

Thomas Jefferson was the primary author of the Declaration of Independence. *What principles from the three British documents did he incorporate in the Declaration?*

The Declaration of Independence

IN CONGRESS, JULY 4, 1776
The Unanimous Declaration of the Thirteen United States of America

► The Declaration of Independence is composed of four parts: a Preamble, a Declaration of Natural Rights, a List of Grievances, and a Resolution of Independence.

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Focus on the Basics

FACTS: • The Declaration of Independence has four parts: the Preamble, the Declaration of Natural Rights, the List of Grievances, and the Resolution of Independence. • The Preamble explains reasons for separating. • The Declaration of Natural Rights lists basic rights to which people are entitled. • The List of Grievances offers evidence that King George has violated the colonists' rights. • The Resolution of Independence asserts that the colonies are now independent from Britain.

CONCEPTS: popular sovereignty, civil rights and liberties

ENDURING UNDERSTANDINGS: • The Declaration of Independence expresses the political ideals that underlie American democracy. • The Declaration of Independence has had an enduring influence on American government and culture.

Get Started

LESSON GOALS

Students will . . .

- read and analyze the Declaration of Independence.
- analyze the reactions of different audiences to the Declaration of Independence.

BEFORE READING

L2 ELL Differentiate Declaration of Independence Prereading and Vocabulary Worksheet (Unit 1 All-in-One, p. 57)

BEFORE CLASS

Assign the Declaration of Independence in the text and the Reading Comprehension Worksheet (Unit 1 All-in-One, p. 82) before class.

L2 ELL Differentiate Declaration of Independence Reading Comprehension Worksheet (Unit 1 All-in-One, p. 83)

BELLRINGER

Display Transparency 2F, showing an especially stirring passage from the Declaration of Independence. Write these instructions on the board: **Rewrite this passage in your own words.**

L1 L2 ELL Differentiate Ask students to paraphrase only the first sentence from the passage. Preview difficult vocabulary: *self-evident* (clear); *endowed* (given); *unalienable* (not to be taken away); *pursuit of* (search for).

Answers

Caption the right to petition the government, freedom from cruel punishment, the right to trial by jury, the right to due process, the right to private property

SKILLS DEVELOPMENT

ANALYZE SOURCES

Before students begin this section's Core Worksheet, you may want to review tips on analyzing primary sources in the Skills Handbook, p. S14.

Teach

To present this topic using online resources, use the lesson presentations at PearsonSchool.com/phgovt.

INTRODUCE THE TOPIC

Tell students that today they will analyze one of the most important political documents in the world. Have students share their paraphrase from the Bell-ringer activity. (Possible answer: All people are born with basic rights that cannot be taken from them, including the freedom to live and search for happiness as they see fit. People establish governments to safeguard their basic rights. If a government does not protect these rights, people have the right to end that government and establish a new one.)

Point out that Thomas Jefferson was the principal author of the Declaration of Independence. Ask: **Why did Jefferson begin his case for independence with a statement of natural rights?** (Jefferson wanted to establish a philosophical foundation for his argument that the colonies had the right and duty to sever their ties to England. In the eighteenth century, Enlightenment thinkers were famous, influential, and respected. Using a philosophical foundation based on Enlightenment thinking gave weight and influence to the colonial argument.)

Ask students to name Enlightenment thinkers who influenced Jefferson and the other Founders. (Locke, Rousseau, Montesquieu, Hobbes, Voltaire, Blackstone) Review the ideas of these philosophers. Information can be found in the Background notes in the Chapter 2 teacher's edition and on the Section 4 Extend Worksheet for students (Unit 1 All-in-One, p. 101).

REVIEW READING COMPREHENSION WORKSHEET

Have students take out their Reading Comprehension worksheets (Unit 1 All-in-One, p. 82) and share their answers to be sure they understand the four parts of the Declaration.

L1 L2 Differentiate Write sentences from the Declaration of Independence on index cards. Have students take turns picking a card and identifying from which part of the document (Preamble, Declaration of Natural Rights, List of Grievances, or Resolution of Independence) each sentence comes.

L4 Differentiate Point out to students that Jefferson and many signers of the Declaration of Independence held slaves. Ask them to do research about one of these men and explain how he reconciled the ideals of the Declaration with his role as a slaveholder. Then ask them to explain what the Declaration left unsaid or unresolved.

► **Preamble:** The Preamble explains why the Declaration was written.

► **Declaration of Natural Rights:** This paragraph lists the basic rights to which all people are entitled. It describes those rights as being unalienable. They cannot be taken away. The government gets its power from the people. When the government usurps (takes) power from the people and does not protect their rights, the people have the right and responsibility to throw off that government and to create a new one.

