

Cries of Freedom

TEACHER EDITION



THE FOUNDING OF A FREE PEOPLE

As depicted by America's Freedom Gallery

By SCOTT P. SWAIN, M.ED.

Cries of Freedom

Teacher Edition

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First Edition

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LESSON TYPES

RT — Readers' Theater (41)

NL — Narrative Lesson (6)

VL — Video Lesson (5)

CR — Constitution Reading Lesson (7)

CB — Constitution Bowl Lesson (7)

AH — Art History Lesson (6)

DH — Document History Lessons (4)

IE — Interactive Experience (4)

*Some lessons include more than one lesson type.

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IE — Interactive Experience (4)

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PREFACE

We are at a crossroads in America. We can choose to stay with the proven path our forefathers have trod or we can embark on a new and uncharted course away from them. The implications are chilling.

For many years in the United States there has been a drifting away from our founding documents and the Founding Fathers who wrote them. We are forgetting our past and the wisdom of the ages and we seem willing to embark on uncharted courses that are fraught with risk. In our dangerous and uncertain times, we need the inspiration of the ages today more than ever.

The hurry and confusion that encompasses every aspect of our life has created a different world than what it has been in the past. Technology has brought forth myriads of options and opportunities. It has also brought forth a frustration in finding the true ideals of happy living.

Today many of us live in a fairytale land of iPods, computer games and videos. Forgotten are the relics of the past who “could not possibly understand our day.” But truth does not change over time. Truth is the same yesterday, today, and tomorrow. In searching for that truth, we sometimes spend so much time sifting through the jungle of information presented to us that we never get to the essential core of knowledge that should be our highest priority.

And...we must rediscover the old knowledge that overcame the obstacles of the past.

Jefferson saw history as largely a chronicle of mistakes to be avoided. If we do not learn from the mistakes of the past, then we are bound to repeat them. Furthermore, we should view history as though it were in the present and determine how it applies to us today. Our Founding Fathers were caught up in their living moment exactly as we are in ours and with no more certainty of how things would turn out than we have. But they borrowed their ideas from people like Locke, Montesquieu, and Blackstone to make decisions for their present. We should also borrow from the ideas of those who have gone before us, like Washington, Jefferson, and Madison!

In 1942, the classical scholar Edith Hamilton issued an expanded edition of her book, *The Greek Way*, in which, in the preface, she wrote the following:

I have felt while writing these new chapters a fresh realization of the refuge and strength the past can be to us in the troubled present.... Religion is the great stronghold for the untroubled vision of the eternal; but there are others too. We have many silent sanctuaries in which we can find breathing space to free ourselves from the personal, to rise above our harassed and perplexed minds and catch sight of values that are stable, which no selfish and timorous preoccupations can make waver, because they are the hard-won permanent possessions of humanity....¹

She went on to say:

When the world is storm driven and the bad that happens and the worse that threatens are so urgent as to shut out everything else from view, then we need to know all the strong fortresses of the spirit which men have built through the ages. The eternal perspectives are being blotted out, and our judgment of immediate issues will go wrong unless we bring them back.²

In our troubled present we are all in the pursuit of happiness. Fortunately, others have gone before us and considered this same issue. The Founding Fathers thought much about the pursuit of happiness.

To the Founders, the pursuit of happiness did not mean long vacations or material possessions or ease or idleness. For them it meant freedom of the mind and the spirit. It meant education and a love of learning

¹ Edith Hamilton, *The Greek Way* (New York: W.W. Norton and Company, 1993), pg. 9.
² Ibid, pg. 9-10.

and trying new things. The liberty to think and act for one's self. They believed that happiness is derived from learning and employing the benefits of learning for the welfare of others.

Those we call the founders were living men. None was perfect. Each had his human flaws and failings. For instance, there was stunning hypocrisy for the cause of liberty in a country where all people were declared equal yet some were subjected to humiliation and the degradation of basic human rights through slavery. The Declaration of Independence begins "When in the course of HUMAN events..." The emphasis could be placed on "human" which implies frailties and mistakes.

When those American patriots signed the Declaration of Independence, they put their lives and their families' lives on the line as traitors to England (and if caught, they would be hanged.) They worked hard. Nothing came easy. Nothing. They didn't even approach our present-day comforts. They were opposed on every front, as the War for Independence was not a unanimously popular idea. Yet they pressed forward courageously in their cause.

Today more than ever, we must search out the principles that will keep us free. To understand these principles and our God-given rights, we must educate and cultivate our most prized possession, the gift of an inquiring mind. We must be willing to learn, then adopt, then move forward boldly in a similar cause as the Founding Fathers.

We have the tremendous responsibility to mold and educate the minds and souls of those who will seek to carry on our heritage of liberty. This should be one of our highest priorities.

CURRICULUM OVERVIEW

This educational program, called Cries of Freedom, uses readers' theaters, activities, and a full menu of assessment tools to introduce the people, principles, and documents that have created the first free society in modern times. It is literally a six-act play that involves the student in a new and interactive way that is sure to captivate their attention.

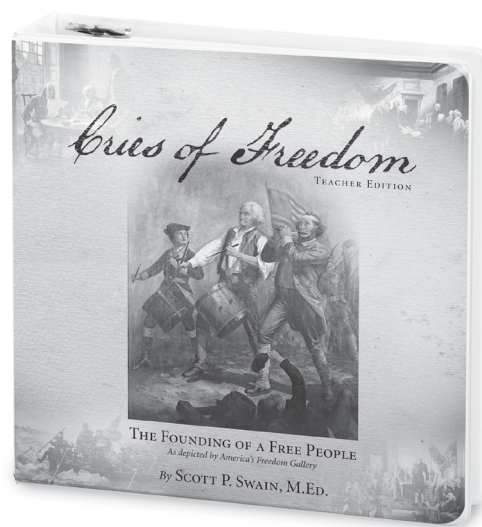
Students internalize information taught in relevant and exciting ways. When students are informed and inspired about America, they are more likely to defend the principles of freedom that have given us the liberty we now enjoy. Cries of Freedom is a proven method that returns students to their roots of freedom.

Here is what one 5th grade teacher said about Cries of Freedom:

"Cries of Freedom is great because it personalizes the founding of America in a way students easily relate to. It makes students feel like American history is real and relevant." T. Crandall — Orem, Utah

Not only is Cries of Freedom a fascinating way to present early American history, it also promotes great language arts training because the students are reading and dramatizing all of the historical events. The safe environment of our readers' theaters gives your students the self-confidence to stand in front of the class and vocalize their love of America!

The program includes the following educational products:



- One teacher's manual with lesson plans and scripts, quizzes, assignments, programs, exams, glossary, and bowl questions (see below) and one Student manual with all of the scripts that can be copied for the students
- 15 Freedom Bowl study manuals
- Twenty-four 11x17 posters of Founding Fathers with quotes
- Ten 11x14 images and twelve 8x10 storyboards of the Freedom Gallery
- One "A More Perfect Union" DVD
- Thirty 11x17 copies of the Declaration of Independence and thirty 11x17 copies of the Constitution without signatures for students to sign and keep
- Thirty student booklets that contain the founding documents that students can study and keep
- One "Spirit of America" CD by the U.S. Army Old Guard Fife and Drum Corps
- One postcard album of the Freedom Gallery

All of these items can be purchased as a set or one at a time.

The Teacher's Manual includes the following:

- 74 Complete Lesson Plans including:
 - 41 Readers' Theaters
 - 6 Narrative Lessons
 - 5 Video Lessons
 - 7 Constitution Reading Lessons
 - 7 Constitution Bowls
 - 6 Art History Lessons
 - 4 Document History Lessons
 - 3 Interactive Experience Lessons
- 38 Hours of Classroom Instruction
- 75 Teaching Tips
- 22 Readers' Theaters Tips
- 23 Assessment Strategies
- 60 Review Quizzes
- 145 Discussion Questions
- 7 Writing Assignments
- 3 Exams
- 3 Writing Exams
- 2 Venn Diagrams
- 2 Time-lines
- 47-Word Glossary

The curriculum concludes by involving the students in two "Jeopardy style" freedom bowls called the Liberty Bowl and the Constitution Bowl. These competitions are first done in the school and then with other schools through the Roots of Freedom program. Awards are given and students are encouraged to further compete in essay contests and other patriotic events sponsored by Roots of Freedom.

