he had read the Scottish philosophers and he had read his John Locke and certain of the French philosophes. But he formulated this position in a way that's still enigmatic to historians. He says "All men are created equal." Well, today people wonder whether he meant all men or men and women, whether he meant black and red and white or whether he meant, as some cynics would argue, white males of a certain property qualification. I think the truth is that Jefferson meant all men are created equal in the most universal possible sense. That all human beings, irrespective of the accident of their birth, are entitled to identical treatment in what he called "the machine of the law." That is, every human being, with respect to his rights, should be seen as an interchangeable unit and that we will not have achieved an enlightened culture until our social structures learn to respect the equal rights of everyone who is born, irrespective of any accidental condition like creed or social status or race. Now, Jefferson never realized this ideal in his own life. He was a slaveholder, he was a racist, he had a patronizing romance with Indians, he was chauvinist with respect to women, he had a stage theory of culture which despised people say from Catholic cultures as opposed to Anglo-European culture. So he never fully realized this principle in his own life. But I think if you could pin him down and say "Did you or did you not believe that all men are created equal?" I think Jefferson would say "Yes, and if that means that slaves must be emancipated, we ought to do it; and if that means that women would hold public office, it may not suit my taste, but we have to permit it." In other words, he would have to reason himself into the widest application of this principle, even though his own temperament was, in some regards, limited and conservative.

D. Merrill Peterson interview

What is so great about those words that begin "We hold these truths to be self-evident"?

Well, Jefferson distilled in that second paragraph of the Declaration of Independence a philosophy of human freedom and self-government, and he did it in terms of basically four fundamental ideas. First, human equality—that all men are created equal—and this is something that is built into the whole state of nature; it's fundamental. And then the fundamental human rights of life, liberty, and the pursuit of happiness. The fact that Jefferson substituted "the pursuit of happiness" for the word "property," which was the usual formulation—life, liberty, and property—that altered the scale, the hierarchy of human values. And the goal of pursuit of happiness was an end as well as a right. That was really revolutionary. And then the idea that all just governments are founded on the consent of the governed and that that consent must be continuing and that laws must embody the consent of the governed—that was the whole basis of popular sovereignty and democratic government. And then finally, the right of revolution when governments become tyrannical. So that summed up, it is a philosophy of rights and of democracy. Jefferson said, you know, "I wasn't trying to think of any new ideas. I was trying to state the common sense of the matter." And that had become the common sense of the matter in America in 1776. He distilled something that was there—and some of it pretty old—to lay it there as a continuing foundation for this nation. What is unusual about the second paragraph is not its ideas, but the fact that they were laid at the foundation of a nation. And that was the first time that that had ever happened, you see—that a nation was basically built upon those ideas and committed to their attainment. Abraham Lincoln said that the Declaration stated the "definitions and the axioms of free society." And they were the principles which Lincoln was guided by in the Civil War, of course.

Group 5

“that they are endowed by their Creator with certain unalienable Rights,”

1. Divide your group into these roles:
 - e. **Mediator**-makes sure every person in the group has an opportunity to share their opinion, monitors the time, and initiates and participates in discussion.
 - f. **Illustrator**-participates in discussion and creates the visual to go with your group’s quote from the Declaration of Independence.
 - g. **Reporter**-participates in discussion and reports to the class the interpretation and illustration of the Declaration of Independence quote.
 - h. **Dictionary/Thesaurus manager**-participates in the discussion and looks up unfamiliar words.
2. Mediator should read the quote out loud to the group and ask group members if there are any words they don’t know the meaning to.
3. Dictionary/Thesaurus manager will look up the words identified in step 2 and share their meanings.
4. Mediator initiates discussion over the meaning of the quote from the Declaration of Independence and makes sure every member has an opportunity to be heard.
5. Once consensus is made, the group will share ideas of what can be illustrated to show the meaning of the quote from the Declaration of Independence.
6. Illustrator will draw the meaning of the quote according to the group consensus. This person will also write the quote above the illustration.
7. Group members will assist the illustrator and color the poster.
8. Reporter will stand up in front of the class and read the quote and explain it through the illustration.

