

Give me Liberty or Give me Death!

Patrick Henry, 23 March 1775



U.S. History I Educational Materials Teacher Resource Packet



**A National Historic Landmark
2401 E. Broad Street
Richmond, VA 23220**

804-648-5015 Fax 804-643-4412

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American Revolution Matching Activity – ANSWER KEY

SOLs: USI.5a, USI.5c-d, USI.6a-c

DIRECTIONS: In the space provided, write the letter of the description on the right that best describes the name of the event, person, or act on the left.

- | | |
|-------------------------------------|--|
| <u> D </u> St. John's Church | A. According to the Declaration of Independence, this derives its power from the people |
| <u> I </u> Virginia Company | B. Had more economic freedom and could own land, but were not allowed to vote |
| <u> M </u> Parliament | C. George Washington was the Commander of this |
| <u> N </u> Patrick Henry | D. Where Patrick Henry gave his famous "Give me liberty or give me death" speech |
| <u> L </u> Yorktown | E. Great Britain taxed the colonies after this event |
| <u> K </u> Patriots | F. He championed the cause of independence |
| <u> H </u> Women | G. Someone who is chosen, or elected, by the people in their area to serve in government |
| <u> O </u> Indentured Servants | H. Served as caretakers, houseworkers, and homemakers |
| <u> A </u> Government | I. Jamestown was an economic venture by this organization |
| <u> F </u> John Adams | J. He made a daring ride to warn colonists of the British arrival |
| <u> B </u> Free African-Americans | K. These people held the Boston Tea Party to protest tea taxes |
| <u> C </u> Continental Army | L. Lord Cornwallis surrendered here |
| <u> E </u> French and Indian War | M. The colonies had no representation in this governing body |
| <u> G </u> Representative | N. Elected the first governor of a free and independent Virginia |
| <u> J </u> Paul Revere | O. These people agreed to work without pay for their passage |

The American Revolution Fill-in-the-Blank – ANSWER KEY

SOLs: USI.5a-d, USI.6a-c

DIRECTIONS: Complete each sentence using words or phrases from the Word Bank below.

1. _____ Indentured servants _____ were free at the end of their contract.
2. The _____ Proclamation of 1763 _____, which followed the French and Indian War, restricted the western movement of settlers.
3. One of the key philosophies in the _____ Declaration of Independence _____ states that people have “certain unalienable rights.”
4. Great Britain imposed taxes, such as the _____ Stamp Act _____, to raise revenue to pay for the cost of the French and Indian War.
5. _____ Thomas Jefferson _____ was the major author of the Declaration of Independence.
6. The cash crop _____ tobacco _____ was grown on plantations in the Southern colonies.
7. Colonial delegates met at the _____ First Continental Congress _____ in 1774 to discuss problems with Great Britain and to promote independence.
8. Colonists had no _____ representation _____ in Parliament.
9. _____ Jamestown _____, the first permanent English settlement in North America, was an economic venture by the Virginia Company.
10. The British king during the Revolutionary era was _____ King George III _____.
11. _____ George Washington _____ was Commander of the Continental Army.
12. _____ Benjamin Franklin _____ helped frame the Declaration of Independence and gained French support for American independence.
13. Patrick Henry made his famous speech during the Second Virginia Convention at _____ St. John’s Church _____ in Richmond.
14. _____ Williamsburg _____ was the second capital of Virginia.
15. Enslaved _____ African-Americans _____ worked against their will, usually on Southern plantations.
16. The writing of _____ Phillis Wheatley _____ supported American independence.

WORD BANK

Tobacco

Stamp Act

Representation

King George III

First Continental Congress

Declaration of Independence

Jamestown

St. John’s Church

Indentured Servants

Williamsburg

Proclamation of 1763

Phillis Wheatley

George Washington

African-Americans

Benjamin Franklin

Thomas Jefferson

Using Primary Source Documents

FOR THE TEACHER

The Student Study Guide (SSG) includes eight primary source documents. These reading selections can be used in a variety of classroom learning activities as directed reading, material for classroom discussion, and as the basis for essays or creative writing. Also included are suggestions for creative role play to explore the themes of “Liberty” and “Freedom”.

Some guiding questions you can use for class discussion:

- Why do we use primary sources to study the past?
- Throughout American history, were many people able to read and write?
- Who do you think were the authors of most written records during the 18th and 19th centuries?
- Did these authors always represent the views of other people in their writing?
- How do we study the lives and opinions of people who did not leave us written records?