Most lessons last approximately 30-40 minutes, which includes discussing the previous days assessments, presenting the Readers' Theater, and beginning a new assessment for that days lesson. There are quizzes and/or assignments at the end of nearly every scene that the teacher can copy and distribute to his or her students.

The scenes are chronological in nature, and most have at least one image in the Freedom Gallery that corresponds with them. These dramatic presentations teach important principles and historical events that define who America is. These are full lesson plans that provide in-depth understanding of the principles and historical events that shaped the founding of America. Each lesson has "Teaching Tips" that provide different approaches to the materials. All Teaching Tips and assessments have been taught in a fifth grade class, which is the lowest grade level that this material should be taught. Some adjustments are noted at the beginning of each lesson for varying grade levels. Also available are simplified Readers' Theater scripts for grades one through four. These are also available from the publisher.

Many teaching aids are included in this package that have proven most helpful in the classroom. Students are able to keep many of these materials such as 11x14 student-signed copies of both the Declaration of Independence and the Constitution of the United States. In addition, each student will receive their own Constitution booklet, which contains the full text of the Declaration of Independence, the Constitution, the Bill of Rights, and all of the amendments.

Each unique teaching aid and assessment strategy is discussed at the beginning of the lesson plans. To keep the interest level high, students need a wide range of experiences to maximize their level of comprehension and enthusiasm for the material being taught. At the same time, students need routines to maximize learning time. The Cries of Freedom lesson plans provide daily routines but also change in assessment strategies and presentation methods to keep the students involved and anticipating what will come next.

The reaction from both teachers and students about Cries of Freedom is that it personalizes the most famous and significant people and events in our history to a level never before attained. It brings interesting and little-known information together in an entertaining and fast-moving dialogue between real and/or fictional characters who actually experienced and said the words the students can act out.

time period between the French and Indian War through the Bill of Rights. Each scene is a stand-alone lesson that can be used by the teacher at his or her discretion in conjunction with or in place of existing material.

INTRODUCTION

During 1830-31, a twenty-five-year-old French scholar, Alexis de Tocqueville, arrived in the United States of America accompanied by Gustave de Beaumont, a grandson of the famous Marquis de Lafayette who served under George Washington. The two travelers came to find out how the new American invention of a “democratic republic” functioned. As of that moment, the French experiments with so-called “democracy” had not only failed but a recent revolution had put a king, Louis-Philippe, back on the French throne.

After returning to France, Alexis de Tocqueville wrote a famous and unique treatise on the American system which is considered to be one of the most comprehensive analysis of the Founders formula for freedom, prosperity, and peace ever compiled. In this two-volume work, de Tocqueville had a very significant comment to make about the way Americans were trained to understand the essential elements of their social and political culture. He wrote:

In New England every citizen receives the elementary notions of human knowledge; he is taught , moreover, the doctrines and the evidences of his religion, the history of his country, and the leading features of the Constitution. In the states of Connecticut and Massachusetts, it is extremely rare to find a man imperfectly acquainted with all these things, and a person wholly ignorant of them is a sort of phenomenon. (Alexis de Tocqueville, *Democracy in America*, 2 vols. 1840, New York: Vintage Books, 1945, 1:326-7)

Coming from France where very few of the common people could read or write, de Tocqueville was fascinated with the high literacy rate of Americans.

He was also amazed about how much Americans knew concerning their own system of self-government. He wrote:

It cannot be doubted that in the United States the instruction of the people powerfully contributes to the support of the democratic republic.... He will inform you what his rights are and by what means he exercises them; he will be able to point the customs which obtain in the political world. You will find that he is well acquainted with the rules of the administration, and that he is familiar with the mechanism of the laws.... The American learns how to know the laws by participating in the act of legislation; and he takes a lesson in the forms of government from governing. The great work of society is ever going on before his eyes and, as it were, under his hands. In the United States politics are the end and aim of education.... (Ibid. pp. 329-30)

This course is meant to restore some of that patriotic vigor that has been lost since de Tocqueville visited our land. America has succeeded when she has followed a proven course of success layed out by our Founding Fathers.

It is hoped that this education program will help to bring America back to it roots of freedom.

The Universal Cry of Freedom

Throughout time there has been a universal cry of freedom. Lyrics from the musical *Les Miserables* capture the essence of this yearning, the yearning that all people have to be free. It is the *Cry of Freedom!*

*Do you hear the people sing?
Singing the song of angry men?
It is the music of a people
Who will not be slaves again!
When the beating of your heart
Echoes the beating of the drums,
There is a life about to start
When tomorrow comes.*

Even though the degradation and humiliation of human rights has been interwoven through time, we begin our story about 1060 B.C. In the British Isles, the Anglo-Saxon King William the Norman had gained control of the area. The people of England were accustomed to common law, which is the law of the people. When William assumed leadership, much to the dismay of his people, he instituted Roman civil law which emphasizes the divine right of kings. Though he promised to honor Anglo-Saxon customs, he changed the system to the Norman Feudal System. This oppressive form of government brought about the death of many innocent people.

The people were fortunate when King William's great grandson, Henry II reigned in the British Isles. He thought more of the common people's rights rather than the privileges of the noble elite. However, his own sons were against his generous ways. When Henry II's son, King John, came to power in 1199 he enraged the Barons by denying them their common law rights. The Barons wrote a document for the common people to force King John to guarantee their liberties. This document became the Magna Charta and it guaranteed the basic rights of the people in England.

On the 15th of June 1215, King John met his Barons on the field of Runnymede in England, the ancient meadow of council, to sign this document of rights. King John's followers were few as he met more than two thousand Knights and Barons in arms who were encamped on the field. The Barons had sworn with an oath that they would compel the King to confirm their liberties, or they would wage war against him to the death. It was a holy crusade against John to recover the liberties their forefathers had enjoyed. The exact terms were decided and written down during four subsequent days of negotiation. On June 19, 1215 the great seal of England was affixed to all copies.

The Magna Charta has become the mother of constitutions, the liberties of half the civilized world are derived from the Magna Charta. It is recognized as the basis of our laws, and of national liberty in general. Long-standing customs, called common law, had now become written law. Some of these laws included no taxation without representation, judgment by peers, and due process of law. The Magna Charta went down in history as one of the first successful *Cries of Freedom!* It said that the king is not above the law, but rather that the law reigns supreme.

More than 500 years later the colonists were reminded of the oppressive nature of King George III.

A king also oppressed the colonists in America by invading and robbing their rights. The colonists had a *Cry of Freedom* that said, "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." They were tired of the king's harassing and denouncing tyranny. His unwarrantable jurisdiction over the people was more than

they could bear. He plundered their seas and abdicated his responsibility over them, while at the same time he waged war against the people and deprived them of a trial by jury. These, along with other usurpations, formed the nucleus of The Declaration of Independence. Imagine what it must have been like to be under this kind of rule!

The integral part of every being is the desire to control one's own destiny. America grew out of the dreams of so many who struggled and sacrificed to make a people free. Though the eyes of England were fixed greedily upon America, there were those who had the courage to stand up and fight for the promised freedom given to all people. Those who had the courage to champion the cause of freedom from the tyrannical arms of England put their lives on the line. They sacrificed their homes, their fortunes, and even their own lives for this cause. They were the people whose ideas sprung forth to satisfy the deepest *Cries of Freedom* of the human spirit.

Now let us step back in time and walk in the footsteps of those courageous and valiant souls who marked the path of the freedom and rights that we enjoy today. Hear their *Cries of Freedom* and listen for your own.

ACT 1

Cries of Tyranny

The cry of tyranny is against oppressive government everywhere. All people want a say in their government in order to control their own destiny. It is understood that in all free governments, the people must give up some of their rights for the good of the whole. However, none of one's unalienable (or God-given) rights must be sacrificed. In fact, government's only purpose is to protect the people's unalienable rights. Anything else is tyranny and usurpation.