Group 6

“that among these are Life, Liberty and the pursuit of Happiness.”

1. Divide your group into these roles:
 - a. **Mediator**- reads one of the interviews and shares with the group, makes sure every person in the group has an opportunity to share their opinion, monitors the time, and initiates and participates in discussion.
 - b. **Illustrator**- reads one of the interviews and shares with the group, participates in discussion and creates the visual to go with your group's quote from the Declaration of Independence.
 - c. **Reporter**- reads one of the interviews and shares with the group, participates in discussion and reports to the class the interpretation and illustration of the Declaration of Independence quote.
 - d. **Dictionary/Thesaurus manager**- reads one of the interviews and shares with the group, participates in the discussion and looks up unfamiliar words.
2. Mediator should read the quote out loud to the group and ask group members if there are any words they don't know the meaning to.
3. Dictionary/Thesaurus manager will look up the words identified in step 2 and share their meanings.
4. Mediator initiates discussion over the meaning of the quote from the Declaration of Independence and makes sure every member has an opportunity to be heard.
5. Once consensus is made, the group will share ideas of what can be illustrated to show the meaning of the quote from the Declaration of Independence.
6. Illustrator will draw the meaning of the quote according to the group consensus. This person will also write the quote above the illustration.
7. Group members will assist the illustrator and color the poster.
8. Reporter will stand up in front of the class and read the quote and explain it through the illustration.

A. Daniel Boorstein interview

What does "the pursuit of happiness" mean?

I think people have not reflected often enough on the meaning of that phrase. If we follow Jeffersonian clues, and look at the meaning of the words in their time, and think about the word "pursue" and its significance in Jefferson's day, we find that it doesn't mean exactly what we had thought it meant. We must remember that we tend to think of a pursuit of happiness as something that's chasing after happiness. But we also use the expression "He pursues the law," by which we mean "practices the law." And the idea of pursuit of happiness in that day probably meant just as much the right to enjoy happiness as the right to pursue it. And there's a difference there.

B. Julian Bond interview

What did Jefferson mean by the “pursuit of happiness” ?

I think Jefferson meant the ability all of us should have to develop our lives to the fullest. Not just to have leisure, not just to enjoy oneself, but to develop your life and your personality to its utmost. That's what “the pursuit of happiness” means, the ability to be the most you can be. I guess even the Army uses the slogan now. But it means to be able to develop your human personality to its utmost. That's what it means.

C. Andy Burstein interview

What's the pursuit of happiness?

Americans constantly refer to this pursuit of happiness as the quintessential statement of Jeffersonian optimism. Jefferson meant little by the pursuit of happiness. He meant merely a quality of moral bearing, that we should live our lives, that we could live our lives in a morally consistent way. That was the pursuit of happiness, nothing more. He used the word “delight” when something meant more than mere happiness. Happiness was a general term. He read Homer in the original Greek, that was his delight. He spoke of pleasure as something that was not unmitigated. Pleasure was always accompanied by pain of some sort. So happiness meant little. Pleasure was...there were consequences for pleasure. But “delight,” when Jefferson used the word “delight,” he was talking about something that meant very much to him.

D. James Cox

What is the pursuit of happiness?

Well, I don't want to exclude pleasure. I think he sees that freedom will be hard to protect. I think that Jefferson is very fearful in a deep way. He wrote to John Adams that he was optimistic, that he believed that his ship of state would sail free, you see, and have a successful and happy ending. But I think he is scared too. He feels that representative government is the best that you can probably get but he knows that the representatives are very likely to desert the people. And he says, be jealous of your representatives—you have to watch them all the time. So there's a, I don't want to say paranoia, but I think he is fearful. I would even include slavery in that. I would be willing to see slavery as a factor. Just living in those conditions would have made you apprehensive, I think. Certainly Jefferson shows apprehension when he touches on the subject of slavery.