A Primary Document Analysis Form (pp. 12-13 SSG) provides guided questions to help students better understand what each author is saying, the purpose of each document, the intended audience for each document, etc. Students may complete the Analysis Form individually, in small groups, or as a teacher-directed classroom activity.

The Primary Document Analysis Form is included at the end of each primary source exercise.

Primary Source Documents Exercise #1: Liberty for All?

Use the Primary Document Analysis Form to examine primary source documents 1-3 and then write an essay that describes how each group was denied liberty.

CONTEXT

By the time of the American Revolution, many different people with different cultural, religious, social, and economic backgrounds lived in the colony of Virginia. Not everyone enjoyed the same rights and liberties. Some groups were not allowed to own land, and most could not vote. In order to be allowed to vote or hold office, a person had to be white, male, over the age of twenty-one, and wealthy. For this reason, the large landowners who met the property requirement had significant political control in the colony.

The following groups did not have equal rights and liberties:

- Small farmers who did not own enough land to be able to vote.
- Artisans, or skilled craftsman, who worked on plantations or lived in small towns and cities. They often did not own enough land to be able to vote.
- Women were sometimes allowed to own property, but had little economic freedom and were not allowed to vote.
- Free African-Americans could own land, work for pay, and had more economic freedom, but they were not allowed to vote.
- Indentured servants had to work without pay for the person who paid for their passage. They were free at the end of their contract, but only a few eventually acquired the land required to vote.
- American Indians had little economic freedom, were not recognized legally and were not allowed to vote.
- Enslaved African-Americans were owned as property for life with no rights.

In the years leading up to the American Revolution, patriots such as Patrick Henry were talking about the importance of liberty. Some people in the above groups began to wonder what this could mean for *their* liberty. After the new country was established, the blessings of liberty were given to more people. Many groups, however, still did not have equal rights and liberties: American Indians, women, and free and enslaved African-Americans could not vote, and many had few to no rights at all. The word *liberty* had a different meaning for the people in these groups than it had for those who had liberty. Some of these people left us written records, sharing their experiences in the land where “all men are created equal.”

Liberty Document #1

“On one of these sale days, I saw a mother lead seven children to the auction-block. She knew that *some* of them would be taken from her, but they took *all*. The children were sold to a slave-trader, and their mother was brought by a man in her own town. Before night her children were all far away... I met that mother in the street, and her wild, haggard face lives to-day in my mind. She wrung her hands in anguish, and exclaimed, ‘Gone! All gone! Why *don’t* God kill me?’ I had no words wherewith to comfort her. Instances of this kind are of daily, yea, of hourly occurrence.”

- Harriet Jacobs, *Incidents in the Life of a Slave Girl*, 1861. Jacobs (1813-1897) escaped from slavery in 1841 after hiding from her master in an attic for seven years.

Liberty Document #2

“And be it further enacted by this Grand Assembly, That the said Indians shall not have power within themselves to elect or constitute their own *werowance* or Chief Commander...”

- General Assembly of Virginia, “An Act Concerning Indians in Virginia,” 1665
A werowance is the Algonquian title for a tribal leader.

Liberty Document #3

“...It was we, the people, not we, the white male citizens, nor yet we, the male citizens; but we, the whole people, who formed this Union. And we formed it, not to give the blessings or liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people – women as well as men. And it is downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government – the ballot...”

- Susan B. Anthony, “*Is it a Crime for a Citizen of the United States to Vote?*”, 1872
Anthony (1820-1906) was a prominent leader in the American Women’s Suffrage Movement. She gave this speech after she was arrested for voting in the 1872 presidential election.

Primary Document Analysis Form (2 pages)

For each document that your teacher assigns, answer the questions on this form. Answering these questions will help you understand what each author is saying.

Some helpful hints for reading primary sources:

- **Read each document several times; take your time finding out what the author is saying.**
- **If there are words you do not understand, use the context of the surrounding words to figure out what the author is saying. Use word reference materials such as a dictionary to help you define difficult words.**
- **You may try rewriting each statement in your own words to better understand what the author is saying.**

1. What type of document is it? (check one)

- | | | |
|---------------------------------------|----------------------------------|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Report | <input type="checkbox"/> Congressional Record |
| <input type="checkbox"/> Court Record | <input type="checkbox"/> Letter | <input type="checkbox"/> Speech |
| <input type="checkbox"/> Pamphlet | <input type="checkbox"/> Unknown | |