► **List of Grievances:** This section lists the colonists' 27 complaints against the British Crown. In essence, King George III had chosen to rule as a tyrant rather than govern with the people's well-being in mind.

► The people refuse to give up their right to representation—a right the colonists considered vital.

► The king had dissolved representative houses and refused to allow the election of new legislators. Without legislators, the colonists were without protection from foreign invasion or convulsions (riots) from within.

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► **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.

► 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.

► Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

► He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their Public Records, for the sole purpose of fatiguing them into compliance with his measures.

► He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasions from without, and convulsions within.

Differentiated Resources

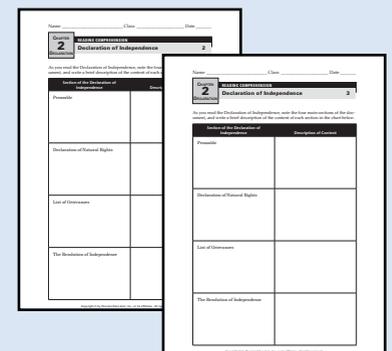
The following resources are located in the All-in-One, Unit 1, Chapter 2, Declaration of Independence:

L2 Prereading and Vocabulary Worksheet (p. 57)

L3 Reading Comprehension Worksheet (p. 82)

L2 Reading Comprehension Worksheet (p. 83)

L3 Core Worksheet (p. 84)



ration by the Representatives of the UNITED STATES
 RICA, in General Congress assembled.
 in the course of human events it becomes necessary for
 political bands which have connected them with another, and
 on the powers of the earth the separate and equal sta



Thomas Jefferson

Even the Declaration of Independence had revisions.

- ▶ He has endeavored to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migration hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

- ▶ He has made Judges dependent on his Will alone for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people and eat out their substance.

He has kept among us in time of peace, Standing Armies, without the Consent of our legislatures.

He has affected to render the Military independent of, and superior to, the Civil Power.

He has combined with others to subject us to a jurisdiction foreign to our constitutions, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

- ▶ For quartering large bodies of armed troops among us;

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States;

For cutting off our Trade with all parts of the world;

For imposing Taxes on us without our Consent;

For depriving us, in many cases, of the benefits of Trial by Jury;

For transporting us beyond Seas to be tried for pretended offenses;

- ▶ For abolishing the free System of English Laws in a neighboring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies;

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments;

For suspending our own Legislatures, and declaring themselves invested with Power to legislate for us in all cases whatsoever.

- ▶ The king had tried to slow population growth by preventing individuals from other countries from becoming citizens of the colonies.

- ▶ This grievance was later addressed in Article III, Section 1 of the Constitution, which states that federal judges shall hold office "during good Behaviour."

- ▶ The king forced colonists to lodge British soldiers in their homes. The Bill of Rights addressed this in the 3rd Amendment, which states that no soldier can be lodged in "any house" without the consent of the owner.

- ▶ Here, the Declaration refers to Canada. The colonists feared that they, too, would fall under absolute rule. Britain extended the border of Quebec to the Ohio Valley, cutting it off to colonial settlers.

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DISTRIBUTE THE CORE WORKSHEET

Distribute the Chapter 2 Declaration of Independence Core Worksheet (Unit 1 All-in-One, p. 84), which asks students to consider the role of the Declaration as an idealistic statement of human rights, as a statement of grievances, and as propaganda. Students may work with partners or individually to complete Part 1 by rating the Declaration of Independence in terms of its various purposes and then explaining their reasons for each ranking.

After students share their responses, have partners complete Part 2 of the Core Worksheet to analyze how different groups might have reacted to the Declaration because of their differing viewpoints.

Name _____ Class _____ Date _____

CHAPTER 2 CORE WORKSHEET
 DECLARATION OF INDEPENDENCE 3

Part 1 Think about the different parts of the Declaration of Independence. Then rate the effectiveness of the document on a scale of 1 to 10 as (1) an idealistic statement of human rights; (2) a statement of grievances; (3) propaganda. State your reasons for each evaluation.

1. an idealistic statement of human rights

1 (not at all effective) _____ 10 (very effective)

Reasons:

-
-
-

2. a statement of grievances

1 (not at all effective) _____ 10 (very effective)

Reasons:

-
-
-

3. propaganda

1 (not at all effective) _____ 10 (very effective)

Reasons:

-
-
-

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L1 L2 Differentiate Have groups of students represent each group listed in Part 2 of the Core Worksheet. Ask them to make a public statement about the Declaration from their perspective. You may extend the activity by letting the groups respond to each other's public statements.

L2 ELL Differentiate Ask students to represent another group: "recently arrived colonials" or "new Americans." Encourage them to explain the viewpoint of this group to the class.

L4 Differentiate Have students write a response to the Declaration of Independence from an opposing point of view in the form of a propaganda brochure.

