

Student Activity Book

A Noble Experiment

**The History and Nature of
the American Government**



 **Zeezok**[™]
PUBLISHING

Tim Spickler, M.Ed.

A Noble Experiment Student Activity Book

Written by Tim Spickler, M.Ed.

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Lesson 7

Laws from Virginia's First General Assembly
Mayflower Compact
Albany Plan of Union 1754
Reply to Governor Hutchinson January 26, 1773
Olive Branch Petition July 5, 1775
Massachusetts State Constitution March 2, 1780

Lesson 8

Rough Draft of the Declaration of Independence
Final Draft of the Declaration of Independence

Lesson 13

Articles of Confederation
Excerpt from the Annapolis Convention 1786
Excerpts from the Northwest Ordinance 1787
Northwest Ordinance

Lesson 14

Federalist #38
Federalist #10

Lesson 16

The Constitution of the United States

Lesson 25

A Pennsylvania Charter of Liberties October 28, 1701
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Lesson 27

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Lesson 28

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Lesson 32

Excerpt from President Washington's Farewell Address
Monroe Doctrine
The Atlantic Charter August 14, 1941
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Lesson 33

Preamble to the United Nations Charter

Video Lessons

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General Introduction

Welcome to Zeezok Publishing's *A Noble Experiment* government course. We're thrilled that you've chosen to study government using our DVD course. This conservative approach to the study of government combines video instruction with a consumable student workbook and a CD of teacher materials used in the one-semester course. Mr. Tim Spickler, a certified secondary teacher with over two decades of government teaching experience, will be your instructor. Designed to be student-directed with a minimum of teacher preparation and involvement, this course can be used by an individual student or in a homeschool co-op setting. *A Noble Experiment* covers all the national standards for high school civics and government, as well as the subject matter traditionally included in secondary government courses. With our unique and interesting approach to the subject matter, we believe you will enjoy studying the foundations, principles, and organization of our government.

To the Student

You are about to embark upon a one-semester (sixteen-week) study of government which we've entitled *A Noble Experiment*, for at its inception, the new constitutional government began with the premise that people could successfully rule themselves. But could this form of government endure, or would it fail, as did the democratic Greek city-states and the Roman Republic? Our nation survived a tragic civil war, but can it revive from the current decline in moral and spiritual values? Will the departure from the principles upon which we were founded be the death of our civilization? I pray not, and trust that *A Noble Experiment* will inspire a generation of leaders who will seek to right the ship of state.

Designed to be student-directed, *A Noble Experiment* is built around primary source documents and twenty-four DVD lessons taught by Mr. Tim Spickler, M.Ed. Course materials include a Teacher CD, DVD Video Lessons, and a consumable student workbook. This consumable student workbook contains the primary source readings, individual lesson activities, and all quizzes, tests, and exams for the course. The separate Teacher CD includes all answer keys and a transcript of each video lesson.

For an overview of the course content, read the course outline on pages xi-xiii. You will note that the course begins with foundational principles of government and ends with the classic film *Mr. Smith Goes to Washington*. Along the way we'll discuss the political heritage which impacted our nation, study the Declaration of Independence and the Constitution, and deal with issues affecting our nation, such as immigration and globalization.

The course syllabus on pages xv-xxii lists the daily assignments and materials needed for each day's lesson. *A Noble Experiment's* forty-eight lessons are designed to be done on a three-day-per-week class schedule. Non-class days are used for reading the primary source documents, "homework" assignments and study time for quizzes, tests, and exams. Feel free to alter the course schedule to accommodate your unique circumstances. However, due to the amount of reading, video lessons, and additional assignments in Units 3 through 7, we do not recommend attempting to complete a week's worth of lessons on consecutive days. If you're taking this course as part of a homeschool co-op class, the person in charge will modify the syllabus based on your situation.