Other (explain) _____

2. What is the date(s) of the document? _____

3. What is the document's title? _____

4. What are the name and title of the author or (creator(s) of the document?

5. Is the author speaking about his or her own social group? What makes you think this?

6. For what audience was the document written? _____

7. List three things the author said that you think are important, and explain why you think so.

a. _____

b. _____

c. _____

8. List two things the document tells you about life in America at the time the document was written.

a. _____

b. _____

9. Write a question you would like to ask the author.

Follow these seven steps to essay writing:

1. **Analyze the question** – make sure you understand the language used, the evidence needed, and the question that was asked
2. **Collect and sort information** – develop an outline of your essay, group information, and look for ways to organize the information
3. **Develop your main idea (thesis)** – the main idea (thesis) is very important to your essay; put it in the opening paragraph. Don't just provide information, also include your opinion
4. **Write the introduction** – this paragraph is important and should identify you topic, your opinion on the topic, and should grab the attention of the reader
5. **Write the body of the essay** – should contain the information that supports your opinion or thesis. Paragraphs should connect and have good transition
6. **Write the conclusion** – restate the main idea in the introduction. You should not introduce new information
7. **Review your essay** – check for agreement between the introduction and conclusion, transition between paragraphs, spelling and grammar

Primary Source Documents Exercise #2: Locked on Liberty

Use the Primary Document Analysis Form to examine primary source documents 4-6 and then write an essay that explores how John Locke's political theories are contained in the protests of Patrick Henry and in the Declaration of Independence.

CONTEXT

The American Revolution instituted the change from a system of government where the people were ruled by an absolute monarch to the power of government residing in "We the People" – citizens with the right to vote who rule through locally elected representatives. The liberties of the colonists were guaranteed through the English Constitution, as well as the charters of the Virginia Company.

In 1690, a European philosopher named John Locke wrote a book called *Two Treatises of Civil Government*. He believed that people are born free with natural rights to life, liberty, and property, and he argued that people create *government* to protect these natural rights. However, if the government ever took away or threatened those rights, Locke believed that the people had a right to change that government. The key philosophies in the Declaration of Independence are based upon the ideas of John Locke and other European philosophers. These political philosophies will later be written into the Declaration of Independence:

- People have rights that cannot be taken away – "life, liberty, and the pursuit of happiness"
- People establish government to protect those rights
- Government derives power from the people
- People have a right and a duty to change a government that violates their rights

Liberty Document #4

"[When a government tries] to take away, and destroy the property of the people, or to reduce them to slavery under arbitrary power, they put themselves into a state of war with the people, who are thereupon absolved from any farther obedience... By this breach of trust [the government forfeits] the power the people had put into their hands for quite contrary ends, and it devolves to the people, who have a right to resume their original liberty, and, by the establishment of a new legislative, (such as they shall think fit) provide for their own safety and security, which is the end for which they are in society."

- John Locke, Two Treatises of Government, 1690. Locke (1632-1704) was an important European philosopher whose ideas influenced the American Revolution.

Liberty Document # 5

"...A King, by annulling or disallowing Laws of this salutary nature, from being the father of his people, degenerates into a Tyrant, and forfeits all right to his subjects' obedience."

- *Patrick Henry, "Parson's Cause," quoted by Rev. James Maury in a letter*
In this famous case, Henry (1736-1799) first argued against the tyranny of the British ministry.

Liberty Document # 6

" 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 abolish it, and to institute new government . . ."

- *Declaration of Independence, authored mainly by Thomas Jefferson (1743-1826)*

Primary Document Analysis Form (2 pages)

For each document that your teacher assigns, answer the questions on this form. Answering these questions will help you understand what each author is saying.

Some helpful hints for reading primary sources:

- **Read each document several times; take your time finding out what the author is saying.**
- **If there are words you do not understand, use the context of the surrounding words to figure out what the author is saying. Use word reference materials such as a dictionary to help you define difficult words.**
- **You may try rewriting each statement in your own words to better understand what the author is saying.**

10. What type of document is it? (check one)

- | | | |
|---------------------------------------|----------------------------------|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Report | <input type="checkbox"/> Congressional Record |
| <input type="checkbox"/> Court Record | <input type="checkbox"/> Letter | <input type="checkbox"/> Speech |
| <input type="checkbox"/> Pamphlet | <input type="checkbox"/> Unknown | |