As long as there have been people who wanted to control others, there has been a cry against tyranny. America's cry of freedom begins in Act 1 with the Pilgrims' cry against King James III. The oppression of the King drove the Pilgrims to seek refuge in America. Yet tyranny's long arm reached them again under the reign of King George III. The tyranny of King George III led to the Declaration of Independence and the War for Independence. But this was only the beginning. Real freedom would require a long and thorny path that would not end until the Bill of Rights was ratified.

Now listen to the cries of tyranny throughout the ages that have echoed down the corridors of time from people seeking freedom and liberty.

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Cries of Freedom: Act 1 Cries of Tyranny

Freedom Gallery Images: *Writing the Declaration of Independence, 1776 (painting)*, *The Declaration of Independence (painting)*, *The Declaration of Independence (document)*

Scene 1 Cries of Tyranny From Around the World 1400-1500

Subject: People have always had the yearning to be free.

Objective: Students will become acquainted with a few examples of outstanding historical figures who placed freedom above their own lives.

Lesson time: 30-35 minutes

Teaching Tips:

This scene has two Readers' Theaters. It dramatizes the ideal that people have always yearned to be free and are willing to pay nearly any price for freedom. The first Readers' Theater dramatically portrays Joan of Arc and her quest for freedom. Have the best reader and most dramatic girl play Joan of Arc. The teacher could be the Narrator. The Voice and Dauphin have much smaller parts.

The second Readers' Theater dramatically portrays the Dutch people in the early 1500s protecting their homeland against the Spanish who were trying to take it from them and hold the people in subjection. Again, the teacher could be the Narrator and the most dramatic boy could play Pieter. The whole class should play the Spaniards laughing at the Dutch people.

If the teacher has the music CD for *Les Miserables* then he or she should play the music in addition to or in the place of just saying the words. The students should follow along in their books.

Assessments:

At the end of the scene have the students write a three-paragraph essay entitled: "What I will do for my country." Each paragraph should explain one thing they will do to help America remain a free nation.

Question: What are you willing to do to help America remain a free nation?

Answer: Discussion.

READERS' THEATER #1

Characters:

Narrator

Joan of Arc

Voice from on high

Dauphin, the uncrowned heir to the throne of France

Narrator:

Time: Early 1400s

Place: France

Occasion: People seeking liberty

All through the ages people have struggled to be free. Many lives have been offered freely to further the cause of liberty for succeeding generations. From the children of Israel fleeing from Egyptian bondage,

to the first written document of rights—the Magna Charta, to the people fleeing from the reign of King George III, there has been a cry for freedom.³

This is the story of the first female general of any army—Joan of Arc. Her determination, courage, and claim of divine guidance, led to her unfair trial and imprisonment and eventually to her burning.

Les Miserables captures the desire that all people have to be free.

Do you hear the people sing?
Singing the song of angry men?
It is the music of a people
Who will not be slaves again!
When the beating of your heart
Echoes the beating of the drums,
There is a life about to start
When tomorrow comes.

Will you join in our crusade?
Who will be strong and stand with me?
Beyond the barricade
Is there a world you long to see?
Then join in the fight
That will give you the right to be free!

Do you hear the people sing?
Singing the song of angry men?
It is the music of a people
Who will not be slaves again!
When the beating of your heart
Echoes the beating of the drums,
There is a life about to start
When tomorrow comes.

Will you give all you can give
So that our banner may advance?
Some will fall and some will live.
Will you stand up and take your chance?
The blood of the martyrs
Will water the meadows of France!

Do you hear the people sing?
Singing the song of angry men?
It is the music of a people
Who will not be slaves again!
When the beating of your heart
Echoes the beating of the drums,
There is a life about to start
When tomorrow comes.⁴

³ D. P. Stoker and B. E. Clegg, *Our Heritage of Freedom*, (Idaho Falls, ID: GCS Distribution, 1998), 1.

⁴ Music by Claude-Michel Schönberg, copyright 1988

Lyrics by Alain Boubil, Herbert Kretzmer, and Jean-Marc Natel, copyright 1988

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In the early 1400s, at age sixteen, St. Joan of Arc, heroine of France, determined to champion the cause of freedom. She boldly set out to restore the kingdom of France and to aid and protect King Charles whom she called the Dauphin (an uncrowned king). The leadership in France wanted her executed because they feared her determination and were jealous of her supreme command of the military forces—being only 17 and a woman when she was chosen to lead the army. To dethrone Joan of Arc they wanted her to deny she had heard heavenly voices that she considered her inspiration and authority to lead France. At age 19 she was convicted of witchcraft and following the devil and was sentenced to be burned at the stake. As she was being burned at the stake she cried out:

“Every man gives his life for what he believes. Every woman gives her life for what she believes. Sometimes people believe in little or nothing and yet they give their lives to that little or nothing. One life is all we have; we live it as we believe in living it, and then it’s gone. But to surrender what you are and live without belief is more terrible than dying.”⁵

Joan of Arc:

I was born in the small poverty stricken village of Domremy France January 6, 1412. I was always taught to be proper, moral and capable in my tasks. Remote as our village was my family was affected by the war between England and France. I was thirteen years old, and one afternoon while I was watching my parent’s sheep I was summoned home. On my way back I saw a luminous cloud before me, and then I heard a voice.⁶

Voice:

Jeanne, you are destined to lead a different kind of life and to accomplish miraculous things, for you have been chosen by the King of Heaven to restore the Kingdom of France, and to aid and protect King Charles, who was driven from his domain. You shall put on masculine clothes; you shall bear arms and become the head of the army; all things shall be guided by your counsel.⁷

Joan of Arc:

I stood in awe as the cloud disappeared, not knowing at first, if the voice was real or imagined. I didn’t know how to ride a horse, let alone use a sword in battle.

For seven years I was visited hundreds of times and each time the instructions and the communication became more direct. I had always been an obedient, virtuous, hard-working daughter, and even though my father began having distressing dreams about me going off with armed men to battle, I possessed great determination, strength of character, and my belief couldn’t be challenged.

In May of 1428, when I was sixteen years old, I made my first attempt to visit with Charles, the uncrowned heir to the throne, whom I called the Dauphin.

January 1429, at seventeen, I departed from my home forever. I dared not even say good-bye to my family or friends.

After a very difficult journey to the Dauphin, neither the Dauphin, nor his council, would listen to my message. I persevered until the Dauphin was convinced that I had been sent by the King of Heaven to deliver France. I even revealed to him that he would be anointed and crowned in the city of Reims. After much scrutiny and rigorous examinations I was finally granted my desire. The Dauphin stated in public proclamation:⁸

5 Ibid, p. 16.

6 Ibid, p. 13.

7 Ibid, p. 13

8 Ibid, p. 14.

Dauphin:

Know all men that the most illustrious Charles, by the Grace of God, King of France, is pleased to confer upon his well-beloved servant, Joan of Arc, called the maid; the title, emoluments, and authorities of General in Chief of the armies of France.⁹

Joan of Arc:

I was given a beautiful black charger, a sword that no one seemed to have any knowledge of, but it was revealed to me that it was buried behind the altar in the church of Saint Catherine. A letter was sent to the priest and they dug until it was located.

I felt confident, energetic, and I seemed to have great endurance. I could spend six days and nights in full armor, without removing a single piece. It was said that a great soul with a great purpose could make a weak body strong and able to bear the most exhausting conditions of war. Sometimes when all seemed lost, and my men seemed exhausted and discouraged I went off to pray. When I returned, my sacred banner filled the men with confidence. They were renewed to achieve the impossible. The victory was close at hand. My men followed me with my indomitable courage as we charged over the walls. The English, thinking they were safe found themselves under attack in front and back.

But despite the attack, on May 26, 1430, I was captured. I was imprisoned and kept in heavy chains for months. I was accused of witchcraft and of following the devil. My freedom would be granted only upon my denial of the voices.

