

Cori Trudeau
Montana City School
Biographies of a Nation
Instructional Plan
June 2011

5th Grade U.S. History
Liberty in Perspective
Week-long Instructional Plan

Essential Question: How did different people from different cultures and experiences view the Declaration of Independence and the Revolutionary War?

National History Standards:

1. Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity.

2. Time, Continuity, And Change

Social studies programs should include experiences that provide for the study of the past and its legacy.

3. People, Places, and Environments

Social studies programs should include experiences that provide for the study of people, places, and environments.

4. Individual Identity and Development

Social studies programs should include experiences that provide for the study of individual development and identity.

5. Individuals, Groups and Institutions

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

6. Power, Authority, and Governance

Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

10. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Objective: Students will view the Declaration of Independence and Revolutionary War in-depth from one historical figure's perspective and then discuss as a group, other historical perspectives.

Historical Background:

Prior to this lesson the students would already have a strong background in events that led to the Declaration of Independence. This includes the new tax laws such as the Stamp Act, the Sugar Act, the Quartering Act, the Townshend Revenue Act, the Tea Act, and the Intolerable Acts. They would also learn about The Boston Tea Party, The Boston Massacre, and some of the writings and reactions that led to the Declaration such as Thomas Paine's, "Common Sense," and other writings of the day.

Prior to presenting the Declaration of Independence, review all of these events, and through questions lead the students in understanding what led the second Continental Congress to declare independence. The colonists were being forced to pay new taxes all of the time, at the same time there are more laws being placed on them which made it more difficult to sell and trade their products abroad as well as choose the products that they wanted to buy. For example, Britain forced the colonies to only purchase tea from the East India Tea Company. All of these taxes and loss of "control," over their own decision making powers led to uprisings including the Boston Tea Party where a group of colonists dressed as Indians dumped the British tea into the harbor in protest. It also led to the Boston Massacre, where uneasy feelings between colonists and British soldiers led to a shooting of several men. This was portrayed throughout the colonies as a "massacre," it bolstered the colonists, angering and unifying them. The Congress tried for one last chance at coming to a peaceful agreement with Britain when they sent the Olive Branch Petition, but this did not have the effect they wanted, it only angered the King more. Finally, patriots were being killed and the patriot leaders accused of treason, the king hired foreign mercenaries to help gain control of the colonies, all of this seemed to push the Congress to their final decision, to declare the colonies' independence.

For one week prior to going over the Declaration, when students come into my room, as they enter I demand that they each give me five blank pieces of notebook paper, I allow them to keep one to use, however, I tell them that the other four are for my other class.

Day 1: "How have you been feeling about supplying paper for my other class all week?" After allowing for their response, state "That is how the colonists felt. They were very frustrated. They felt like you, why should we have to give paper to you

when we don't get anything from it? No one asked us if we wanted to give paper to you? The colonists were thinking, why do we have to pay these taxes? We have no say in it, why are there so many soldiers here that we have to pay for? Why are we being bullied? It is not fair." We will have a brief discussion about how they must have felt. From the British point of view, we will discuss how Britain put a lot of resources into securing the American colonies, they needed money, shouldn't the colonies in the New World help them to pay off their debts? From the colonies point of view why were they paying taxes to a parliament in which they were not represented? They were not being respected, or allowed to compete or prosper. Finally the stakes, students need to understand that what each of the men who signed the Declaration did was commit treason. In the 18th century this meant possibly torture and death if caught. It was a lot to risk. Even though the colonists won the war and earned independence, it was still at great cost to many of these men. (See resources for information about the signers of the Declaration after the war.) After the review, students are ready to look at the Declaration.

Day 2

Activity 1: Reading and analyzing the Declaration of Independence

This activity will involve putting the students into pairs, each pair will get a copy of the Declaration of Independence (Appendix A) which is broken into sections. The teacher will read the entire document through first. Then each pair of students will go through and write each section of the Declaration in their own words below the section. Students should be walked through this process. First have them "pair share, or take turns talking about the first section for about 2 minutes each. For pair shares students are not allowed to talk while their partner is sharing, then the second person gets two minutes to talk about the topic. Give the students another 5 to 10 minutes to discuss the passage, and write it in their own words.

Day 3

Each pair will finish his/her analysis. As a group, we will go through the document again, with the interpretation filled in, (Appendix B) allowing the students to "fix," and "add to," their original notes. Then each pair will receive a card stating the historical figure whose perspective they will represent. (Appendix C) Students will have the vital information about their figure and they will be required to search for additional information as outlined. (Appendix D). They will also be able to research their figure further on the internet. (Students will already have a background in internet research, including, searches, analyzing sources, and keeping track of sources of information. Figures used will be relatively well-known in order to make research easier. Differentiation: Intervention students should be assigned the most well-known and "obvious," figures, more advanced students can be given figures that are not identified individuals.

Day 4& 5

Complete research. Each pair needs to read the Declaration of Independence again from the perspective of their historical figure. They should add notes to the original

notes to enhance how their character would view the Declaration. Students need to be coached and encouraged to really view the document from their character's perspective. They will complete a worksheet, which walks them through this process (Appendix E): Would the revolution help your figure or hurt them? How and why? Would they be in the side of the American Revolutionaries, Britain? Or would they be more neutral? Create a conversation that might take place in their home between your person and his or her family and friends. Students can follow the worksheet provided in order to make sure they have thought through all of the questions. Once complete, students will take their cards and stand up. As a class we will line up in order of "most supportive" of the Declaration and Revolution on one end of the room, and "least supportive" on the other end. Students will need to talk with each other and find out who they are and what they believe in order to decide where they belong on the spectrum. We will then go through each person find out who they are and why they placed themselves where they did.