Each professionally produced video session has been carefully crafted to resemble a conversation on these important government concepts, providing a unique insight into the subject matter. You will fill in portions of a student workbook assignment while watching several of the video lessons. You may wish to take notes on the other video sessions or re-watch them for review prior to taking the unit tests. Some students may find the video session transcripts (on the Teacher CD) helpful in preparing for the various assessments.

To the Parent

Created for the busy homeschooling parent, Zeezok Publishing's *A Noble Experiment* government course enables the student to complete the course with a minimum of outside assistance. An easy-to-follow course syllabus and DVD video instruction allows the student to work independently of their supervisor. All primary source documents and student assignments are included in the student workbook. All grading materials needed are conveniently included on the Teacher CD.

Upon receiving the course materials, you may wish to remove the testing materials found at the end of the student workbook. Next, locate the teacher CD. This CD contains printable copies of the course outline, course syllabus, answer keys for all graded student assignments, and a grade book to record student's scores. You may wish to print out and post the course syllabus in a convenient location so you're aware of days when graded assignments are due.

The CD also contains the entire transcript of the video lessons, with highlighted key concepts. This format enables the teacher to quickly look up pertinent information without the need to watch the video lessons. Students may use the transcript to review for assessments.

The consumable workbook contains the primary source documents, course assignments and testing materials. Readings and assignments are numbered based on their corresponding lesson. Certain activities are optional and are so noted. You may wish to remove the testing materials and place them in a separate file until needed.

The DVDs contain the twenty-four video segments. Each video session is a self-contained instructional module. Students who lack good note-taking skills while listening to a lecture may wish to obtain outside help in honing this ability before starting the course.

For your convenience, we have provided periodic assessments in the form of quizzes and tests, as well as a two-part final exam. Answers to these assessments are included on the Teacher CD. For essay answers, the bulleted information gives the grader the essential information needed to score the essay without having to watch the video sessions or search through workbook activities for the correct answer. Sample answers given for the short-answer questions summarize a correct answer for that question. Student responses for essay and short-answer questions will vary from the sample answers. As the grader, accept any reasonable answer related to the answers provided. Feel free to alter the testing materials to accommodate the student's strengths or use alternative means of evaluation other than the testing materials provided.

Thank you for purchasing our product; we trust it will meet and exceed your expectations.

A Noble Experiment

Course Outline (Scope & Sequence)

Unit 1: Foundational Principles

1. View of God: Your view of God affects your view of man, and your view of man affects your political philosophy and political system
2. View of man: Biblical or liberal (a created being responsible to the Creator vs. evolution; sin nature vs. good environment; power corrupts)
3. Define government. When did government begin? Why is government necessary?
4. What is government's biblical responsibility, according to Romans 13? What extra-biblical responsibilities has government assumed?
5. According to Romans chapter 13 and I Peter chapter 2, what is man's biblical responsibility toward civil government? When is civil disobedience justified?

Unit 2: Two Types of Government

1. Unlimited: theocracy, absolute monarchy, dictatorship, socialism, communism fascism, (characteristics and pros / cons of each)
2. Limited: constitutional monarchy, democracy, republic (characteristics and pros / cons of each) TEST

Unit 3: American Political Heritage

1. Greeks: Athenian democracy
2. Romans: Republic 509 B.C. – 31 B.C., compare structure of the Roman Republic to the U.S. national government, Roman law, and jurisprudence
3. England: Magna Charta and the English Civil War imposing limits on the King's power; growth of Parliament from an advisory body to a true legislature
4. Enlightenment Political Philosophy: Montesquieu's separation of government powers, Locke's state of nature and natural rights philosophy, Rousseau's social contract
5. Colonial Experience: Jamestown laws, Mayflower Compact, Fundamental Orders of Connecticut, Ben Franklin's Albany Plan of Union, post-Seven Years' War experiences leading to independence emphasizing the changed relationship between the mother country and the colonies, especially the imposition of internal taxes vs. the old commercial regulations and external taxes, and excerpts from the Massachusetts state constitution
6. Declaration of Independence (in-depth study of its principles and memorization of a portion of this document that created our nation) TEST