Background

EQUALITY In 1775, reacting to colonial charges of British oppression, British author Samuel Johnson wrote, "How is it that we hear the loudest yelps for liberty from the drivers of Negroes?" Indeed, many signers of the Declaration of Independence, including its author—Thomas Jefferson—held slaves. Yet Jefferson's words "all men are created equal" would become a rallying cry for groups seeking equality. Abolitionists before the Civil War cited these words to support their calls to end slavery. Civil Rights leader Dr. Martin Luther King, Jr., quoted these words in a 1963 speech: "I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal.'" The Women's Rights convention at Seneca Falls in 1848 adapted Jefferson's words, asserting that "all men and women are created equal."

EXTEND THE LESSON

Show a Revolutionary War movie in class, or assign a movie to students or partners to watch at home on a DVD. Encourage students to rate the movie with one to four stars, with four stars as the top rating. Have students write a review of the movie.

L4 Differentiate Have groups of students prepare a script for an additional short scene for the movie. Tell them that they can plan their scene to go into any point in the movie, not just the beginning or end. They should use the same characters, and their scene should be consistent with the plot of the movie. After students in each group perform their scene, have the class discuss what the scene contributed to the plot or character development of the movie.

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- ▶ The king had forced captive sailors to fight against their own people, or die.
- ▶ The colonists tried repeatedly to petition the king to correct his wrongs. However, their protests were met by harsh laws. Therefore, he does not deserve to rule the colonies.
- ▶ The colonists still felt a common identity with citizens of Britain. However, their fellow British subjects ignored their appeals for help.
- ▶ **The Resolution of Independence:** The colonies declare themselves free and independent States, by authority of the people of the States and of God. Therefore, the States have the power to declare war, make peace, create alliances and trade with foreign powers, and do all other acts afforded to independent States.

He has abdicated Government here, by declaring us out of his Protection, and waging War against us.

He has plundered our seas, ravaged our Coasts, burned our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign mercenaries to complete the works of death, desolation and tyranny, already begun with circumstances of Cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

- ▶ He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavored to bring on the inhabitants of our frontiers the merciless Indian Savages whose known rule of warfare, is an undistinguished destruction of all ages, sexes, and conditions.

- ▶ 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.

Background

JOHN ADAMS When the Second Continental Congress opened in May 1775, John Adams arrived ready for action. Armed conflict had already occurred at Lexington and Concord. Adams wanted Congress to prepare for war. Impatient with the slow progress, Adams took the floor. He proposed the formation of a Continental Army, under the command of George Washington. He also urged the colonies to form their own governments. As Congress debated the Declaration of Independence in June 1776, Adams's passionate support won over the hesitant delegates. On July 3, 1776, the day after Congress approved Richard Henry Lee's resolution to pursue independence, Adams wrote to his wife Abigail: "The Second Day of July . . . will be celebrated, by succeeding Generations, as the great anniversary Festival . . . with Pomp and Parade, . . . Guns, Bells, Bonfires and Illuminations. . . ."

War, conclude the Declaration, with a firm reliance on

John Hancock

New Hampshire:
Josiah Bartlett
William Whipple
Mathew 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

Assess and Remediate

L3 Collect the Core Worksheet and assess students' class participation, using the Rubric for Assessing Performance of an Entire Group (Unit 1 All-in-One, p. 218).

L3 Assign the Declaration of Independence Assessment questions.

Have students complete the review activities in the digital lesson presentation and continue their work in the **Essential Questions Journal**.

REMEDIATION

If Your Students Have Trouble With	Strategies For Remediation
The Declaration of Natural Rights (Questions 1, 2)	Write in your own words the rights listed in this section. Have students work in pairs to find their location in the text. Have volunteers read aloud the sentence that contains each right.
The List of Grievances (Questions 4, 6)	Work with students to write the grievances in their own words. List them on the board, and provide any relevant historical information that might clarify the grievances.

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

- Name the three "unalienable rights" listed in the Declaration.
- 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

- 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?
- 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?
- Drawing Conclusions** What evidence is there that the colonists had already and unsuccessfully voiced their concerns to the king?

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Assessment Answers

Vocabulary answers should reflect an understanding of the selected words.

- life, liberty, and the pursuit of happiness
- Governments derive their "just powers" from the consent of the governed.
- They have the power to declare war, conclude peace, contract alliances, establish commerce, and do everything else that independent States have a right to do.

- Judges were likely to favor the king over the colonists in order to keep their jobs.
- Possible answer: No; many of the signers, including Jefferson, owned slaves and were unwilling to extend these basic rights to African Americans. In addition, Native Americans and women were also excluded.
- Just before the Resolution of Independence, the Declaration claims that the colonists petitioned the king several times and that they also appealed to the British people for justice.