Group 7

“That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,”

1. Divide your group into these roles:
 - i. **Mediator**-makes sure every person in the group has an opportunity to share their opinion, monitors the time, and initiates and participates in discussion.
 - j. **Illustrator**-participates in discussion and creates the visual to go with your group’s quote from the Declaration of Independence.
 - k. **Reporter**-participates in discussion and reports to the class the interpretation and illustration of the Declaration of Independence quote.
 - l. **Dictionary/Thesaurus manager**-participates in the discussion and looks up unfamiliar words.
2. Mediator should read the quote out loud to the group and ask group members if there are any words they don’t know the meaning to.
3. Dictionary/Thesaurus manager will look up the words identified in step 2 and share their meanings.
4. Mediator initiates discussion over the meaning of the quote from the Declaration of Independence and makes sure every member has an opportunity to be heard.
5. Once consensus is made, the group will share ideas of what can be illustrated to show the meaning of the quote from the Declaration of Independence.
6. Illustrator will draw the meaning of the quote according to the group consensus. This person will also write the quote above the illustration.
7. Group members will assist the illustrator and color the poster.
8. Reporter will stand up in front of the class and read the quote and explain it through the illustration.

Group 8

“That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it,”

1. Divide your group into these roles:
 - m. **Mediator**-makes sure every person in the group has an opportunity to share their opinion, monitors the time, and initiates and participates in discussion.
 - n. **Illustrator**-participates in discussion and creates the visual to go with your group’s quote from the Declaration of Independence.
 - o. **Reporter**-participates in discussion and reports to the class the interpretation and illustration of the Declaration of Independence quote.
 - p. **Dictionary/Thesaurus manager**-participates in the discussion and looks up unfamiliar words.
2. Mediator should read the quote out loud to the group and ask group members if there are any words they don’t know the meaning to.
3. Dictionary/Thesaurus manager will look up the words identified in step 2 and share their meanings.
4. Mediator initiates discussion over the meaning of the quote from the Declaration of Independence and makes sure every member has an opportunity to be heard.
5. Once consensus is made, the group will share ideas of what can be illustrated to show the meaning of the quote from the Declaration of Independence.
6. Illustrator will draw the meaning of the quote according to the group consensus. This person will also write the quote above the illustration.
7. Group members will assist the illustrator and color the poster.
8. Reporter will stand up in front of the class and read the quote and explain it through the illustration.

Group 9

“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.”

1. Divide your group into these roles:
 - q. **Mediator**-makes sure every person in the group has an opportunity to share their opinion, monitors the time, and initiates and participates in discussion.
 - r. **Illustrator**-participates in discussion and creates the visual to go with your group's quote from the Declaration of Independence.
 - s. **Reporter**-participates in discussion and reports to the class the interpretation and illustration of the Declaration of Independence quote.
 - t. **Dictionary/Thesaurus manager**-participates in the discussion and looks up unfamiliar words.
2. Mediator should read the quote out loud to the group and ask group members if there are any words they don't know the meaning to.
3. Dictionary/Thesaurus manager will look up the words identified in step 2 and share their meanings.
4. Mediator initiates discussion over the meaning of the quote from the Declaration of Independence and makes sure every member has an opportunity to be heard.
5. Once consensus is made, the group will share ideas of what can be illustrated to show the meaning of the quote from the Declaration of Independence.
6. Illustrator will draw the meaning of the quote according to the group consensus. This person will also write the quote above the illustration.
7. Group members will assist the illustrator and color the poster.
8. Reporter will stand up in front of the class and read the quote and explain it through the illustration.