Unit 4: Articles of Confederation

1. Rationale for creating a weak central government (the colonial experience from 1763 – 1776)
2. Structure and powers of the Articles government (confederate form of government with very limited powers)
3. Inherent weaknesses of the Articles government (no power to tax, no means of enforcing legislation and decisions)
4. Successes of the Articles government (Land Ordinance of 1785/Northwest Ordinance of 1787)
5. Factors leading to the Article's replacement (Shays' Rebellion, interstate economic conflicts)

Unit 5: The Constitutional Convention

1. Held in Philadelphia, proposals for the structure of the legislature (Virginia Plan, New Jersey Plan, Connecticut Compromise), 3/5ths Compromise, Interstate Commerce Clause, Executive Branch, Federal System, Preamble
2. Debate over ratification (Federalists v. Anti-federalists), basic Anti-federalist tenets
TEST

Unit 6: The Constitution

1. What is a constitution?
2. Article 1: The Legislative Branch
3. Article 2: The Executive Branch – different hats that the president wears, method of electing the president
4. Article 3: The Judicial Branch – District/Circuit/Supreme Court/Legislative Courts (other courts created by an act of Congress) TEST
5. Article 4: The States
6. Article 5: The Amendment Process
7. Article 6: Supremacy Clause
8. Amendments
9. Various views of the Constitution and their ramifications; i.e., literal interpretation, “living document,” etc., as it relates to abortion rights, welfare, powers of government, and other contemporary issues)
10. Memorization of the Preamble and the Bill of Rights TEST

Unit 7: The World Order and U.S. Government

1. Isolationism and isolationist sentiment at various times in our nation's history, especially the world wars era and the war on terror
2. Intervention (Monroe Doctrine, Roosevelt Corollary, World Wars, Containment of Communism, War on Terror)
3. Historical impact of immigration (legal and illegal) on American politics
4. Globalization
5. Proactive/reactive approach to foreign policy
6. The United Nations

Unit 8: Citizenship

1. Definition and methods of (*jus sanguinis*, *jus soli*, naturalization)
2. Qualities necessary for good citizenship (honesty, frugality, hard work, etc.)
3. Rights of citizens (life, liberty, property/equality of opportunity vs. equality of outcome)
4. Responsibilities of citizens
5. Civil disobedience
6. Participation in the political process/political parties
7. Memorization of the Pledge of Allegiance and the first verse of our National Anthem
TEST

Unit 9: State & Local Governments

1. Organization of state, county, township, and city government (basic structure only; limited details)
2. Responsibilities (education, road maintenance, zoning regulations, law enforcement, etc.)
3. Post-New Deal reliance on the national government
4. How population shifts have affected state and local governments (decreasing revenue in the Rust Belt states, demands for services in the Sun Belt states) PROJECT
GRADE

A Noble Experiment

*The History and Nature of the
American Government*

Student Course Syllabus

by Tim Spickler, M.Ed.

Week 1

Lesson 1

- Read “To the Student” and *A Noble Experiment* Course Outline on pp. ix and xi in the student workbook.

Lesson 2

- Define the Lesson 2 term in the Government Terminology glossary on p. 1 of the student workbook
- Watch the Lesson 2 video
- Complete the Lesson 2 Activity (Foundational Principles) on p. 5 of the student workbook

Lesson 3

- Get out the Lesson 3 Activity (Unlimited Governments Chart) from p. 7 in the student workbook
- Watch the Lesson 3 video
- Complete the Lesson 3 Activity (Unlimited Governments Chart)
- Homework: Study the Lesson 3 video and Lesson 3 Activity (Unlimited Governments Chart) for a quiz at the beginning of Lesson 4

Week 2

Lesson 4

- Study for Unlimited Governments quiz
- Lesson 4 Quiz: Unlimited Governments
- Watch Lesson 4 video
- Homework: Study for Units 1 & 2 test (Lessons 1-4)