Other (explain) _____

11. What is the date(s) of the document? _____

12. What is the document's title? _____

13. What are the name and title of the author or (creator(s) of the document?

14. Is the author speaking about his or her own social group? What makes you think this?

15. For what audience was the document written? _____

16. List three things the author said that you think are important, and explain why you think so.

- a. _____

- b. _____

- c. _____

17. List two things the document tells you about life in America at the time the document was written.

- a. _____

- b. _____

18. Write a question you would like to ask the author.

Follow these seven steps to essay writing:

- 8. **Analyze the question** – make sure you understand the language used, the evidence needed, and the question that was asked
- 9. **Collect and sort information** – develop an outline of your essay, group information, and look for ways to organize the information
- 10. **Develop your main idea (thesis)** – the main idea (thesis) is very important to your essay; put it in the opening paragraph. Don't just provide information, also include your opinion
- 11. **Write the introduction** – this paragraph is important and should identify you topic, your opinion on the topic, and should grab the attention of the reader
- 12. **Write the body of the essay** – should contain the information that supports your opinion or thesis. Paragraphs should connect and have good transition
- 13. **Write the conclusion** – restate the main idea in the introduction. You should not introduce new information
- 14. **Review your essay** – check for agreement between the introduction and conclusion, transition between paragraphs, spelling and grammar

Primary Source Documents Exercise #3: We Must Fight for Liberty!

Use the Primary Document Analysis Form to examine primary source document 7 and then write an essay that outlines why Patrick Henry thinks that war with Great Britain is next.

CONTEXT

After the French and Indian War ended in 1763, the British Parliament began taxing the colonies to pay for the war and to pay to keep British troops in the colonies. The Stamp Act was one of the first and most hated taxes. Many colonists did not agree with this tax. They believed that the colonies' representative legislative assemblies were sovereign and equal to Parliament. They believed that only their assembly had the right to tax them because they were represented in the colonial assemblies. The colonists were not represented in Parliament! Many patriots like Patrick Henry had been protesting the tyranny of Great Britain.

At the Second Virginia Convention, Patrick Henry proposed a resolution to arm, train, and supply a militia for Virginia's defense. Some people did not agree with him. Henry argued that Great Britain's recent actions made it important to put the colony in a state of defense. The delegates debated and argued the idea, inspiring Patrick Henry to deliver a passionate, powerful, and memorable speech.

Liberty Document #7

"Give me Liberty or Give me Death!"

**Speech by Patrick Henry to the Second Virginia Convention on March 23, 1775
St. John's Church, Richmond**

"No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen if, entertaining as I do opinions of a character very opposite to theirs, I shall speak forth my sentiments freely and without reserve. This is no time for ceremony. The question before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at the truth, and fulfill the great responsibility which we owe to God and our country. Should I keep back my opinions at such a time, through fear of giving offense, I should consider myself as guilty of treason towards my country, and of an act of disloyalty toward the Majesty of Heaven, which I revere above all earthly kings.

Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those who, having eyes, see not, and, having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst, and to provide for it.

I have but one lamp by which my feet are guided, and that is the lamp of experience. I know of no way of judging the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years to justify those hopes with which gentlemen have been pleased to solace themselves and the House. Is it that insidious smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss.

Ask yourselves how this gracious reception of our petition comports with those warlike preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation; the last arguments to which kings resort. I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us: they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging.

And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not already been exhausted? Let us not, I beseech you, sir, deceive ourselves. Sir, we have done everything that could be done to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne!

In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free -- if we mean to preserve inviolate those inestimable privileges for which we have been so long contending -- if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained -- then we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of hosts is all that is left us!

They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be in the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs, hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot?

Sir, we are not weak if we make a proper use of those means which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave.

Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable -- and let it come! I repeat it, sir, let it come! It is in vain, sir, to extenuate the matter. Gentlemen may cry, "Peace, Peace" -- but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!"

Primary Document Analysis Form (2 pages)

For each document that your teacher assigns, answer the questions on this form. Answering these questions will help you understand what each author is saying.