If I were under sentence and saw the fire before me, or even if I were in the flames themselves, I would not say other than what I have said at these trials and I will abide by my testimony until I die.¹⁰

The fires were ignited around the stake and I was again given the chance to recant.¹¹

Sound of crackling fire

Every man gives his life for what he believes. Every woman gives her life for what she believes, sometimes people believe in little or nothing and yet they give their lives to that little or nothing. One life is all we have; we live it as we believe in living it, and then it's gone. But to surrender what you are and live without belief is more terrible than dying.¹²

*Joan of Arc dies as the flames engulf her***Narrator:**

The spirit and cries of freedom and liberty lie in the hearts of all people — a spirit that declares that all people should be freed from tyranny and oppression, a spirit required by all men to know and understand the rights of all people. Acting through established laws restrains every man from injuring or controlling another.

READERS' THEATER #2

Characters:

Narrator

Pieter

⁹ Ibid, p. 15

¹⁰ Ibid, p. 16

¹¹ Ibid, p. 16

¹² Ibid, p. 16

King

Narrator:

Time: Early 1500s

Place: Holland

Occasion: The Dutch were under attack by the Spaniards.

The Dutch people had been taxed unjustly, their property had been seized, many had been thrown in prison, and thousands had been burned at the stake for reading the Bible. Pieter Van der Werff was the burgomaster (the mayor), and did everything under his power to save the Dutch people and their land. But the people were starving and thousands had already died. The few remaining were surviving on cats, rats and dogs. Babies were dying in their mothers' arms. Disease was rampant, and dead bodies were everywhere. Still the survivors held out and would do anything for their freedom. However some started begging the burgomaster to give up.¹³

Pieter:

Would you have me surrender? I have taken my oath to hold the city. May God give me strength to keep it! Here, take my sword; plunge it into my body; divide my flesh to appease your hunger, if you will; but, God helping me, I never will surrender.¹⁴

Spaniards:

Laughing

Pieter:

You call us rat-eaters. We are; but so long as you can hear a dog bark inside the walls, you may know that the city holds out. We will eat our left arms and fight with our right. When we can stand no longer, we will set fire to the city, and perish in the flames, rather than give up our liberties.¹⁵

Narrator:

The fighting was persistent, and when the night drew near, the city was near its end. At that moment a fierce wind became a hurricane. All seemed lost when the waves crashed down a wall of the city and the Spaniards could enter. But when the day dawned, all was silent, and through the grace of God, no Spaniards were in sight; they had fled in the night. The starving people crept out of their houses into the church, and with tears streaming down their faces, they fell on their knees and thanked their God. They may have lost their lands to the sea, but they saved that which is most dear, their liberty! It was a great victory for freedom!¹⁶

This song describes the desire of all people to be free. It is the hope that some day war will end and freedom and peace will reign triumphant.

¹³ Ibid, p. 9.

¹⁴ Ibid, p. 9.

¹⁵ Ibid, p. 9.

¹⁶ Ibid, p. 9.

Chorus

Do you hear the people sing
Lost in the valley of the night?
It is the music of a people
Who are climbing to the light.
For the wretched of the earth
There is a flame that never dies.
Even the darkest night will end
And the sun will rise.

They will live again in freedom
In the garden of the Lord.
They will walk behind the plough-share,
They will put away the sword.
The chain will be broken
And all men will have their reward.

Will you join in our crusade?
Who will be strong and stand with me?
Somewhere beyond the barricade
Is there a world you long to see?
Do you hear the people sing?
Say, do you hear the distant drums?
It is the future that they bring
When tomorrow comes!

Will you join in our crusade?
Who will be strong and stand with me?
Somewhere beyond the barricade
Is there a world you long to see?
Do you hear the people sing?
Say, do you hear the distant drums?
It is the future that they bring
When tomorrow comes...
Tomorrow comes!¹⁷

Cries of Freedom Essay: “What is your Cry of Freedom”

Cries of Freedom: Act 1 Cries of Tyranny, Scene 1 Cries of Tyranny From Around the World 1400-1500

Name: _____ Date: _____

Using at least three paragraphs, write an essay explaining the challenges and frustrations of our day that have become your own cry of freedom. In other words, what are the tyrannical forces that have impacted your life that you would like to see changed to make the world a better place.

Cries of Freedom: Act 1 Cries of Tyranny

Freedom Gallery Images: *Writing the Declaration of Independence, 1776 (painting)*, *The Declaration of Independence (painting)*, *The Declaration of Independence (document)*

Scene 2a People Suffer Without Liberty 1608-1610

Subject: Why and how the Pilgrims suffered under the reign of King James and how they escaped that tyranny

Objective: Using a farcical and dramatic portrayal of Pilgrims and loyal Englanders, students will learn how the Pilgrims left England and fled to Holland then America for religious liberty.

Lesson time: 30-35 minutes

Teaching Tips:

Tell the class that this lesson will continue to move through the events that led up to our nation declaring independence and becoming free. This lesson will dramatize the first Americans – the Pilgrims. There are nine parts for the Readers' Theater so the teacher may assign the parts, ask for volunteers, or go from student to student having them chorale read the parts. If desired, give the students the opportunity to "pass" if they don't want to read.

Assessments:

At the end of the lesson verbally go through many, if not all, of the Review Questions by randomly choosing students to answer. The Review Quiz can be given at the beginning of the next lesson.

Question: What would you do if you were poor with no economic opportunities and you could not worship the way you wanted?

Answer: Discussion.

READERS' THEATER

Characters:

Narrator

Pilgrim #1

Pilgrim #2

Pilgrim #3

Pilgrim #4

Pilgrim #5

Townsperson #1

Townsperson #2

Townsperson #3

King James

Narrator:

Time: 1608-1610

Place: England, Holland, and America

Occasion: The Pilgrims leaving England, then Holland and settling in America.

At the turn of the 1600s there was another cry for freedom as we take you to a region called Scrooby, England. In those days everyone, rich or poor, had to belong to the Church of England. No other form of worship was

allowed. At the head of the church was the queen or king. The government and religion were tied together and so ruled by the same person. Rejecting the doctrines of the Church of England was a crime punishable by prison or even death. This is justified by the “divine right of kings.”¹⁸ There are two types of government and there is a great difference between them. One promotes kings or classes of people above the average person and the other promotes the fact that all people are created equal. This is the great difference between tyrannical and free government.

Pilgrim #1:

It was “merry England” for the rich as they led their fairy tale lives of luxury, but it was a dingy, mean world for most of us. We were poor and many of us were hungry, barely nourished on a diet of porridge, bread, and a rare scrap of fish or meat. Thousands of us could find no work, and we were forced into a life of crime. When we were caught we were severely punished. Just for stealing a loaf of bread a person could be hanged! ¹⁹

Narrator:

In 1608 a group of these poor religious dissenters were forced to flee from their villages to escape this persecution. Those who did not believe in the king’s concept of “divine right” were called Separatists or Nonconformists, and we know them today as Pilgrims. The Pilgrims considered themselves loyal subjects to the king and queen in their roles as royal monarchs, but they despised the Church of England and refused to worship there.²⁰

Pilgrim #2:

The king felt threatened by us, the Separatists, when we used words like **freedom, equality, individuality and liberty of conscience**.

Narrator:

The king feared that if common people claimed they were equal in religious matters, they might claim equality in government too.

Pilgrim #3:

Now let me tell you about those villagers who conformed to the Church of England. They hated us and thought us to be radicals. In addition, our very own neighbors became government spies and turned us over to the police. Why, we were often jailed or even sentenced to death!

Pilgrim #4:

We attempted many times to leave England to escape the persecution, but the law stated that we first had to receive permission from the king. The King, the King. Oh, what does the King have on his mind tonight? It’s yes, your Majesty; of course, your Majesty; but whatever you like, your Majesty!