Lesson 3: Debating the Documents: Separation of Church and State

Objectives

- Analyze two sets of debating primary source documents on the separation of church and state
- Write a persuasive essay explaining the separation of church and state according to the founding guy's intent

Instructional Resources

- Document 1: Allison, Jim. "A Bill Establishing a Provision for Teachers of the Christian Religion." < <http://candst.tripod.com/assessb.htm>>
- Document 2: Kurland, Philip & Lerner, Ralph. "Document 43 James Madison, Memorial and Remonstrance against Religious Assessments" http://presspubs.uchicago.edu/founders/documents/amendI_religions43.html
- Document 3: Cornell University Law School. "BLACK, J., Opinion of the Court SUPREME COURT OF THE UNITED STATES." http://www.law.cornell.edu/supct/html/historics/USSC_CR_0330_0001_ZO.html
- Document 4: Cornell University Law School. "RUTLEDGE, J., Dissenting Opinion SUPREME COURT OF THE UNITED STATES." http://www.law.cornell.edu/supct/html/historics/USSC_CR_0330_0001_ZD1.htm#330_US_1ast2

Procedure

Anticipatory Set

1. Tell students that you would like to start class with a prayer. Ask if anyone has a problem with that. **(Don't actually complete a prayer as that is against the separation of church and state!)** Hopefully a discussion will ensue started by a student that says you can't do that.
2. After the discussion, explain to students that disagreement still exists today over the separation of church and state and how that plays out in the real world. Every year cases are reviewed by courts on the separation of church and state, and still there is no clear definition or policy concerning the separation of church and state. Explain that students will be using opposing primary source documents from the time of the founding as well as the twentieth century to determine for themselves what the founding fathers meant by a separation of church and state.

Guided Learning

1. Have students read the introduction to Document 1. Read the first document out loud and have students answer the "Study the Documents" questions below the document. Have students complete the same for Document 2 as well. For the first set of debating documents, you might want to have students work in pairs to discuss the documents and questions before they formulate their own answers.

2. Debate the documents as a class. Have students use their answers for the “Study the Documents” questions to debate the primary source documents as a class. Students should debate the main ideas of the documents as well as the significance of each primary source document. Students should also be looking for points of commonalities and disagreements between the debating documents.
3. Have students individually complete the “Comparing the Documents” worksheet for the first set of debating documents.
4. Follow steps 2-4 for the second set of documents.

Assessment

1. Have students read the “Debating the Documents: Separation of Church and State” worksheet. Students will then use their answers from the debating documents questions as well as ideas discussed during the class debates to answer the essay prompt.

Information on Document 1

In 1779, Virginia stopped giving tax support to ministers of the Anglican Church. In 1784 Patrick Henry sponsored a bill that would give taxpayers a choice of which church their tax money would support. Supporters of this general religious tax claimed that Christianity was needed in order to maintain the public morals and would help society overall.

Document 1-Excerpt from: *A Bill Establishing a Provision for Teachers of the Christian Religion* (proposed by Patrick Henry) December 24, 1784

Whereas the general diffusion of Christian knowledge hath a natural tendency to correct the morals of men, restrain their vices, and preserve the peace of society; which cannot be effected without a competent provision for learned teachers, who may be thereby enabled to devote their time and attention to the duty of instructing such citizens, as from their circumstances and want of education, cannot otherwise attain such knowledge; and it is judged that such provision may be made by the Legislature, without counteracting the liberal principle heretofore adopted and intended to be preserved by abolishing all distinctions of pre-eminence amongst the different societies or communities of Christians;

Be it therefore enacted by the General Assembly, That for the support of Christian teachers, _____ per centum on the amount, or _____ in the pound on the sum payable for tax on the property within this Commonwealth, is hereby assessed, and shall be paid by every person chargeable with the said tax at the time the same shall become due; and the Sheriffs of the several Counties shall have power to levy and collect the same in the same manner and under the like restrictions and limitations, as are or may be prescribed by the laws for raising the Revenues of this State.

Study the Documents: Document 1

- 1) Main idea or topic: Write a paragraph describing Patrick Henry's stance on the separation of church and state and the government's role in that aspect.
- 2) Background information: According to Henry, what role does Christianity play in society as a whole?
- 3) Predicting: Given what you've learned about society at the time of the founding, what chance do you believe this bill had in passing the legislature? Explain.