Some helpful hints for reading primary sources:

- Read each document several times; take your time finding out what the author is saying.
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19. What type of document is it? (check one)

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Other (explain) _____

20. What is the date(s) of the document? _____

21. What is the document's title? _____

22. What are the name and title of the author or (creator(s) of the document?

23. Is the author speaking about his or her own social group? What makes you think this?

24. For what audience was the document written? _____

25. List three things the author said that you think are important, and explain why you think so.

- a. _____

- b. _____

- c. _____

26. List two things the document tells you about life in America at the time the document was written.

- a. _____

- b. _____

27. Write a question you would like to ask the author.

Follow these seven steps to essay writing:

- 15. **Analyze the question** – make sure you understand the language used, the evidence needed, and the question that was asked
- 16. **Collect and sort information** – develop an outline of your essay, group information, and look for ways to organize the information
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- 19. **Write the body of the essay** – should contain the information that supports your opinion or thesis. Paragraphs should connect and have good transition
- 20. **Write the conclusion** – restate the main idea in the introduction. You should not introduce new information
- 21. **Review your essay** – check for agreement between the introduction and conclusion, transition between paragraphs, spelling and grammar

Primary Source Documents Exercise #4: Longing for Liberty

Use the Primary Document Analysis Form to examine primary source document 8 and then write an essay that describes how you interpret Frederick Douglass's writing.

CONTEXT

A *metaphor* is a direct comparison between two or more objects. Metaphors do not usually use the words “like” or “as” in their comparison. Often, the objects being compared are not related. In the famous and vivid passage below from Frederick Douglass' autobiography, he draws a *metaphor*, or comparison, between ships leaving for unknown destinations and his own freedom:

Liberty Document #8

“Our house stood within a few rods of the Chesapeake Bay, [which] was ever white with sails from every corner of the habitable globe. Those beautiful vessels, robed in purest white, so delightful to the eye of freemen, were to me so many shrouded ghosts, to terrify and torment me with thoughts of my wretched condition... I would pour out my heart's complaint, in my rude way, with an apostrophe to the moving multitude of ships:

‘You are loosed from your moorings, and are free; I am fast in my chains, and am a slave! You move merrily before the gentle gale, and I sadly before the bloody whip! You are freedom's swing-winged angels, that fly around the world; I am confined in bands of iron! O, that I were free! O, that I were on one of your gallant decks, and under your protecting wing! Alas! Betwixt me and you, the turbid waters roll. Go on, go on. O that I could also go! Could I but swim! If I could fly! O, why was I born a man, of whom to make a brute! The glad ship is gone; she hides in the distance. I am left in the hottest hell of unending slavery. O, God, save me! God, deliver me! Let me be free! Is there any God? Why am I a slave? I will run away. I will not stand it. Get caught, or get clear, I'll try it. I had as well die of ague as the fever. I have only one life to lose. I had as well be killed running than die standing...’”

- Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave*, 1845

Primary Document Analysis Form (2 pages)

For each document that your teacher assigns, answer the questions on this form. Answering these questions will help you understand what each author is saying.

Some helpful hints for reading primary sources:

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- **If there are words you do not understand, use the context of the surrounding words to figure out what the author is saying. Use word reference materials such as a dictionary to help you define difficult words.**
- **You may try rewriting each statement in your own words to better understand what the author is saying.**

28. What type of document is it? (check one)

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Other (explain) _____

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31. What are the name and title of the author or (creator(s) of the document?

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33. For what audience was the document written? _____

34. List three things the author said that you think are important, and explain why you think so.

- a. _____

- b. _____

- c. _____

35. List two things the document tells you about life in America at the time the document was written.

- a. _____

- b. _____

36. Write a question you would like to ask the author.

Follow these seven steps to essay writing:

- 22. **Analyze the question** – make sure you understand the language used, the evidence needed, and the question that was asked
- 23. **Collect and sort information** – develop an outline of your essay, group information, and look for ways to organize the information
- 24. **Develop your main idea (thesis)** – the main idea (thesis) is very important to your essay; put it in the opening paragraph. Don't just provide information, also include your opinion
- 25. **Write the introduction** – this paragraph is important and should identify you topic, your opinion on the topic, and should grab the attention of the reader
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- 27. **Write the conclusion** – restate the main idea in the introduction. You should not introduce new information
- 28. **Review your essay** – check for agreement between the introduction and conclusion, transition between paragraphs, spelling and grammar

I am Liberty Poem

DIRECTIONS: Using first person voice, write a poem about liberty and its importance to you. Write from the perspective of liberty. Below are line-by-line directions for writing this poem:

- Line 1 – I am Liberty.
- Line 2 – Write three nouns that relate to liberty about which you have strong feelings. Begin each noun with a capital letter.
- Line 3 – Write a sentence using two adjectives that describe liberty.
- Line 4 – Choose a noun that describes what liberty means; write it on the line and follow it with “is important to me.”
- Line 5 – Same as above, but with another word that describes what liberty means.
- Line 6 – Same as above, but with another word that describes what liberty means.
- Line 7 – Write something positive about liberty or something related to liberty.
- Line 8 – Write about something negative that restricts liberty, but end the sentence by showing how something good can come out of something bad. Use “but” to link the bad and the good.
- Line 9 – Same as above but using another word.
- Line 10 – Write a short sentence about one of the liberties listed in the Bill of Rights.
- Line 11 – Same as above but using another liberty from the Bill of Rights.
- Line 12 – Give a piece of advice for your reader.
- Line 13 – End with “I am Liberty.”