Lesson 5

- Test: Units 1 & 2
- Homework: Read the Lesson 6 Primary Source Documents American Political Heritage Part I on pp. 9-15 of the student workbook

Lesson 6

- Watch the Lesson 6 video
- Complete the Lesson 6 Activity (Constitution Comparison) on p. 17 of the student workbook
- Homework: Read the Lesson 7 Primary Source Documents American Political Heritage Part II on pp. 19-30 of the student workbook

Week 3

Lesson 7

- Define the Lesson 7 terms in the Government Terminology glossary on p. 1 of the student workbook
- Watch Lesson 7 video
- Homework: Study for quiz over Lessons 6 & 7

Lesson 8

- Study for quiz over Lessons 6 & 7
- Quiz: Lesson 8
- Read the Lesson 8 Primary Source Document Rough Draft of the Declaration of Independence on pp. 31-35 of the student workbook
- Optional: Lesson 8 Activity (Rough Draft of the Declaration) on p. 37 of the student workbook
- Homework: Read the Lesson 9 Primary Source Document Declaration of Independence on pp. 39-42 of the student workbook

Lesson 9

- Open the student workbook to the Lesson 9 Activity (Declaration of Independence) on p. 43 of the student workbook
- Watch Lesson 9 video and complete Lesson 9 Activity (Declaration of Independence) while watching the video
- Homework: Begin memorizing the Declaration of Independence memorization passage found on p. 45 in the student workbook

Week 4

Lesson 10

- Study for a practice quiz over the Declaration of Independence memorization passage
- Lesson 10 Practice Quiz: Declaration of Independence memorization passage
- Homework: Study for the Declaration of Independence memorization passage quiz

Lesson 11

- Study for Declaration of Independence memorization passage quiz
- Lesson 11 Quiz (oral or written): Declaration of Independence memorization passage quiz
- Optional: Lesson 11 Activity (American Political Heritage Timeline) on p. 47 of the student workbook
- Homework: Study for Unit 3 test (Lessons 5-11)

Lesson 12

- Test: Unit 3
- Homework: Read the Lesson 13 Primary Source Documents on pp. 49-57 of the student workbook

Week 5

Lesson 13

- Define the Lesson 13 term in the Government Terminology glossary on p. 1 of the student workbook
- Watch Lesson 13 video
- Lesson 13 Activity (Northwest Ordinance Review Questions) on pp. 59-60 of the student workbook
- Homework: Study the Articles of Confederation from the Lesson 13 Primary Source Documents and the Lesson 13 video for a quiz

Lesson 14

- Study for the Articles of Confederation quiz
- Lesson 14 Quiz: Articles of Confederation
- Define the Lesson 14 terms in the Government Terminology glossary on p. 1 of the student workbook
- Optional: Lesson 14 Activity (Constitutional Convention Facts) on p. 73 of the student workbook
- Watch Lesson 14 video
- Homework: Complete Lesson 14 Activity (*Federalist #10*) on pp. 75-76 of the student workbook and study for the Units 4 & 5 Test

Lesson 15

- Study for Units 4 & 5 test (Lessons 12-14)
- Test: Units 4 & 5
- Homework: Read the Lessons 16-18 Primary Source Document The Constitution of the United States Preamble & Article I on pp. 83-88 of the student workbook

Week 6

Lesson 16

- Define the Lesson 16 terms in the Government Terminology glossary on p. 1-2 of the student workbook
- Watch Lesson 16 video and complete Lesson 16 Activity (Structure & Function of Congress) Part I on p. 89 of the student workbook while watching the video
- Complete Lesson 16 Activity (Structure & Function of Congress) Part II on p. “Part II” on page 89 using the Lessons 16-18 Primary Source Document
- Homework: Study for quiz over Article I of the Constitution (Lesson 16 video & Lesson 16 Activity Parts I & II)

Lesson 17

- Study for Lesson 17 quiz (Article I - Structure and Function of Congress)
- Lesson 17 Quiz: Article I
- Define the Lesson 17 terms in the Government Terminology glossary on p. 2 of the student workbook
- Watch Lesson 17 video