Information on Document 2

James Madison was one of the strongest opponents for tax-supported religion. Madison wrote “Memorial and Remonstrance” in direct opposition to Henry’s bill on taxes for Christian teachers. Madison and Jefferson lobbied extensively to end a religious tax, and in 1786 Madison helped to pass Jefferson’s Act for Establishing Religious Freedom.

Document 2- Excerpt from: “*To the Honorable the General Assembly of the Commonwealth of Virginia A Memorial and Remonstrance*” by James Madison on June 20, 1785

We the subscribers, citizens of the said Commonwealth, having taken into serious consideration, a Bill printed by order of the last Session of General Assembly, entitled "A Bill establishing a provision for Teachers of the Christian Religion," and conceiving that the same if finally armed with the sanctions of a law, will be a dangerous abuse of power, are bound as faithful members of a free State to remonstrate against it, and to declare the reasons by which we are determined. We remonstrate against the said Bill,

1. Because we hold it for a fundamental and undeniable truth, "that Religion or the duty which we owe to our Creator and the manner of discharging it, can be directed only by reason and conviction, not by force or violence." [Virginia Declaration of Rights, art. 16] The Religion then of every man must be left to the conviction and conscience of every man; and it is the right of every man to exercise it as these may dictate. This right is in its nature an unalienable right. It is unalienable, because the opinions of men, depending only on the evidence contemplated by their own minds cannot follow the dictates of other men: It is unalienable also, because what is here a right towards men, is a duty towards the Creator. It is the duty of every man to render to the Creator such homage and such only as he believes to be acceptable to him... We maintain therefore that in matters of Religion, no mans right is abridged by the institution of Civil Society and that Religion is wholly exempt from its cognizance. True it is, that no other rule exists, by which any question which may divide a Society, can be ultimately determined, but the will of the majority; but it is also true that the majority may trespass on the rights of the minority.

Study the Documents: Document 2

1. Main idea or topic: Write a paragraph describing James Madison’s stance on the separation of church and state and the government’s role in that aspect.
2. Background information: According to Madison, how is religion an “inalienable right?”
3. Inferring: What is suggested or implied in this document about the society and the time period? Explain.

Comparing the Documents

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all of your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary source documents would be most useful to a historian trying to understand the debate concerning the separation of church and state in the 1770s and 1780s?

___ Document 1-Excerpt from: “A Bill Establishing a Provision for Teachers of the Christian Religion” proposed by Patrick Henry on December 24, 1784

___ Document 2- Excerpt from: “To the Honorable the General Assembly of the Commonwealth of Virginia A Memorial and Remonstrance” written by James Madison on June 20, 1785

Comparison Essay

I chose Document _____ because:

I did not choose Document _____ because:

However, a historian might use this document in the following way:

Information on Document 3 & 4

The Supreme Court Case *Everson v. Board of Education* (1947) was a landmark case by incorporating the Establishment Clause into law. This case questioned the constitutionality of a New Jersey law that required school districts, using taxpayer money, to reimburse the parents for busing to attend private schools, regardless if they were secular or parochial. Arch R. Everson filed a lawsuit, claiming that reimbursement for private religious schools was indirect aid to religious organizations and created a religious establishment and thus violated the New Jersey constitution as well as the First Amendment. Everson lost his case, then appealed to the Supreme Court. In a 5-4 decision, the Supreme Court ruled that the New Jersey law did not violate the constitution. Even though Everson lost his case, it was very important in instituting the Establishment Clause into federal law.