Day 6 Closing and Assessment

Each pair of students will need to create a "slogan," or "bumper sticker," which states their figure's position on the Revolutionary War. (Appendix F) They will need to neatly design their bumper sticker on paper and illustrate it. We will present our bumper stickers and then place them on a bulletin board with appropriate headings of which people may have had this perspective. The completed bumper stickers as well as the final Declaration of Independence in their character's words can be used to assess students. As a completion activity, have the students present their bumper stickers and discuss why it is important to examine historical events such as the Revolutionary War from different points of view.

Materials:

- Copies of the Declaration of Independence, broken into specific parts. 1 per pair of students
- PowerPoint of Declaration of Independence analyzed.
- Cards with specific historical figures and commoners from different background and walks of life. One person per pair of students.
- Computers for research.
- Background information on each of the people identified.
- Long white or tan cardstock 5" by 1.5 feet.
- Colored pencils or markers

IN CONGRESS, JULY 4, 1776
**The unanimous Declaration of the thirteen united States of
America**

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 shewn 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.

“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.”

“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 invasion from without, and convulsions within.”

“He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations 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 times of peace, Standing Armies without the Consent of our legislatures.”

“He has affected to render the Military independent of and superior to the Civil Powers.”

“He has combined with others to subject us to a jurisdiction foreign to our constitution, 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 benefit of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences:”

“For abolishing the free System of English Laws in a neighbouring 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.”

“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, burnt our towns, and destroyed the lives of our people.”

“He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation, and tyranny, already begun with circumstances of Cruelty & 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 Hand.”

“He has excited domestic insurrections amongst us, and has endeavoured 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 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.”

— John Hancock

New Hampshire: Josiah Bartlett, William Whipple, Matthew Thornton

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

Rhode Island: Stephen 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

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

Delaware: Caesar Rodney, George Read, Thomas McKean

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

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

IN CONGRESS, JULY 4, 1776
**The unanimous Declaration of the thirteen united States of
America**

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.

Whenever a group of people needs to separate from their government and act on their God given independence and equality, it's always important to spell out the reasons why.

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.

We believe these truths are pretty obvious, that God created every person to be equal, and gave each person the same unchanging rights including life, freedom, and the ability to create or chase his or her own happiness. The reason we need governments is to protect these rights, not abuse them. Governments have power and authority, only because they are given by the people who are being governed. If the government fails to protect these god-given rights, it is the right of the people to change the government, or relieve it of power altogether. The people should be able to set up a new government based on rules and principles that will protect 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 shewn 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.

It is not a good idea to change a long established government for trivial or short-lived reasons. Past experience has shown that people are more likely to put up with “bad behavior,” then to fix the problem because they are used to things the way they are, however when there have been multiple violations, it is possible for private citizens to change things

“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.”

But when a government becomes tyrannical and abusive with consistent, repeated violations of the people’s rights, with the intent to make them slaves of the state, then the people have the right—in fact, the *duty* to revolt against the government, and put new rules in place to protect their future rights.

“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.

The king has a history of not being fair and has established a tyranny over the state. To prove this, we will state the facts.

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

He won't agree with laws that are good for everyone.

“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 won't allow his Governors to pass important laws without his approval, which he doesn't give.

“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 won't pass some laws unless people give up their right to representation in the government.

“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 calls legislative sessions in places that are difficult to get to, and uncomfortable to stay at, in order to force the legislature to agree with him.

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

He gets rid of representatives that do not agree with how he is governing.

“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 invasion from without, and convulsions within.”

He does not allow others to be elected in these representatives' places thus making the states more likely to be invaded, as well as have problems within and between the states.

“He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.”

He will not allow new people to move to the States and become citizens, encouraging them to go elsewhere, and making it difficult to get land in the states.

“He has obstructed the Administration of Justice by refusing his Assent to Laws for establishing Judiciary Powers.”

He obstructs or stops the administration of justice by not passing laws to establish 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.”

All of the judges work directly for him and he pays 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 created new offices in the states, and has sent many military officers and expects people in the states to house and feed them.

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

He has sent lots of British soldiers to America, during a time of peace, without our consent.

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

He has given the British military more power than that of leaders in the states.

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

He gives power to some that do not follow the beliefs and laws as acknowledged by the states.

“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:”

Many armed British troops have been sent to the States, and should they commit murder on the citizens of the State, they are given a fake or pretend trial as a punishment, thus they are protected.

“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 benefit of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences:”

For not allowing us to trade with all parts of the world, taxing us without our permission, not allowing our citizens to have a fair trial, for taking us overseas to be tried for offences that never happened,

“For abolishing the free System of English Laws in a neighbouring 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 a free system of government in a neighboring province and establishing an absolute British rule or tyranny in order to act as an example for the future of these Colonies.

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

For taking back our contracts with you and changing our laws and forms of government,

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

For taking away our legislatures and giving all of the power to his own to legislate us under all circumstances.

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

He has abolished Government here because he will no longer protect us and is waging war against us.

“He has plundered our seas, ravaged our coasts, burnt our towns, and destroyed the lives of our people.”

He has stolen from our boats and coastlines, burnt our towns, and destroyed the lives of many people.

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

He is sending large numbers of paid armies from other countries to hurt the states more and his cruelty is uncivilized and not worthy of the Head or 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 Hand.”

He has forced fellow American citizens whom he has captured at sea to go against the states and execute friends and fellow citizens or fall themselves.

“He has excited domestic insurrections amongst us, and has endeavoured 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.”

He has instigated problems among the states as well as between the states and the Indians, whom we consider savages.

“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.”

We have tried to ask for fairness and to have wrongs righted in a humble way, however our repeated requests have only brought more injury. The King acts as a tyrant or dictator, not as a 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 have warned the British people not to try and control us and reminded them of the conditions of our immigration here. Like the King, they have ignored our request for justice and fair treatment. Thus we hold them as we do all of mankind, as enemies in war and 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 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.”