I am Liberty.
Equality, Justice, Security
I endeavor to be wise and fair.
Respect is important to me.
Justice is important to me.
Life is important to me.
I belong to all people of all backgrounds.
Prejudice abounds, but I'll fight for what's right.
There is hate in the world, but there is also abundant love.
People have the right to speak their minds.
A home is a safe and sacred place.
Live free, and pursue what happiness you will.
I am Liberty.

Have the students use creative expression to communicate what liberty means to them. Here are some ideas:

- **essay**
- **photo collage**
- **short story**
- **painting**
- **poem**

Civics, Then & Now

Write the letter of the description on the right that best describes the key term on the left.

SOLs: CE.2a, CCE.2b, CE.3b, CE.3c, CE.5e, CE.6b, CE.7b, CE.7d, CE.9b

- | | |
|--|---|
| <u> N </u> House of Burgesses | A. Guarantees the freedom of religion, speech, press, assembly, and petition |
| <u> C </u> Limited Government | B. Seeking to influence legislators to introduce or vote for or against a bill |
| <u> F </u> Voting | C. Government is not all powerful and may do only those things the people have given it to do |
| <u> G </u> Democracy | D. Established the structure of the United States government |
| <u> A </u> First Amendment | E. Established the first form of national government for the independent states |
| <u> H </u> Civic Duties | F. Basic responsibility of citizenship; registration is required |
| <u> M </u> Fourteenth Amendment | G. In this system of government, the people rule |
| <u> K </u> 3 Branches of Government | H. Pay taxes, obey laws, serve in the armed forces (if called), serve on a jury (if summoned) |
| <u> B </u> Lobbying | I. The government and those who govern are bound by the law, as are those who are governed |
| <u> I </u> Rule of Law | J. Head of Virginia's Executive branch |
| <u> E </u> Articles of Confederation | K. Legislative, Executive, and Judicial |
| <u> J </u> Governor | L. People elect public officeholders to make laws and conduct government on their behalf |
| <u> L </u> Representative Government | M. Extends the due process protection to actions of the states |
| <u> D </u> U.S. Constitution | N. The first elected legislative body in America giving settlers the opportunity to control their own government, known today as the General Assembly |

Do you know your responsibilities as a citizen? CE.3c, CE.4a, b, c, d, e, f, g

All citizens are required to register and vote, communicate with government officials to influence government actions, participate in political campaigns, and much more. Effective participation in civic life can include formulating questions, expressing a position, and implementing a plan.

Be sure to participate within your school, local community, and ask your parents' permission to participate in online simulations. Our government always looks forward to working with trustworthy, responsible citizens like you!

Virginia General Assembly Pages

Duties:

- Collate bills for filing
- Deliver legislation and documents throughout the Capitol complex
- Perform errands for members and staff of the House of Delegates during each day's floor session and at committee meetings.
- Work day starts at 8:30 a.m. and ends at 5:00 p.m. with a lunch break mid-day
- Work week goes from Monday to Friday, only requiring weekend work on the last Saturday of the General Assembly session
- First two days of employment are used as training days

Qualifications:

- Must have an A/B grade average
- Must be older than 13 and younger than 14 at the time of appointment
- Can not have served previously

Applying:

- Permission for a student to serve must be obtained in writing from the school principle
- **Delegate Pages:** Please call (804) 698-1619 or e-mail your name and mailing address to: pageinfo@house.virginia.gov
- **Senate Pages:** Please call toll-free 1(888) 892-6948 or 1(804) 698-7410 or e-mail: information@sov.state.va.us to request an application

Other information:

- Assignments are available in specific House offices including the Speaker's Office, the Clerk's Office, the Enrolling Room, the Bill Room, the Fax Center and the Governor's Office.
- It is mandatory that all pages reside at the hotel. There are two chaperons on duty at the hotel from 5:00 p.m. until 8:30 a.m. each day, Sunday through Friday.
- Pages are responsible for arranging with their schools and teachers the preferred method of taking tests and exams.
- A monitored study hall is provided for pages staying at the hotel.

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