Document 3: Excerpt from Justice Black's majority opinion on *Everson vs. Board of Education* (1947)

"The 'establishment of religion' clause of the First Amendment means at least this: Neither a state nor the Federal Government can set up a church. Neither can pass laws which aid one religion, aid all religions or prefer one religion over another. Neither can force nor influence a person to go to or to remain away from church against his will or force him to profess a belief or disbelief in any religion. No person can be punished for entertaining or professing religious beliefs or disbeliefs, for church attendance or non-attendance. No tax in any amount, large or small, can be levied to support any religious activities or institutions, whatever they may be called, or whatever form they may adopt to teach or practice religion. Neither a state nor the Federal Government can, openly or secretly, participate in the affairs of any religious organizations or groups and vice versa. In the words of Jefferson, the clause against establishment of religion by law was intended to erect 'a wall of separation between Church and State.'"

Study the Documents: Document 3

1. Main idea or topic: Write a paragraph summarizing Supreme Court Justice Black's stance on the separation of church and state and the government's role in that aspect.
2. Analyzing: What did Supreme Court Justice Black mean by a 'wall of separation between Church and State?'
3. Inferring: Who's interpretation of the separation of church and state would Supreme Court Justice Black support more, Jefferson or Henry? Explain.

Document 4: Excerpt from Justice Rutledge's Dissenting Opinion on *Emerson v. Board of Education* (1947)

The funds used here were raised by taxation. The Court does not dispute, nor could it, that their use does, in fact, give aid and encouragement to religious instruction. It only concludes that this aid is not "support" in law. But Madison and Jefferson were concerned with aid and support in fact, not as a legal conclusion "entangled in precedents." Remonstrance, Par. 3. Here, parents pay money to send their children to parochial schools, and funds raised by taxation are used to reimburse them. This not only helps the children to get to school and the parents to send them. It aids them in a substantial way to get the very thing which they are sent to the particular school to secure, namely, religious training and teaching.

Believers of all faiths, and others who do not express their feeling toward ultimate issues of existence in any creedal form, pay the New Jersey tax. When the money so raised is used to pay for transportation to religious schools, the Catholic taxpayer, to the extent of his proportionate share, pays for the transportation of Lutheran, Jewish and otherwise religiously affiliated children to receive their non-Catholic religious instruction. Their parents likewise pay proportionately for the transportation of Catholic children to receive Catholic instruction. Each thus contributes to "the propagation of opinions which he disbelieves" in so far as their religions differ, as do others who accept no creed without regard to those differences. Each [p46] thus pays taxes also to support the teaching of his own religion, an exaction equally forbidden, since it denies "the comfortable liberty" of giving one's contribution to the particular agency of instruction he approves.

Study the Documents: Document 4

1. Main idea or topic: Write a paragraph describing Supreme Court Justice Rutledge's stance on the separation of church and state and the government's role in that aspect.
2. Main idea or topic: What is Supreme Court Justice Rutledge's argument in favor of the New Jersey tax? How does he explain the law to be in accordance with the founding father's intent?
3. Inferring: Who's interpretation of the separation of church and state would Supreme Court Justice Black support more, Jefferson or Henry? Explain.

Comparing the Documents

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all of your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary source documents would be most useful to a historian trying to understand the debate concerning the separation of church and state in the twentieth century?

___ Document 3-Excerpt from Justice Black’s majority opinion on *Everson vs. Board of Education (1947)*

___ Document 4- Excerpt from: Justice Rutledge’s Dissenting Opinion on *Emerson v. Board of Education (1947)*

Comparison Essay

I chose Document _____ because:

I did not choose Document _____ because:

However, a historian might use this document in the following way:

Debating Documents: Separation of Church & State

Through analyzing two sets of debating documents, you will answer the prompt below, incorporating ideas from the documents into your answer.

“Believing...that religion is a matter which lies solely between man & his god...I contemplate with sovereign reverence that act of the whole American people which declared that their legislature should make no law respecting an establishment of religion, or prohibiting the free exercise thereof, thus building a wall of separation between church and state.” Thomas Jefferson, in a letter to the Danbury Baptist Association in 1802

What was the founding fathers’ intent in regards to the separation of church and state and the establishment clause?