We the representatives of the United States of America, by authority of the citizens of these colonies, declare that these united colonies are and ought to be free and independent states, and have no allegiance to the British Crown and all political connections between the states and Great Britain ought to be dissolved. These are free and independent states and have full power to wage war, conclude peace, contract alliances with others, establish commerce, and participate in all things which independent states might do. In support of this declaration, relying on protection of the divine, we mutually pledge to each other our lives, our fortunes, and our sacred honor

— John Hancock

New Hampshire: Josiah Bartlett, William Whipple, Matthew Thornton

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

Rhode Island: Stephen 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

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

Delaware: Caesar Rodney, George Read, Thomas McKean

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

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

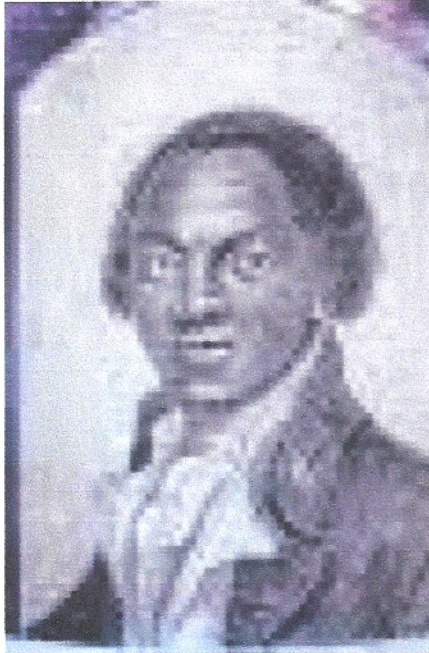
Appendix C



Eliza Lucas Pinckney
South Carolina Plantation owner
About 1722-1793

Born in Antigua West Indies

- Ran her family's plantation.
- Cultivated the first successful indigo crop in the United States.
- Her introduction of indigo helped South Carolina's economy thrive.



Olaudah Equiano
Freed Slave and Writer
About 1750—1797

Born in Benin, West Africa

- Enslaved as a child, but was later freed.
- Wrote a book about his life.
- Became an abolitionist in Britain, speaking about the evils of slavery.

Venture Smith
Once enslaved, writer
About 1729-1805

Born in West Africa

- Brought to America as a child.
- A slave in the northern 13 colonies.
- Earned money by working extra jobs.
- Purchased his own freedom.
- Wrote his life's story.

Tecumseh
Shawnee Leader
1768—1813

Shawnee Leader

Born in present-day Clark County Ohio

- Persuasive speaker and leader.
- Unified many Native Americans to resist American settlement.
- Joined forces with British during the War of 1812.



Joseph Brant or Thayendanegea
Mohawk war chief, interpreter, statesman, and
British military leader
1743—1807

Born in present-day Ohio

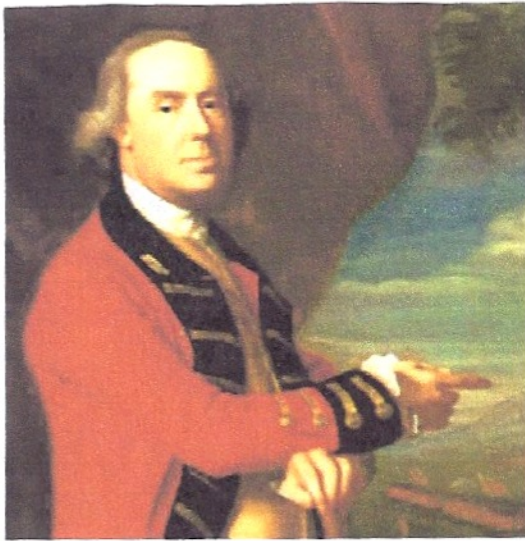
- Well-known Native American of his day.
- Met with leaders on both the loyalist and patriot side.
- Influential



Mary Ludwig Hays
Revolutionary War Caregiver and Heroine
1754—1852

Born in New Jersey

- Helped care for the soldiers.
- Brought them water, nicknaming her “Molly Pitcher.”
- Shot a cannon during the war in place of her sick husband.



Thomas Gage
British General
1721—1787
Born in Britain

- Fought for Britain in many battles in Britain and Canada.
- 1771 he was appointed governor of Massachusetts, during the Boston tea party.
- Led in the battle of Bunker Hill
- Returned to England.



Phillis Wheatley

Slave and Writer

About 1753—1784

Born in Senegal, West Africa

- Gained fame as a poet in her teens.
- Wrote poems supporting the American Revolution and opposing slavery.
- First African American to have a book of poetry published.



Mercy Otis Warren

Writer

1728 - 1814

Born in Massachusetts

- Patriot writer, she wrote plays, poems and lots of other writings that supported independence.
- Learned to express her feelings and ideas through reading, writing, and discussing politics.



Deborah Sampson
Soldier and Teacher
1769 -1827

Born in Plympton, Massachusetts

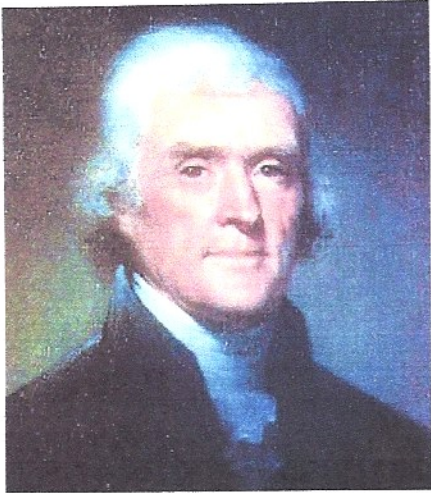
- Disguised as a man, she joined the Continental army during the American Revolution.
- She fought in several battles and was injured.
- She was named "Official Heroine" of Massachusetts in 1983.