This posed a great problem because we knew that the government regarded us as traitors and would not give us permission to leave. Not only that, the government unleashed a threat of terror against any Nonconformists, and we were hunted down and arrested and thrown into dungeons.²¹

Narrator:

Fearful for their lives, the group living in Scrooby decided to seek safety across the North Sea in Holland, a haven for people persecuted in England and in France. ²²

18 Beatrice Siegel, *A New Look at the Pilgrims*, (New York: Walker and Company, 1977) 10.

19 Ibid, 10.

20 Ibid, 16.

21 Ibid, 17.

22 Ibid, 19.

Pilgrim #5:

One night in 1607, our group of men, women and children started our long and dangerous journey. We stole quietly across the country to the seaport of Boston on England's east coast. There we waited for two long nights for the captain we had bribed to take us to Holland. When we boarded the English ship, he collected our fee and then he betrayed us and turned us over to the police. The police not only took our money but all of our books and precious possessions. Stripped of all we possessed; we were then paraded through the streets while angry townspeople yelled at us.²³

Townsperson #1:

Radicals!

Townsperson #2:

Traitors!

Townsperson #3:

Throw them into the dungeon!!

Narrator:

They were locked up in cells for a month or longer, then released and ordered back to their homes.

Still determined to flee England, the Pilgrims made another attempt. This time they hired a Dutch ship to take them to Holland. Women, children, and their belongings were loaded onto a boat. It sailed down winding rivers to the secret place where everyone was to meet. To their misfortune the waters were at low tide, and their boat became stuck in the mud. The men walked forty miles to the secret meeting place, and there they found the women and children shivering with cold in a boat grounded in the muddy flats (*women and children moaning and crying—off stage*). There was nothing to do but wait for a rising tide to float the boat.

The next morning a Dutch skipper sent a dinghy to bring some of the men aboard the stuck ships. Some of the men had just boarded the vessel when they saw a mob armed with guns and clubs coming toward the women and children (*women and children screaming and crying—off stage*).²⁴

Townsperson #1:

Let's get em' boys!

Townsperson #2:

We've got you this time!

Narrator:

The men on shore ran to help the terrified families. When the Dutch skipper saw the angry mob, he thought that he may be arrested. He quickly pulled up anchor, and he and a few of the men sailed away. Those left at the muddy banks were arrested (*faint moans and cries*); but were later released because they were found innocent of any crime. Their homes had been sold, so they had no place to go. Therefore they were given permission to leave England. Finally, in the late summer of 1608, all the Scrooby Separatists reached Holland.

Their stay in Amsterdam was short. The Separatists moved forty miles away to Leyden where they could follow their religious beliefs. The Separatists were attracted to the University of Leyden, a center for free discussion. The air was filled with energy and excitement – a wonderful sense of freedom. Despite this

freedom, life was hard in Holland. They were still poor, and the children became attracted to the Dutch way of life, an easy-going life compared to the Separatists strict way of life.

Once again they faced another move to a new land, a land where they could support themselves and could bring up their children to be true believers.

At first the Separatists were excited to go to America, but they feared crossing the dangerous Atlantic Ocean. They feared hunger, the wilderness, being attacked by the Indians, and mostly they feared the unknown.

Only 40 young and brave members of the Separatist group were willing to go on the adventure, and again they had to get permission from the king. The Pilgrims had already caused the king much trouble, and he was anxious to send them to America to help settle this new land.²⁵

King James:

Separatists, Nonconformists, Pilgrims, troublemakers! But wait a minute. Since England and other European countries have staked out claims to vast stretches of territory in North America, we need strong, determined people to be pioneers in the unknown. I will give permission so that I can get rid of these troublemakers. This would make it easier for us to hold on to the territorial claims if people were actually settled on the land, and England will increase its wealth and grow in power.

Narrator:

The Pilgrims were free to sail to a free land—but were they free? This is only the beginning of the story.

Discussion Questions

Question: Why do you think the Pilgrims were justified in wanting to separate themselves from England?

Answer: Discussion.

Question: How do people suffer when they do not have freedom?

Answer: Discussion. By being under the influence of a tyrannical power, they are not free to control their own lives. They are bound by the unfair laws of the tyrannical power so they cannot improve their own lives.

Review Quiz

Cries of Freedom: Act 1 Cries of Tyranny, Scene 2a People Suffer Without Liberty 1608-1610

Name: _____ Date: _____

1. Why did the Pilgrims suffer under King James?
2. How did the Pilgrims suffer?
3. How did King James make it difficult for the Pilgrims to achieve freedom?
4. What year did the Pilgrims arrive in Plymouth?
 - a. 1620
 - b. 1492
 - c. 1536
 - d. 1609
5. From where did King James believe he received his power?
 - a. From himself
 - b. From God, “divine right”
 - c. From the people
 - d. From his wealth
6. T/F People who opposed the Church of England could be punished by death.
7. What names were the Pilgrims known by in England?
 - a. Separatists
 - b. Nonconformists
 - c. Pilgrims
 - d. a and b
 - e. a and c
8. What types of words did the Pilgrims use that threatened the “divine right” of King James?
 - a. freedom
 - b. equality
 - c. individuality
 - d. liberty of conscience
 - e. all of the above
9. T/F King James feared that equality in religion would lead to equality in government.
10. T/F The Pilgrims’ English neighbors sympathized with them.

11. Describe life for a Separatist in England.
12. What prohibited the Pilgrims from leaving England?
 - a. They had no money to pay for a ship.
 - b. They were all in prison.
 - c. They needed permission from the king.
 - d. They were watched by the king's guards.
13. Where did the Pilgrims find haven first?
 - a. France
 - b. Belgium
 - c. America
 - d. Holland
14. Where did the Pilgrims live in England?
 - a. London
 - b. Scrooby
 - c. Winchesterville
 - d. Bathe
15. What happened on the Pilgrims' first attempt to escape?
16. T/F The second time the Pilgrims tried to escape, the French ship got stuck in the mud, and the English came to beat them with clubs.
17. Why was religious freedom in Holland not satisfactory to the Pilgrims?
 - a. Their children preferred the Dutch culture over their new religion.
 - b. It was too cold.
 - c. They had religious freedom.
 - d. They heard about the gold in America.
18. What were some of the Pilgrims' fears about going to America?
19. How many people decided to leave Holland and go to America?
 - a. 10
 - b. 100
 - c. 40
 - d. 52

20. Why did King James approve of their leaving?
- a. He wanted to get rid of the dissenters.
 - b. He wanted to establish a colony in America.
 - c. He wanted to find gold.
 - d. a and b
 - e. b and c
21. What is the name of the ship that carried them to America?
- a. Junebug
 - b. Mayflower
 - c. Spirit II
 - d. Freedom
22. Where did the Pilgrims land in the New World?
- a. Virginia
 - b. Massachusetts
 - c. New York
 - d. Maine

Key

Review Quiz

Cries of Freedom: Act 1 Cries of Tyranny, Scene 2a People Suffer Without Liberty 1608-1610

1. The Pilgrims or Separatists wanted religious freedom and the king feared that if common people claimed they were equal in religious matters, they might claim equality in government too.
2. They were threatened, arrested, imprisoned, deprived of property, not allowed to leave England, etc.
3. They were regarded as traitors and not allowed to leave England
4. a
5. b
6. T
7. d
8. e
9. T
10. F
11. Very uncertain because they didn't know when they were going to be persecuted next.
12. c
13. d
14. b
15. The captain they hired took all their money and turned them into the police. Several people were put in jail.
16. F
17. a
18. Indians, crossing the ocean, wilderness, hunger
19. c
20. d
21. b
22. b

Cries of Freedom: Act 1 Cries of Tyranny

Freedom Gallery Images: *Writing the Declaration of Independence, 1776 (painting)*, *The Declaration of Independence (painting)*, *The Declaration of Independence (document)*

Scene 2b The Pilgrims Come to America - August 1, 1620

Subject: The first Pilgrims' crossing the ocean

Objective: By learning of Pilgrim hardships while crossing the ocean, students will recognize the sacrifices they made for a chance at freedom.

Lesson time: 20-25 minutes

Teaching Tips:

This Readers' Theater can be used with Scene 3 if there is time. It is read by the teacher with the entire class saying in unison one small part.