Lesson 18

- Define the Lesson 18 term in the Government Terminology glossary on p. 2 of the student workbook
- Watch Lesson 18 video
- Homework: Read the Lesson 19 Primary Source Document The Constitution of the United States Article II on pp. 91-93 of the student workbook and review the Declaration of Independence memorization passage for a quiz

Week 7

Lesson 19

- Study for Declaration of Independence memorization passage quiz
- Quiz (oral or written): Declaration of Independence memorization passage
- Define the Lesson 19 terms in the Government Terminology glossary on p. 2 of the student workbook
- Watch Lesson 19 video
- Homework: Lessons 19-20 Activity (Presidential Hats Assignment)

Lesson 20

- Oral Presentation: Presidential Hats Assignment
- Lesson 20 Activity (Electoral College) on p. 97 of the student workbook
- Optional: Lesson 20 Activity (Is the President Too Powerful?) on p. 99 of the student workbook
- Homework: Read the Lesson 21 Primary Source Document The Constitution of the United States Article III on p. 101 of the student workbook

Lesson 21

- Define the Lesson 21 terms in the Government Terminology glossary on pp. 2-3 of the student workbook
- Watch the Lesson 21 video
- Homework: Review Lessons 19-21 for a quiz at the beginning of Lesson 22

Week 8

Lesson 22

- Study for quiz over Lessons 19-21 (Articles II & III of the Constitution)
- Lesson 22 Quiz: Articles II & III of the Constitution
- Begin memorizing the Preamble to the Constitution
- Lesson 22 Activity (Unit 6A Study Guide) on pp. 103-105 of the student workbook
- Homework: Study for Unit 6A Test (Lessons 15-22)

Lesson 23

- Study for Unit 6A test
- Test: Unit 6A
- Continue memorizing the Preamble to the Constitution
- Homework: Read the Lesson 24 Primary Source Document The Constitution of the United States Articles IV - VII on pp. 107-108 of the student workbook

Lesson 24

- Watch Lesson 24 video
- Complete Lesson 24 Activity (The Amendment Process) on p. 109 of the student workbook
- Homework: Study for Preamble memorization quiz

Week 9

Lesson 25

- Quiz (oral or written): Preamble memorization
- Read Lesson 25 Primary Source Documents on pp. 111-113 of the student workbook
- Define the Lesson 25 terms in the Government Terminology glossary on p. 3 of the student workbook
- Watch Lesson 25 video
- Complete Lesson 25 Activity (Bill of Rights) on p. 115 of the student workbook
- Homework: Begin memorizing the Bill of Rights using the descriptions in the Lesson 25 Activity

Lesson 26

- Continue studying the Bill of Rights
- Define the Lesson 26 terms in the Government Terminology glossary on p. 3 of the student workbook
- Watch Lesson 26 video
- Homework: Read Lesson 27 Primary Source Document Amendments to the Constitution of the United States (11-18) on pp. 117-119 of the student workbook

Lesson 27

- Watch Lesson 27 video and complete Lesson 27 Activity (Amendments 11-18) on p. 121 of the student workbook while watching the video
- Homework: Study for Bill of Rights quiz

Week 10

Lesson 28

- Study for Bill of Rights quiz
- Lesson 28 Quiz: Bill of Rights
- Read Lesson 28 Primary Source Document Amendments to the Constitution of the United States (19-27) on pp. 123-126 of the student workbook
- Define the Lesson 28 terms in the Government Terminology glossary on p. 3 of the student workbook
- Watch Lesson 28 video and complete Lesson 28 Activity (Amendments 19-27) on p. 127 of the student workbook while watching the video

Lesson 29

- Watch Lesson 29 video
- Homework: Lesson 29 Activity (Interpreting the Constitution) on pp. 129-131 of the student workbook

Lesson 30

- Review Preamble to the Constitution and Bill of Rights
- Study for Unit 6B test (Lessons 24-29)