Crispus Attucks
Former Slave, Sailor
1723—1770

Of Wampanoag and African descent

- Escaped slavery when he was 27.
- Led a group of sailors to the scene of a protest in Boston on March 5, 1770.
- Killed during the Boston Massacre by British soldiers.



Thomas Jefferson
Writer, leader, patriot
1743-1826

Born in Shadwell, Virginia

- Wrote the Declaration of Independence
- Served in the Virginia House of Burgesses before joining the Continental Congress in 1775
- President of the United States
- Founder of the University of Virginia



Merchant

Boston, Massachusetts

Caters to elitists or the upper class, British citizens living in the colonies.



Inn Owner

Boston, Massachusetts

Caters to visiting nobility and elitists from Britain, does quarter British troops.



3rd Generation American Farmer

Georgia

Large family, hunters and farmers, want to move west for better hunting, poor.



George Robert Twelves Hewes
Shoemaker, Patriot Soldier
1742—1840

Born in Boston, Massachusetts

- Poor shoemaker
- Involved in the Boston Massacre and Boston Teaparty
- Fought in the Revolutionary War

Apprentice Shoemaker

Newly immigrated from Britain, still has family there.



Blacksmith

Philadelphia, Pennsylvania

Born in Pennsylvania, apprenticed as a blacksmith there before opening his own shop.

Appendix D

Biography In-Depth

Please find as much of the following information about your assigned individual as possible. (If you are not assigned a specific person, find out information about colonial citizens who were similar.

Job: _____

Money earned per year (approximate), or class: _____

Brief description of daily life: _____

Connections, if any to Britain: _____

Other (anything else you discovered that maybe useful: _____

Appendix E
The Declaration and Revolution From

_____ **'s Perspective**

Fill in your figure's name.

Would the revolution help your figure or hurt them?

How and why?

Would they be in the side of the American Revolutionaries or Britain or would they be neutral? Why?

Create a conversation that might take place in their home between your person and his or her family and/ or friends.

Appendix F

Revolutionary Slogans

Guidelines:

1. No more than two sentences.
2. Expresses main idea clearly and concisely.
3. Colored illustrations
4. Creativity counts!

	Main Idea	Illustrated	Creative
5	Clear, concise, reflects view of historical figure accurately.	Includes well drawn illustrations which enhance message.	Unique ideas, Interesting and different.
3	Fairly clear, reflects figure's view	Illustrations ok, Somewhat messy	Fairly unique.
1	Too long or not accurate	Illustrations messy or don't enhance message.	Not unique or Poorly presented ideas.

Resources:

The Montana Council for History and Civics Education

<http://mchce.net/docs/resources.html>

Africa Within, Crispus Attucks

http://www.africawithin.com/bios/crispus_attucks.htm

Britannica

<http://www.britannica.com>

Colonial Williamsburg

<http://www.history.org/>

Distinguished Women

<http://www.distinguishedwomen.com/biographies/pinckney.html>

Early America

<http://www.earlyamerica.com>

Edsitement

<http://edsitement.neh.gov/lesson-plan/native-americans-role-american-revolution-choosing-sides>

History Matters

<http://historymatters.gmu.edu/d/6536/>

NNBD

<http://www.nndb.com>

United States Social Studies

Foresman, S. (2008). *Social Studies, The United States*. Boston: Pearson Education, Inc.

Thomas Jefferson

<http://www.monticello.org/site/jefferson/brief-biography-thomas-jefferson>

Wikipedia

<http://wikipedia.org>

Have you ever wondered what happened to the 56 men

who signed the Declaration of Independence ?

Five signers were captured by the British as traitors,
and tortured before they died.

Twelve had their homes ransacked and burned.
Two lost their sons serving in the Revolutionary Army;
another had two sons captured.

Nine of the 56 fought and died from wounds or
hardships of the Revolutionary War.
They signed and they pledged their lives, their fortunes,
and their sacred honor.

What kind of men were they?

Twenty-four were lawyers and jurists.

Eleven were merchants,
nine were farmers and large plantation owners;
men of means, well educated,
but they signed the Declaration of Independence
knowing full well that the penalty would be death if
they were captured.

Carter Braxton of Virginia, a wealthy planter and
trader, saw his ships swept from the seas by the
British Navy. He sold his home and properties to
pay his debts, and died in rags.

Thomas McKeam was so hounded by the British

Declaration
Signers

that he was forced to move his family almost constantly.

He served in the Congress without pay, and his family was kept in hiding. His possessions were taken from him, and poverty was his reward.

Vandals or soldiers looted the properties of Dillery, Hall, Clymer,

Walton, Gwinnett, Heyward, Rutledge, and Middleton.

At the battle of Yorktown , Thomas Nelson, Jr., noted that the British General Cornwallis had taken over the Nelson

home for his headquarters. He quietly urged General George Washington to open fire. The home was destroyed, and Nelson died bankrupt.

Francis Lewis had his home and properties destroyed.

The enemy jailed his wife, and she died within a few months.

John Hart was driven from his wife's bedside as she was dying.

Their 13 children fled for their lives. His fields and his gristmill

were laid to waste. For more than a year he lived in forests

and caves, returning home to find his wife dead and his

children vanished.

So, take a few minutes while enjoying your 4th of July holiday and silently thank these patriots. It's not much to ask for the price they paid.

Remember: freedom is never free!

I hope you will show your support by sending this to as many

people as you can, please. It's time we get the word out that patriotism
is NOT a sin, and the **Fourth of July** has more to it than beer,
picnics, and baseball games.

No virus found in this incoming message.