Assessments:

At the end of the lesson go through the Review Questions by randomly choosing students to answer. The Review Quiz can be given at the beginning of the next lesson.

READERS' THEATER

Characters:

Narrator

Pilgrims

Narrator:

Time: 1620

Place: Atlantic Ocean and Cape Cod

Occasion: The Pilgrims leaving Holland and arriving in America

On August 1, 1620, the Mayflower set sail. It carried a total of 102 passengers, including 40 Pilgrims. The first half of the voyage was rather smooth. But then the Mayflower encountered a number of bad storms, which began to make the ship very leaky causing many of the passengers below deck to be continually cold and damp. There was also a great deal of seasickness. Wet and cold and cramped in their small quarters, some of the passengers began to develop coughs and colds.

During one of the storms, a main beam in the middle of the ship cracked raising the concern if the ship could make it to America.

The journey to the New World was a long and arduous one. The people sighted Cape Cod on November 9. For the next month and a half, they explored Cape Cod trying to decide where to dock. During this time the living quarters on the Mayflower had undoubtedly become very rancid and smelly, so the Pilgrims collected juniper wood to burn on board the ship to make things smell a little bit better.

On December 26 the Mayflower passengers, cramped and emaciated by long confinement on board, leaped joyfully to the spot they named New Plymouth. The Pilgrims landed on a huge boulder of granite, the Pilgrim Stone:²⁶

All Pilgrims in unison:

To our feet as a doorstep, into a world unknown—the cornerstone of a new nation!

Narrator:

When the Pilgrims landed sandy beaches with wild grasses and shrubs that ran all the way to the water line greeted them, but they had no idea what lie ahead. They saw few Indians, but as time went on the natives became more prevalent and aggressive. With time, they eventually became friends and lived in peace for nearly 55 years. Abundance and prosperity attracted more colonists to the New World.

What was it that sparked the flame that ignited the fire in the hearts of these men and women? What was it that caused them to leave their homes in England, board a crowded ship, cross a vast ocean, and sail to an unknown land?

When they landed they had no friends to welcome them, no inns to entertain or refresh their weather-beaten bodies, no towns, no homes. They faced harsh and violent winters, wild beasts and Indians, yet they fell upon their knees and blessed the God of Heaven who had delivered them from tyranny and from the perils and miseries of the crossing. With thankful hearts they turned bravely to meet the dangers which they knew awaited them in the unknown wilderness, and the sacrifice they had made for freedom was just beginning.

Discussion Questions

Question: The Pilgrims set the tone for the New World by escaping the tyranny of England. What do you think was going on in the minds and hearts of these Pilgrims?

Answer: Discussion. They might have felt free, at least initially.

Question: Do you think the Pilgrims were really free?

Answer: Discussion. They were free in principle, but they were still under the rule of the king.

Review Quiz

Cries of Freedom: Act 1 Cries of Tyranny, Scene 2b The Pilgrims Come to America - August 1, 1620

Name: _____ Date: _____

1. What year did the Mayflower leave for America?
 - a. 1607
 - b. 1492
 - c. 1620
 - d. 1704
2. How many people were on board?
 - a. 40
 - b. 56
 - c. 78
 - d. 102
3. T/F All of the passengers were Pilgrims.
4. Why did the passengers worry that the ship would not make it to America?
 - a. The storms were too strong.
 - b. The main beam cracked.
 - c. Too many people were dying or sick.
 - d. The crew mutinied.
5. Where did they go first?
 - a. Cape Cod
 - b. Boston
 - c. Jamestown
 - d. Quebec
6. T/F They burned juniper wood to make the ship smell better.
7. T/F Pilgrim and Indian relations were hostile from the beginning and remained that way for years.

Key

Review Quiz

Cries of Freedom: Act 1 Cries of Tyranny, Scene 2b The Pilgrims Come to America - August 1, 1620

1. c
2. d
3. F
4. b
5. a
6. T
7. F

Cries of Freedom: Act 1 Cries of Tyranny

Freedom Gallery Images: *Writing the Declaration of Independence, 1776 (painting)*, *The Declaration of Independence (painting)*, *The Declaration of Independence (document)*

Scene 3 Why People Suffer with Kings - May 1766

Subject: How taxation without representation is a trademark characteristic of kings and why it led the colonists to revolt against English rule

Objective: Using a fictional conversation between King George III and William Pitt, we will learn how even some in Parliament felt that taxation without representation was unfair.

Lesson time: 30 to 35 minutes

Teaching Tips:

The teacher may want to begin this lesson by explaining that some people in England felt the way America was being taxed was unfair and unwise. One such man was William Pitt, a prominent member of Parliament (England's Congress). Go over the glossary terms before beginning the lesson. The teacher could be the Narrator. Either assign a few students to rotate the parts for both King and Pitt, or go from desk to desk and have the students read a part after the teacher touches their desk. Make sure the people playing the King are very pompous and arrogant. The students playing William Pitt should be bold and dignified.

Assessments:

Say the following: "We will be reviewing the information we just learned at the end of this Readers' Theater. I will be choosing people to answer questions. It may be by people who have their hands up or not. I will ask the question and you can either answer it or say "pass." If you say, "pass" you can choose the person you want to answer the question. After the correct answer is determined, I will be asking the original person again the same question. Tomorrow, we will have a written review quiz (see quiz at end of scene) on the information we learned today. All of the questions on the review tomorrow will be asked and answered today."

Question: A revolution is a forcible overthrow of an established government or political system by the people governed. What could cause citizens to reject their government and revolt?

Answer: Discussion

Glossary:

Coercive: To restrain by force from acting, particularly by law or authority.²⁷

Intolerable: Something that cannot be endured.²⁸

Natural Rights: Those rights that people are endowed with when they are born and which cannot be taken from them by any man. The most important natural rights we have are the rights to life, liberty and property (the pursuit of happiness).²⁹

Revolution (in politics): A material or entire change in the constitution of government.³⁰

Tyranny: A cruel government that is oppressive to the people.³¹

27 Noah Webster, *American Dictionary of the English Language*—First Edition, (San Francisco, CA: Foundation for Christian Education, 1995—reprinted from the 1828 edition).

28 Ibid

29 The Declaration of Independence, paragraph 2.

30 Noah Webster, *American Dictionary of the English Language*—First Edition, (San Francisco, CA: Foundation for Christian Education, 1995—reprinted from the 1828 edition).

31 Ibid

Characters:

Narrator

King George III, King of England

William Pitt, prominent member of Parliament in charge of military affairs and colonial policy and one who sympathized with the colonists.

Narrator:

Time: May 1766

Place: England

Occasion: Discussion in Parliament about the American colonies

King:

Great Britain protects America; America is therefore bound to obey us! We have been wearied by the colonies not paying taxes willingly. We must show them that such behavior will not be tolerated, and they will forget about their so-called *natural rights*. The only natural rights we need to be concerned about are our own. The colonists owe us money, and it is our job to collect it. They will never pay it unless we assert ourselves. If we take the resolute part, they will undoubtedly prove very meek.³²

Pitt:

"This country has no right to tax the colonists. There is an idea in some minds that the colonies are represented in this House. I would fain know by whom an American is represented here? Trade is your object with them and taxing is ill advised. If you do not make suitable laws for them, they will make laws for you, my Lords."³³

King:

The colonists will do what we tell them! We have protected them and taken care of them and, like an impudent child, they have treated us with complete contempt! Now, we must take them over our knee and show them who is the parent and who is the child!

Pitt:

You must not do this. You will be forced to a disgraceful abandonment of your present measures and principles, which you believe but cannot defend! As you know, I have always believed that government derives its power from the consent of the people. I know this a rather unpopular philosophy for you, as the king, but it is true still the same.³⁴

King:

That statement is treasonous and should not be spoken in my presence!

Pitt:

Your Excellency, for years I have asserted that taxation without representation is tyranny. If you treat the colonists as lesser citizens of England, they will rebel, and you will become engaged in a war that you cannot win!³⁵

King:

The colonists are not to be treated with the same respect that our England-born citizens are treated. The colonists left our fair country in a state of rebellion and have proven their allegiance is elsewhere.