Week 11

Lesson 31

- Study for Unit 6B test
- Test: Unit 6B
- Homework: Read Lesson 32 Primary Source Documents on pp. 133-140 of the student workbook

Lesson 32

- Watch Lesson 32 video
- Complete Lesson 32 Activity (U.S. Foreign Policy: Proactive or Reactive?) on pp. 141-142 of the student workbook
- Homework: Read Lesson 33 Primary Source Document Preamble to the United Nations Charter on p. 143 of the student workbook

Lesson 33

- Watch Lesson 33 video

Week 12

Lesson 34

- Watch Lesson 34 video

Lesson 35

- Watch Lesson 35 video
- Homework: Complete Lesson 35 Activity (Globalization) on p. 145 of the student workbook

Lesson 36

- Watch Lesson 36 video
- Homework: Study for Units 7 & 8 test (Lessons 32-36)

Week 13

- (There are no videos for the following lessons)

Lesson 37

- Study for Units 7 & 8 test
- Test: Units 7 & 8
- Begin reviewing for the Final Exam using the Final Exam Study Guide on pp. 147-148 of the student workbook

Lesson 38

- Review for Final Exam

Lesson 39


- Final Exam Part 1
- Homework: Study for Final Exam Part 2

Week 14


Lesson 40

- Final Exam Part 2
- Define the Unit 9 terms in the Government Terminology glossary on p. 3 of the student workbook; turn in the completed glossary for grading
- Homework: Read State/Local Government Research Project guidelines on p. 149 of the student workbook

Lesson 41

- Read the Topic Overview and Movie Synopsis on pp. 215-216
- Watch *Mr. Smith Goes to Washington* and answer the Activity 1 Movie Review Questions from the guide on pp. 217-219 while watching the movie

Lesson 42

- Complete additional activities from the *Mr. Smith Goes to Washington* guide

Week 15

Lesson 43

- Work on State/Local Government project

Lesson 44

- Work on State/Local Government project

Lesson 45

- Work on State/Local Government project

Week 16

Lesson 46

- Work on State/Local Government project

Lesson 47

- Work on State/Local Government project

Lesson 48

- Work on State/Local Government project
- Turn in your completed State/Local Government project

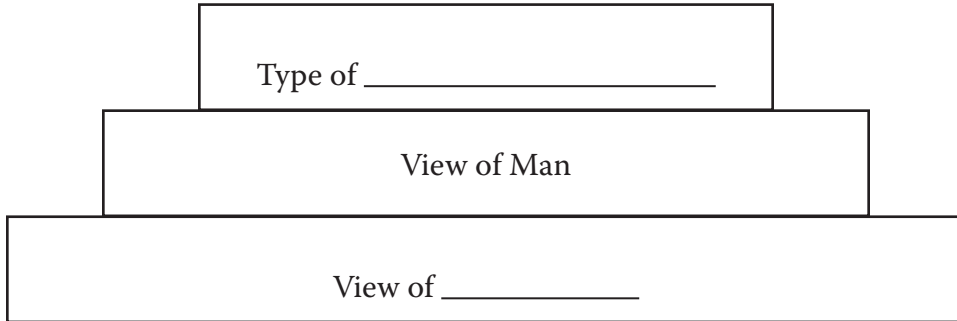
Name _____

Date _____ Score _____/10

Foundational Principles

Use with Video for Lesson 2

Directions: Fill in the missing blanks. (1 point/blank)



Directions: Answer the following questions.

1. How would rejecting the Bible as absolute truth affect your view of stealing? (3 points)

2. Refute the following statement. (4 points)

“We could eliminate 90% of society’s problems if we raised the minimum wage to \$10/hour.”

3. According to Romans 13, what are government’s two responsibilities? (1 point)

Rough Draft of the Declaration of Independence

Thomas Jefferson
1776

Note: Bracketed words or phrases were added to the original draft and appear in the final draft.