Checked by AVG - www.avg.com

Version: 8.5.339 / Virus Database: 270.12.89/2197 - Release Date: 06/23/09 05:54:00

Hotmail® has ever-growing storage! Don't worry about storage limits. [Check it out.](#)

Windows Live™ SkyDrive™: Get 25 GB of free online storage. [Get it on your BlackBerry or iPhone.](#)



[Back To Index](#)

- [Signers](#)
- [Related Information](#)
- [Jefferson's Account](#)
- [Declaration House](#)
- [Links](#)
- [Declaration Timeline](#)
- [Rev. War Timeline](#)
- [More](#)
- [Resources](#)
- [Guestbook](#)

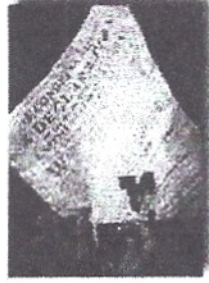
Search



[Cite This Page](#)

The Declaration of Independence

The Want, Will, and Hopes of the People



[BUY A DECLARATION POSTER](#)

[Declaration text](#) | [Rough Draft](#) | [Congress's Draft](#) | [Compare](#) | [Dunlap Broadside](#) | [Image](#) | [Scan](#)

[Medium](#) | [Larger](#) | [Largest](#)

IN CONGRESS, JULY 4, 1776

The unanimous Declaration of the thirteen united States of America



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 shewn 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

MIDDLE AND HIGH SCHOOL
HOMESCHOOLERS

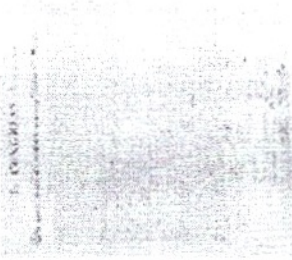
Declaration of
Independence
Lesson

From [ushistory.org](#) and
[Edu-Blocks.com](#)

[Click to Learn More](#)

Support [ushistory.org](#)

Buy a Declaration



[Click here!](#)

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 invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations 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 times 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 constitution, 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 benefit of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences:

For abolishing the free System of English Laws in a neighbouring 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.

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, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation, and tyranny, already begun with circumstances of Cruelty & 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 endeavoured 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 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.

— John Hancock

New Hampshire:

Josiah Bartlett, William Whipple, Matthew Thornton

Massachusetts:

John Hancock, Samuel Adams, John Adams, Robert Treat Paine, Elbridge Gerry

Rhode Island:

Stephen 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

Pennsylvania:

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

Delaware:

Caesar Rodney, George Read, Thomas McKean

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

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

[Declaration text](#) | [Rough Draft](#) | [Congress's Draft](#) | [Compare](#) | [Dunlap Broadside](#) | [Image](#) | [Scan](#)

Content for some of these pages provided by [Thomas Kindig](#).

[Start page](#) | [The Document](#) | [Signers](#) | [Related Information](#) | [Jefferson's Account](#) | [Declaration House](#) | [Links](#) | [Declaration Timeline](#) | [Rev. War Timeline](#) | [More Resources](#) | [Guestbook](#)

Search [ushistory.org](#):

[Show full list of \[ushistory.org\]\(#\) sites](#)



Interested in using a picture? A site description? [Click here!](#)

Copyright ©1999-2011 by the [Independence Hall Association](#), a nonprofit organization in Philadelphia, Pennsylvania, founded in 1942. Publishing electronically as [ushistory.org](#). On the internet since July 4, 1995.



[Back To Index](#)

- [Document](#)
- [Signers](#)
- [Related Information](#)
- [Jefferson's Account](#)
- [Declaration House](#)
- [Links](#)
- [Declaration Timeline](#)

- [More Resources](#)
- [Guestbook](#)

Search

[Cite This Page](#)

We hold these Truths...



The Declaration of Independence

When in the course of human events...

Timeline of the Revolutionary War

- 1754-1763 [The French and Indian War](#)
- 1754 June 19-July 11 [The Albany Congress](#)
- 1763 Oct. 7 [Proclamation of 1763](#)
- 1764 April 5 [The Sugar Act](#)
- 1765 September 1 [The Currency Act](#)
- 1765 March 22 [The Stamp Act](#)
- 1765 March 24 [The Quartering Act of 1765](#)
- 1765 May 29 [Patrick Henry's "If this be treason, make the most of it!" speech](#)
- 1765 May 30 [The Virginia Stamp Act Resolutions](#)
- 1765 Oct. 7-25 [The Stamp Act Congress](#)
- 1766 March 18 [The Declaratory Act](#)
- 1767 June 29 [The Townshend Revenue Act](#)
- 1768 August 1 [Boston Non-Importation Agreement](#)
- 1770 March 5 [The Boston Massacre](#)
- 1772 June 9 [The Gaspee Affair](#)

MIDDLE AND HIGH SCHOOL HOMESCHOOLERS

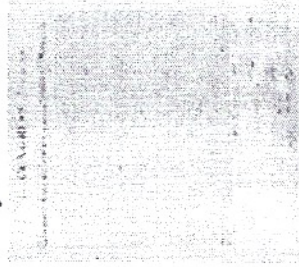
Declaration of Independence Lesson

From ushistory.org and Edu-Blocks.com

[Click to Learn More](#)

Support.ushistory.org

[Buy a Declaration](#)



[Click here!](#)

1773

- May 10 The Tea Act
- Dec. 16 The Boston Tea Party

1774

- March 31 Boston Port Act, one of the "Intolerable Acts"
- May 20 Administration of Justice Act, one of the "Intolerable Acts"
- May 20 Massachusetts Government Act, one of the "Intolerable Acts"
- June 2 Quartering Act of 1774, one of the "Intolerable Acts"
- June 22 Quebec Act, one of the "Intolerable Acts"
- Sept. 5-Oct. 26 The First Continental Congress meets in Philadelphia and issues Declaration and Resolves
- Oct. 10 Battle of Point Pleasant, Virginia (disputed as to whether it was a battle of the American Revolution or the culmination of Lord Dunmore's War)
- Oct. 20 The Association (prohibition of trade with Great Britain)
- Oct. 24 Galloway's Plan rejected