32 Henry William Elson, *History of the United States of America*. The MacMillan Company, New York, 1904.

33 "The Point: William Pitt" available from www.clpgh.org/exhibit/neighborhoods/point/point_n104.html: accessed 9 September 2006.

34 Ibid

35 Ibid

Pitt:

We must win back their confidence in us through our love and devotion to them. By tyrannically ruling them we will only alienate the colonists more.

King:

Mr. Pitt, you are known as the Great Commoner to all of England and America. We know you appeal to the average citizen, but there are high-level issues at hand here that common citizens will never understand. For instance, they have been very disagreeable with our various taxes such as the Stamp Tax and the Cider Tax.

Pitt:

And they should be. "It is my opinion that this kingdom has no right to lay a tax upon the colonies."³⁶ I move for a repeal of the Stamp Tax and the Cider Tax.

King:

It is disgraceful for you to suggest that our treasury be diminished by the repeal of those taxes!

Narrator:

That year, 1766, both taxes were repealed much to the delight of the colonists who reverently posted Pitt's picture in their homes and business establishments everywhere.³⁷

Time: January 1775

Place: England

Occasion: Discussion in Parliament relating to the Boston Tea Party

Pitt:

Our unfair taxation of tea has caused the colonists to dump tea into Boston Harbor. This is just another indication that if we do not stop our mistreatment of the colonists, they will revolt! Now, we have closed the Boston Harbor, quartered our troops in the colonists' homes, and removed their charter. I feel we have pushed the colonists to the limit. Could this be the beginning of war?

King:

The colonists are in a state of rebellion. They must be stopped.

Pitt:

They are being treated unfairly. No subject of England should be taxed if they are not fairly represented in Parliament!

King:

Balderdash and hogwash!

Narrator:

On May 30, 1777 William Pitt (also known as Lord Chatham) made a motion for the ending of hostilities in the colonies. The motion was defeated 199-28. Again, in December of that year, he pled with the king to stop the War for Independence, a war Pitt did not believe England could ever win. In May 1778, while giving yet another speech in Parliament on the evils of the War for Independence, Pitt collapsed. William Pitt passed away May 11, 1778.³⁸

Discussion Questions

Question: What were some of the problems with having England rule over the American colonies?

Answer: England was ruling America tyrannically. England was very far away from America. England (a very small country) desired the wealth of the colonies (a very large area). The colonists were bound to trade only with England for their goods. The colonists wanted to be free, etc. Discussion.

Question: Why do people suffer under kings and why must they sometimes revolt?

Answer: Some kings are unjust and have so much power the people can do nothing about it but revolt.

Question: Why did America never have a king? How valuable is your vote and participation in government? How would you feel if you had no choice in the laws that were made for you?

Answer: Discussion. America did not have a king because she was afraid of the tyrannical nature of kings.

Review Quiz

Cries of Freedom: Act 1 Cries of Tyranny, Scene 3 Why People Suffer with Kings - May 1766

Name: _____ Date: _____

1. What is meant by *natural rights*?
2. How does a tyrannical government feel about *natural rights*?
3. What does *revolution* mean?
4. When is a *revolution* justified?
5. T/F The American colonists were represented in British Parliament.
6. T/F William Pitt believed that the House of Commons had the right to tax the colonists.
7. The relationship of the king to the colonies was one of
 - a. Parent to child
 - b. Child to parent
 - c. Friend to friend
 - d. Enemy to enemy
8. How did William Pitt think the king should win back the colonists' trust?
 - a. Tax them
 - b. Through love and devotion
 - c. Give them money
 - d. Grant them independence
9. What was William Pitt known as in England as well as America?
 - a. The Bottomless Pitt
 - b. The American Englishman
 - c. The Great Commoner
 - d. The American Hero
10. T/F Pitt wanted to repeal the Intolerable Acts.

11. Why did the king oppose a repealing of the taxes?
 - a. England needed the money.
 - b. He wanted to teach the colonists a lesson.
 - c. He wanted the colonists to get angry.
 - d. He didn't have the power to do it.
 - e. a and b
12. T/F The king repealed the taxes.
13. The colonists loved Pitt so much that they
 - a. Invited him to speak in America.
 - b. Formed a big celebration in his honor.
 - c. Renamed cider "Pitt cider."
 - d. Hung pictures of him in their homes and businesses.
14. What did the colonists do in response to an unfair tea tax?
 - a. They burnt the ships
 - b. They shot some British soldiers
 - c. They dumped the tea in Boston Harbor
 - d. They sent another petition to the king
15. What did Parliament do in response to the Boston Tea Party?
 - a. England closed the Boston Harbor,
 - b. Any officer who was arrested for murder could be sent to England for trial.
 - c. Town councils were appointed by England, and town meetings could only be held with the governor's permission, except to elect officers.
 - d. The colonists were required to quarter (feed and house) British soldiers.
 - e. a and c
 - f. All of the above
16. T/F William Pitt was afraid that the colonists would be crushed in a war against the king.

Key

Review Quiz

Cries of Freedom: Act 1 Cries of Tyranny, Scene 3 Why People Suffer with Kings - May 1766

1. Those rights that people are endowed with when they are born and which cannot be taken from them by any man. The most important natural rights we have are the rights to life, liberty and property (the pursuit of happiness).
2. Tyrannical government do not believe the average people have natural rights.
3. A material or entire change in the constitution of government
4. When the natural rights of the people are being denied them
5. F
6. F
7. a
8. b
9. c
10. F
11. e
12. T
13. d
14. c
15. f
16. F

Cries of Freedom: Act 1 Cries of Tyranny

Freedom Gallery Images: *Writing the Declaration of Independence, 1776 (painting), The Declaration of Independence (painting), The Declaration of Independence (document)*

Scene 4 The Intolerable Acts - 1774

Subject: The colonists have had enough.

Objective: Through this farcical display of exasperation, the students will comprehend that the colonists had been pushed to their limits with the injustices King George had thrust upon them.

Lesson time: 30 to 35 minutes

Teaching Tips:

The teacher could play the Narrator. Let the students really ham this one up. The king should be very obsessed with himself and haughty. The colonists should be very bold and rebellious. When there is a part for all of the colonists, have the entire class read those parts in unison.

Explain this before starting the Readers' Theater:

After the French and Indian War, King George used devious taxation and importation restrictions to keep France out of America and to raise money to pay for the war. He used the Sugar Act in 1764, the Stamp Act in 1765, and in 1774, in retaliation to the Boston Tea Party, the five Coercive Acts that the colonists named the "Intolerable Acts." There were other acts of tyranny and usurpations by the king, but the "Intolerable Acts" pushed the colonists over the edge.

The Intolerable Acts were the final thing that made the colonists want to revolt against England: (Write them on the board and have the students copy them down in their notes.)

- a. Boston was placed under martial law.*
- b. England closed the Boston Harbor.*
- c. Any officer who was arrested for murder could be sent to England for trial.*
- d. Town councils were appointed by England, and town meetings could only be held with the governor's permission, except to elect officers.*
- e. The colonists were required to quarter (feed and house) British soldiers.*

Assessments:

Even though this Readers' Theater is a lot of fun, explain that a few questions will be asked at the end. The class can be divided in half with one side being England and the other side being the colonists. The England side will be asked, "Why did the king impose the Intolerable Acts?" The colonist side will be asked, "How did the colonists feel about the Intolerable Acts?" After discussing for a few minutes, a spokesman from each side will explain their side of the problem. Each side tries to convince the other side why they are right.

Discussion Questions

1. Describe the bills that made up the Intolerable Acts.
2. Why did the king institute the Intolerable Acts?
3. Why did the colonists think they were unfair?

Answer: Teacher, see answer key at the end of this scene.