*A Declaration by the Representatives
of the UNITED STATES OF AMERICA, in
General Congress assembled.*

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 & 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 inherent and [certain] inalienable rights; that among these are life, liberty, & 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, & to institute new government, laying it's foundation on such principles, & organizing it's powers in such form, as to them shall seem most likely to effect their safety & happiness. Prudence indeed will dictate that governments long established should not be changed for light & transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses & usurpations begun at a distinguished period and 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, & to provide new guards for their future security. Such has been the patient sufferance of these colonies; & such is now the necessity which constrains them to expunge [alter] their former systems of government. The history of the present king of Great Britain is a history of unremitting [repeated] injuries & usurpations, among which appears no solitary fact to contradict the uniform tenor of the rest but all have [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 for the truth of which we pledge a faith yet unsullied by falsehood.

HE has refused his assent to laws the most wholesome & necessary for the public good.

HE has forbidden his governors to pass laws of immediate & pressing importance, unless suspended in their operation till his assent should be obtained; & 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, & 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 & continually 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 meantime exposed to all the dangers of invasion from without & convulsions within.

HE has endeavored to prevent the population of these states; for that purpose obstructing the laws for naturalization of foreigners, refusing to pass others to encourage their migrations hither, & raising the conditions of new appropriations of lands.

HE has suffered [obstructed] the administration of justice totally to cease in some of these states [by] refusing his assent to laws for establishing judiciary powers.

HE has made our judges dependent on his will alone, for the tenure of their offices, & the amount & payment of their salaries.

HE has erected a multitude of new offices by a self assumed power and sent hither swarms of new officers to harass our people and eat out their substance.

HE has kept among us in times of peace standing armies and ships of war without the consent of our legislatures.

HE has affected to render the military independent of, & superior to the civil power.

HE has combined with others to subject us to a jurisdiction foreign to our constitutions & unacknowledged by our laws, giving his assent to their acts of pretended legislation:

FOR quartering large bodies of armed troops among us:

FOR protecting them by a mock-trial from punishment for any murders which they should commit on the inhabitants of these states:

FOR cutting off our trade with all parts of the world:

FOR imposing taxes on us without our consent:

FOR depriving us [in many cases] of the benefits of trial by jury:

FOR transporting us beyond seas to be tried for pretended offences:

FOR abolishing the free system of English laws in a neighboring province, establishing therein an arbitrary government, and enlarging it's boundaries, so as to render it at once an example and fit instrument for introducing the same absolute rule into these states [colonies]:

FOR taking away our charters, abolishing our most valuable laws, and altering fundamentally the forms of our governments:

FOR suspending our own legislatures, & declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated government here withdrawing his governors, and declaring us out of his allegiance & protection. [by declaring us out of his protection and waging war against us.]

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

He is at this time transporting large armies of foreign mercenaries to compleat the works of death, desolation & tyranny already begun with circumstances of cruelty and perfidy [scarcely paralleled in the most barbarous ages, & 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 & brethren, or to fall themselves by their hands.

He has [excited domestic insurrection among us, & has] endeavored to bring on the inhabitants of our frontiers the merciless Indian savages, whose known rule of warfare is an undistinguished destruction of all ages, sexes, & conditions of existence.

He has incited treasonable insurrections of our fellow-citizens, with the allurements of forfeiture & confiscation of our property.

He has waged cruel war against human nature itself, violating it's most sacred rights of life and liberty in the persons of a distant people who never offended

him, captivating & carrying them into slavery in another hemisphere, or to incur miserable death in their transportation thither. This piratical warfare, the opprobrium of INFIDEL Powers, is the warfare of the CHRISTIAN king of Great Britain. Determined to keep open a market where MEN should be bought & sold, he has prostituted his negative for suppressing every legislative attempt to prohibit or to restrain this execrable commerce. And that this assemblage of horrors might want no fact of distinguished die, he is now exciting those very people to rise in arms among us, and to purchase that liberty of which he has deprived them, by murdering the people on whom he also obtruded them: thus paying off former crimes committed against the LIBERTIES of one people, with crimes which he urges them to commit against the LIVES of another.