1775

- March 23 Patrick Henry's "Give me liberty or give me death" speech
- Apr. 18 The Rides of Paul Revere and William Dawes
- Apr. 19 Minutemen and redcoats clash at Lexington and Concord "The shot heard 'round the world."
- May 10 Ethan Allen and the Green Mountain Boys seize Fort Ticonderoga
- May 10 The Second Continental Congress meets in Philadelphia
- June 15 George Washington named Commander in Chief
- June 17 Battle of Bunker Hill: The British drive the Americans from Breed's Hill
- July 3 Washington assumes command of the Continental Army
- Nov. 10-21 Ninety Six, SC, Patriots sieged
- Nov. 13 The patriots under Montgomery occupy Montreal in Canada
- Dec. 11 Virginia and NC patriots rout Loyalist troops and burn Norfolk
- Dec. 22 Col. Thomson with 1,500 rangers and militia capture Loyalists at Great Canebrake, SC
- Dec. 23-30 Snow Campaign, in SC, so-called because patriots are impeded by 15" of snow
- Dec. 30-31 American forces under Benedict Arnold fail to seize Quebec

1776

- Jan. 1 Daniel Morgan taken prisoner in attempt to take Quebec City

- Jan. 15 Paine's "Common Sense", published
- Feb. 27 The patriots drive the Loyalists from Moore's Creek Bridge, North Carolina
- March 3 The Continental fleet captures New Providence Island in the Bahamas
- March 17 The British evacuate Boston; British Navy moves to Halifax, Canada
- June 8 Patriots fail to take Three Rivers, Quebec
- June 12 The Virginia Declaration of Rights
- June 28 Sullivan's Island, SC, failed British naval attack
- June 29 The First Virginia Constitution
- June 28 Patriots decisively defeat the British Navy at Fort Moultrie, South Carolina
- July 1 At the instigation of British agents, the Cherokee attack along the entire southern frontier
- July 1-4 Congress debates and revises the Declaration of Independence. See Chronology of the Declaration
- July 4 Congress adopts the Declaration of Independence; it's sent to the printer
- July 8 The Declaration of Independence is read publicly
- July 15 Lyndley's Fort, SC, Patriots fend off attack by Indians and Tories dressed as Indians
- Aug. 1 Ambushed by Cherokees, Patriots are saved by a mounted charge at Seneca, SC
- Aug. 2 Delegates begin to sign The Declaration of Independence
- Aug. 10 Tugaloo River, SC, Andrew Pickens defeats Cherokees
- Aug. 12? Andrew Pickens' detachment surrounded by 185 Cherokee Indians, forms a ring and fires outward. It is known as the "Ring Fight."
- Aug. 12 Col. Williamson and Andrew Pickens defeat Cherokee Indians and burn Tamassy, an Indian town
- Aug. 27 Redcoats defeat the George Washington's army in the Battle of Long Island. Washington's army escapes at night.
- Sept. 15 The British occupy New York City
- Sept. 16 Generals George Washington, Nathanael Greene, and Israel Putnam triumphantly hold their ground at the Battle of Harlem Heights
- Sept. 19 Col. Williamson's patriots attacked by Cherokees at Coweecho River, NC
- Oct. 11 Benedict Arnold defeated at the Battle of Valcour Island (Lake Champlain), but delayed British advance
- Oct. 28 The Americans retreat from White Plains, New York. British casualties (~300) higher than American (~200).
- Nov. 16 The Hessians capture Fort Washington, NY

- Nov. 20 Lord Cornwallis captures Fort Lee from Nathanael Greene
- Dec. 26 Washington crosses the Delaware and captures Trenton from Hessians
- 1777
- Jan. 3 Washington victorious at Princeton
- Jan. 6-May 28 Washington winters in Morristown, NJ
- Apr. 27 Benedict Arnold's troops force a British retreat at Ridgefield, Connecticut.
- May 20 Treaty of DeWitt's Corner, SC: Cherokees lose most of their land east of the mountains
- June 14 Flag Resolution
- July 5 St. Clair surrenders Fort Ticonderoga to the British
- July 27 Lafayette arrives in Philadelphia
- Aug. 6 The Redcoats, with Iroquois support, force the patriots back at Oriskany, NY, but then have to evacuate
- Aug. 16 American Militia under General Stark victorious at the Battle of Bennington, VT (actually fought in Walloomsac, New York, several miles to the west)
- Aug. 23 British withdraw from Fort Stanwix, NY, upon hearing of Benedict Arnold's approach
- Aug. 25 British General Howe lands at Head of Elk, Maryland
- Sept. 11 The British win the Battle of Brandywine, Pennsylvania
- Sept. 16 Rain-out at the Battle of the Clouds, Pennsylvania
- Sept. 19 Burgoyne checked by Americans under Gates at Freeman's Farm, NY. This is part of the "Battles of Saratoga."
- Sept. 21 Paoli Massacre, PA
- Sept. 26 British under Howe occupy Philadelphia
- Oct. 4 Americans driven off at the Battle of Germantown
- Oct. 7 Burgoyne loses second battle of Freeman's Farm, NY (at Bemis Heights). This is part of the "Battles of Saratoga."
- Oct. 17 Burgoyne surrenders to American General Gates at Saratoga, NY
- Oct. 22 Hessian attack on Fort Mercer, NJ repulsed
- Nov. 16 British capture Fort Mifflin, Pennsylvania
- Dec. 5-7 Americans repulse British at Whitemarsh, Pennsylvania
- Dec. 19 Washington's army retires to winter quarters at Valley Forge
- 1778
- Feb. 6 The United States and France sign the French Alliance
- March 7 British General William Howe replaced by Henry Clinton

May 20 Battle of Barren Hill, Pennsylvania. Lafayette with 500 men and about 50 Oneida Indians successfully evade British onslaught

June 18 British abandon Philadelphia and return to New York

June 19 Washington's army leaves Valley Forge

June 28 The Battle of Monmouth Court House ends in a draw

July 4 George Rogers Clark captures Kaskaskia, a French village south of St. Louis

Aug. 8 French and American forces besiege Newport, RI

Dec. 29 The redcoats occupy Savannah

1779

Feb. 3 Maj. Gen. Moultrie defeats British detachment at Port Royal Island, SC

Feb. 14 Patriots Andrew Pickens and Elijah Clarke beat Loyalists at Kettle Creek, GA

Feb. 23-24 American George Rogers Clark captures Vincennes (in what is now Indiana) on the Wabash in the Western campaign

March 3 British Lt. Col. Jacques Marcus Prevost defeats Americans under Gen. John Ashe at Briet Creek, GA

May 11-13 Maj. General Augustin Prévost (brother of Jacques, see above) breaks his siege when American forces under Maj. Gen. Lincoln approaches

June 20 Stono River, SC, Maj. Gen. Lincoln inflicts extensive British casualties in indecisive battle

June 21 Spain declares war on Great Britain

July 8 Fairfield, CT, burned by British

July 11 Norwalk, CT, burned by British

July 15-16 American "Mad" Anthony Wayne captures Stony Point, NY

Aug. 19 "Light Horse" Harry Lee attacks Paulus Hook, NJ

Aug. 29 Newtown, NY, after two massacres, American forces burn Indian villages

Sept. 23 John Paul Jones, aboard the *Bonhomme Richard*, captures British man-of-war *Serapis* near English coast

Sept. 28 The Tappan Massacre ("No Flint" Grey kills 30 Americans by bayonet)

Oct. 9 American attempt to recapture Savannah, GA fails

Nov.-June 23, 1780 Washington's 2nd winter at Morristown, NJ (the harshest winter of the 18th century)

1780

May 12 British capture Charleston, SC

May 29 British crush Americans at Waxhaw Creek, SC

June 20 Patriots rout Tories at Ramseur's Mill, NC

- July 11 French troops arrive at Newport, RI, to aid the American cause
- Aug. 6 Patriots defeat Tories at Hanging Rock, SC
- Aug. 16 British rout Americans at Camden, SC
- Sept. 25 Benedict Arnold's plans to cede West Point to the British discovered
- Oct. 7 King's Mountain, SC: battle lasts 65 minutes. American troops led by Isaac Shelby and John Sevier defeat Maj. Patrick Ferguson and one-third of General Cornwallis's army
- Oct. 14 Washington names Nathanael Greene commander of the Southern Army

- Jan. 1 Mutiny of unpaid Pennsylvania soldiers
- Jan. 17 Patriot Morgan overwhelmingly defeats British Col. Tarleton at Cowpens, SC
- Feb. 1 The Battle of Cowan's Ford, Huntersville, NC
- March 2 Articles of Confederation adopted
- March 15 British win costly victory at Guilford Courthouse, NC
- April 25 Greene defeated at Hobkirik's Hill, SC
- May 15 British Major Andrew Maxwell cedes Fort Granby, SC to patriot Lieutenant Colonel Henry Lee
- June 6 Americans recapture Augusta, GA
- June 18 British hold off Americans at Ninety Six, SC
- July 6 "Mad" Anthony Wayne repulsed at Green Springs Farm, VA
- Sept. 8 Greene defeated at Eutaw Springs, SC
- Sept. 15 French fleet drives British naval force from Chesapeake Bay
- Oct. 19 Cornwallis surrounded on land and sea by Americans and French and surrenders at Yorktown, VA

1782

- March 20 Lord North resigns as British prime minister
- July 11 British evacuate Savannah, GA
- Nov. 30 British and Americans sign preliminary Articles of Peace
- Dec. 14 British leave Charleston, SC

- April 19 Congress ratifies preliminary peace treaty
- Sept. 3 The United States and Great Britain sign the Treaty of Paris
- Nov. 25 British troops leave New York City
- Dec. 23 Washington resigns as Commander

1783

1787

Sept. 17 [U.S. Constitution signed](#)

1788

June 21 U.S. Constitution adopted, when New Hampshire ratifies it

Content for these pages provided by [Thomas Kindig](#).

[Start page](#) | [The Document](#) | [Signers](#) | [Related Information](#) | [Jefferson's Account](#) | [Declaration House Links](#) | [Declaration Timeline](#) | [Rev. War Timeline](#) | [More Resources](#) | [Guestbook](#)

Search [ushistory.org](#):

[Show full list of ushistory.org sites](#)



Interested in using a picture? A site description? [Click here!](#)

Copyright ©1999-2011 by the Independence Hall Association, a nonprofit organization in Philadelphia, Pennsylvania, founded in 1942. Publishing electronically as ushistory.org. On the Internet since July 4, 1995.



IN CONGRESS, JULY 4, 1776

The unanimous Declaration of the thirteen united States of America

A [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.

B [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 shewn 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.

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

v [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.

D [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.

I [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.

J [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, burnt our towns, and destroyed the lives of our people.

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

K [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 endeavoured 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.

L [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.