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 injuries.

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 who mean to be free. Future ages will scarcely believe that the hardiness of one man adventured, within the short compass of twelve years only, to lay a foundation so broad & so undisguised for tyranny over a people fostered & fixed in principles of freedom.

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 a [an unwarrantable] jurisdiction over these our states [us]. We have reminded them of the circumstances of our emigration & settlement here, no one of which could warrant so strange a pretension: that these were effected at the expense of our own blood & treasure, unassisted by the wealth or the strength of Great Britain: that in constituting indeed our several forms of government, we had adopted one common king, thereby laying a foundation for perpetual league & amity with them: but that submission to their parliament was no part of our constitution, nor ever in idea, if history may be credited: and, we [have] appealed to their native justice and magnanimity [and we have conjured them by] as well as to the ties of our common kindred to disavow these usurpations which were likely to [would inevitably] interrupt our connection and correspondence. They too have been deaf to the voice of justice & of consanguinity, and when occasions have been given them, by the regular course of their laws, of removing from their councils the disturbers of our harmony, they have, by their free election, re-established them in power. At this very time too they are permitting their chief magistrate to send over not only soldiers of our common blood, but Scotch & foreign mercenaries to invade & destroy us. These facts have given the last stab to agonizing affection, and manly spirit bids us to renounce forever these unfeeling brethren. We must endeavor to forget our former love for them, and hold them as we hold the rest of mankind, enemies in war, in peace friends. We might have been a free and a great people together; but a communication of grandeur & of freedom it seems is below their dignity. Be it so, since they will have it. The road to happiness & to glory is open to us too. We will tread it apart from them, and [We must therefore] acquiesce in the necessity which denounces our eternal

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 Judge of the World for the recititude of our intentions] do in the name & by authority of the good people of these states [colonies] reject and renounce all allegiance & subjections to the kings of Great Britain & all others who may hereafter claim by, through or under them: we utterly dissolve all political connection which may heretofore have subsisted between us & the people or parliament of Great Britain: and finally we do assert and declare these colonies to be free and independent states, [solely Publish and Declare that these United Colonies are, and of Right ought to be, Free and Independent States; that they are dissolved from 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 allies, establish commerce, & do all other acts & 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, & our sacred honor.

Source: Boyd, J.P. et al., eds., The Papers of Thomas Jefferson. (Princeton: Princeton University Press, 1950), Vol. I, p. 426.

Name _____

Date _____ Score _____/17

Rough Draft of the Declaration

(Optional)

Directions: Answer the following questions using the rough draft of the Declaration of Independence. Questions are in the order the words or phrases appear in the Declaration.

1. Why do you suppose Congress changed “inherent and inalienable rights” to “certain inalienable rights?” (2 points)

2. Should Jefferson’s phrase “for the truth of which we pledge a faith yet unsullied by falsehood” have remained in the final draft of the Declaration? Why or why not? (2 points)

3. In the list of grievances against King George III, Jefferson stated that the king “has kept among us in times of peace standing armies and ships of war without the consent of our legislatures.” Why remove the phrase “ships of war” from the final document? (3 points)

4. By far the largest passage struck out of the final draft was Jefferson's diatribe against slavery. Was this an attempt by Jefferson to shift the blame for slavery to another, thereby excusing his conscience as a slave owner, or did Jefferson seriously believe that the British monarch could, if he wanted to, put a stop to this inhuman practice? (5 points)

5. In the section beginning "A prince whose character is thus marked . . . would inevitably interrupt our connection and correspondence," Jefferson remarked that "submission to their parliament was no part of our constitution." This phrase supported the colonial argument that the proper relationship between the colonies and the mother country was between the King, who had issued their charters, and the colonies. Why remove this phrase that proved Parliament had no jurisdiction over the colonies? (5 points)