M [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 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

Georgia:

Button Gwinnett, Lyman Hall, George Walton

By: [redacted] - names by: [redacted]

We hold these truths to be obvious, that they are given to them by their creator with certain ^{or ten} unchangable rights, and among these are life, freedom (liberty), and the pursuit of happiness - that to secure these rights, governments are put forth among men, to obtain from a source their just powers from the approval of the governed - That whenever any type of government becomes destructive of these ends, it is the Right of the people to change or to put an end to it, and to put forth new government, laying its foundation on such basic truths and organizing its powers in such form as to them will seem most likely to effect their safety and happiness. The ability to govern, indeed, will order with authority that Governments long established should not be changed for light and temporary causes. People will not change the government and will suffer through it instead of change. When treated wrongly continuously we will get rid of the government, and to secure our future safety - Which has been our patient suffering; And now the need which stops you from changing your government. The history of King George III is full of bad, bad things. All having direct contact with destruction of these states. To prove this, let facts be submitted

Sean

Jaden

Brynn

2. E

I For taking away our special rights and privileges, destroying and taking away our most valuable laws, and changing our basis for our government... etc.

(A) For taking away our law makers, and making Britains our law makers, under all circumstances and in all cases.

1. E
H For taking away our trade rights, with all countrys except Britian.

For forcing taxes on us without letting us make decisions. A

For not letting us have a jury to say what is right and wrong. G

For taking innocent people to courts, all the way to Britian.

by [REDACTED] [REDACTED] [REDACTED]

first two
sentences

That every person needs to be treated equal.
We need a form of government to make these
rights safe, like a democracy.

When one government get destructive they
will pay! ~~It~~ Don't follow these rights you
will suffer cruelness. Getting bored of getting
bost around and to be sepperated from
England. To be followed, ~~England~~ is
is a ~~B~~ mistake and controll the
states. To prove what this paragraph
means, let facts be submitted into the
world.

3/18/11

~~_____~~
~~_____~~
~~_____~~
C. He has not respected the laws that are most important to the public. He has not passed important laws, he has shut down their operation until he gives his approval and he has not been taking responsibility to his duties. He has not passed laws that will bring agreement to a large group of people unless those people would give possession the right of being represented ~~and being~~ ~~the people who make laws which~~ is a right that cannot be estimated.

A. Through the human life, it becomes important for people to leave another country which we are entitled through the nature of God and the respect of mankind which gives us the urge for separation.

L We are now telling you that we've done many things for you but you only abuse your power in the end. You have not listened to our voices demanding justice. So now we have to separate from your command. We are enemies in war, but in peace, friends.

M. We are declaring independence and we can do anything we want.

~~_____~~
~~_____~~
He has surrendered the rights in government here, by calling us out of their protection and making war against us.

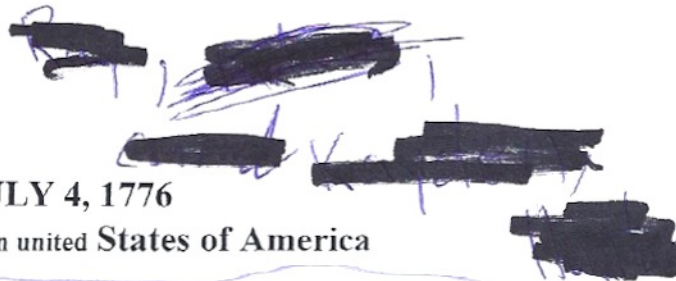
~~_____~~ He has made our lives terrible and killed our people,

~~_____~~ He is right now trying to kill us in war and death,

~~_____~~ He has made an unfair attack and has put us against each other.

~~_____~~ He is taking our land, people and rights away from us.

~~_____~~ We have tried to make this right but have been treated with injuries and death. He is not fit to be King or rule us.



IN CONGRESS, JULY 4, 1776

The unanimous Declaration of the thirteen united States of America

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.

A

urge or drive forward into action

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 shewn 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.

B

Rep - one that represents someone else

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

Respect to Laws

To give approval to Laws

To give approval or agree on

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.

To retreat, to give over possession to another

To bring agreement something

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.

causing fear or dread

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

impossible to estimate

A person who

Tyrants - a ruler who exercises total power cruelly makes Laws

Sampling of Student Slogans:

Patriot:

English, Britain never cared, never going to take a dare.

Britain:

King George will survive and thrive like a beehive.

Native Americans:

"They're quarreling over lands that belong to us."
--Hendrik

Go home!

African Americans:

Fight for freedom for all!

Don't care anything about the war.

These were each made into a "bumper sticker," with illustrations.

Reflection

Although I enjoyed this unit and felt it was pretty effective, I have already made changes in this version of the lesson plan. I had students work in larger groups to rewrite the Declaration and I only required them to do a few assigned sections. They did work hard at it, got out the dictionaries, and there was a lot of discussion. I then had each group present its section in order. In this version, I have the students working in pairs instead, and they also have to put the entire document into their own words. The only way I might change this is to have them only do the first part, and we will do the grievances together as a group. It is a lot for 5th graders. Having them work in pairs will get all of them more involved, and it is important to have the discussion between students about ideas. The Declaration in your own words activity is assessed through the discussion as well as what the pairs turn into me.

When providing historical figures, I did not give students a lot of information on purpose. Researching their particular individuals is part of the process that I want them to learn. I did give my intervention students individuals that were easier to research and whose views were obvious. Higher students were more challenged to have figures that are less well known or whom were more general, for example, "a blacksmith in Boston." It is important to explain to students what the goal of the activity is from the beginning. They need to keep the end in mind when researching. I explain to them that they are going to try to understand their figures well enough to know how they might feel about the Declaration and Revolution, some of the figures' opinions are obvious, others require more critical thinking.

Once they completed their research and worked through the process of how their figures may have felt, the pair needed to come up with a slogan or bumper sticker. This was a lot of fun, they enjoyed it and came up with a lot of good ideas. Clearly the slogans did reflect each of the figure's ideas—and they definitely were not all pro-patriotic. This was my goal, to help them see that different individuals saw the American Revolution differently.

I hung the best slogan, bumper stickers in the hall under the headings: "Perspectives on the American Revolution," Britain, American Patriots, Native Americans, and African Americans. I like this idea of distilling information down to the main ideas, because it allows me to assess if the students met my objectives.