READERS' THEATER

Characters:

Narrator
King George III
Colonist #1
Colonist #2
Colonist #3

Narrator:

Time: 1774-1775
Place: In the colonies
Occasion: General colonial dissatisfaction with the King of England

The French and English both wanted the great abundance of land and prosperity found in the New World. In 1754 the French and Indian War began for control of America. Both had claims on parts of America. It was a vicious war and many lives were lost. Then, by 1763 England had driven out the French, but it was a very expensive war. At this point King George III demanded that the colonists pay for the war. The demands and pressure were great, and the king inflicted great hardships upon the colonists.

The colonists were part of the war because England brought them in to it. As a result, they found themselves indebted to England for the war only because it was fought on their territory. So the king demanded the colonists to pay for the war fought in America.

King:

You colonists will pay for the war. It was fought on your land, so you should pay for it.

Colonist #1:

Oh great and might dictator, we won't pay the taxes! You pay for your own war!

King:

Troublemakers! We'll see about that! I'll fix you!

Narrator:

The king did keep his promise, and in his own devious way the demands became unbearable.

All Colonists (entire class):

The King
The King
Oh, what does the King
Have on his mind tonight?

Yes, your Majesty
Of course, your Majesty
Whatever you like, your Majesty!

BUT WHAT ABOUT US, YOUR MAJESTY?

Colonist #1:

You take away our rights!

Colonist #2:

You take away our freedom!

Colonist #3:

Why, your laws have become unbearable!

You have a denial and a refusal manner, your Majesty!

Colonist #1:

You accommodate only yourself!

All Colonists (entire class):

Oh what does the King have on his mind tonight?!

Colonist #2:

You harass us!

Colonist #3:

You transport us beyond seas to be tried for pretended offenses!

Colonist #1:

You protect your own soldiers from punishment!

Colonist #2:

You cut off our trade with the world!

Colonist #3:

You deprive us the benefits of a trial by jury!

Colonist #1:

Why all these usurpations, your Majesty?!

All Colonists (entire class):

The Stamp Act

The Sugar Act

The Intolerable Acts

What are you thinking, your Majesty?!

Colonist #3:

You wage war against us!

Colonist #1:

You are cruel, your Majesty!

Colonist #2:

You are barbaric, your Majesty

All Colonists (entire class):

You are guilty of tyranny, your Majesty!

King:

The colonists

The colonists

Oh, what do the colonists

Have on their minds tonight?

Colonist #1:

It's NO, your Majesty!

Colonist #2:

It's WAR, your Majesty!

Colonist #3:

It's give me LIBERTY or give me DEATH, your Majesty!!

All Colonists (entire class):

Your Majesty, the answer is **NO!!!!!!**

Review Quiz

Cries of Freedom: Act 1 Cries of Tyranny, Scene 4 The Intolerable Acts - 1774

Name: _____ Date: _____

1. Describe the bills that made up the Intolerable Acts.
 - a.
 - b.
 - c.
 - d.
 - e.
2. Why did the king institute the Intolerable Acts?
3. Why did the colonists think they were unfair?

Key

Review Quiz

Cries of Freedom: Act 1 Cries of Tyranny, Scene 4 The Intolerable Acts - 1774

1. The Intolerable Acts are the following:
 - a. Boston was put under martial law.
 - b. England closed the Boston Harbor,
 - c. Any officer who was arrested for murder could be sent to England for trial.
 - d. Town councils were appointed by England, and town meetings could only be held with the governor's permission, except to elect officers.
 - e. The colonists were required to quarter (feed and house) British soldiers.
2. England needed the colonies to help pay for the French and Indian War.
3. The colonies had no say in the taxes they had to pay. Also, they didn't feel like they should have to pay for a war they never started.

Cries of Freedom: Act 1 Cries of Tyranny

Freedom Gallery Images: *Writing the Declaration of Independence, 1776 (painting)*, *The Declaration of Independence (painting)*, *The Declaration of Independence (document)*

Scene 5 Thomas Jefferson vs. King George III – April, 1776

Subject: The irreconcilable differences that led to declaring independence

Objective: Thomas Jefferson and King George III have a heated phone conversation that helps the class understand why England and America were locked in irreconcilable differences.

Lesson time: 15-20 minutes

Teaching Tips:

This scene will determine if there is enough evidence to bring King George to court to be tried for tyranny. Ask the students if there is enough evidence to take King George to court. If they feel there is, move right into “The Trial of King George.”

Assessments:

There are no assessments with this lesson other than the questions asked before and after the Readers’ Theater.

Question: As an 18-year-old, would you think it fair if you moved from your family’s home but your family still wanted you to support them? What if you didn’t want to do it but they tried to force you to support them by making you send them money every month?

Answer: Discussion. This is basically what England was doing to the colonists.

Question: Do you think it would help to write your family a letter explaining why you didn’t think it was fair and that you didn’t want to be forced to give them your money?

Answer: Discussion. This is basically what the Declaration of Independence accomplished.

This is the situation that the colonists were in when Great Britain came and demanded support from the colonies. The following is how a conversation may have gone if Thomas Jefferson and King George would have talked on the phone before Thomas Jefferson wrote the Declaration of Independence.

Characters:

Narrator

Thomas Jefferson

King George III

Narrator:

Time: April 1776

Place: America and England

Occasion: A fictional story of Thomas Jefferson and King George III talking to each other on the phone

A telephone rings.

King George:

Hello, is this Thomas Jefferson?

Thomas Jefferson:

Yes it is. How can I help you?

King George:

This is King George and I am sick and tired of you colonists acting like you are independent from Great Britain. After all, who do you think you are?

Thomas Jefferson:

We think we are Americans!

King George:

You are most assuredly not! You are British. After all that we have done for you, imagine!

Thomas Jefferson:

We appreciate that England is our motherland—but what do you expect of us?

King George:

Your allegiance! You are and will always be Englishers.

Thomas Jefferson:

And what if we decide that we want to be Americans?

King George:

Then we will have to force you to be Englishers and to pay your taxes and such.

Thomas Jefferson:

So that's it! You just want us to pay our taxes. You don't care if we are free or not.

King George:

Well, the Seven Years' War that we fought to keep America cost a lot of money. Now you need to help us pay back our debts.

Thomas Jefferson:

We didn't ask for your help. That was your self-proclaimed war, and we won't pay your debts. We are going to declare ourselves free from Great Britain.

King George:

By what authority?!

Thomas Jefferson:

By the Laws of Nature and Nature's God!

King George:

What does that mean?

Thomas Jefferson:

It means that we justify our actions by a higher authority than you!

King George:

Nature and Nature's God has nothing to do with this.

Thomas Jefferson:

I think it does. Nature and Nature's God says 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.

King George:

Poppycock! As the King of England I say when you may have life, liberty and the pursuit of happiness. By the way, what is this pursuit of happiness you are talking about?

Thomas Jefferson:

It is the right that all men have to own property and to pursue their dreams the way they want to. All people enjoy all of these rights, and when a person or a government tries to take them away, it is the right and obligation of the people to start a new government to protect themselves.

King George:

Where did you get all of these crazy ideas?

Thomas Jefferson:

From the writings of many wise men.

King George:

Who are these supposed *wise* men? I will have them hanged!

Thomas Jefferson:

It has gone too far for that. The next time we communicate, you will receive a summons to appear in court!

King George:

Well, we shall see about that!!

Discussion Question

Do you think there is enough evidence to bring King George to trial?

*If the class thinks there is enough evidence, then tell the students that the next class period will be the trial of King George III or begin the trial right then with the next scene!

Cries of Freedom: Act 1 Cries of Tyranny

Freedom Gallery Images: *Writing the Declaration of Independence, 1776* (painting), *The Declaration of Independence* (painting), *The Declaration of Independence* (document)

Scene 6 King George on Trial! – May 1776

Subject: The grievances the colonists had against King George and their resolve to declare independence

Objective: Through this dramatic and often humorous mock trial, students will perceive King George's tyranny and the justification the colonists had for revolt.

Lesson time: 35-40 minutes

Teaching Tips:

The teacher could play the part of Narrator. Let students trade off reading parts so more students are able to participate in this very funny Readers' Theater.

At the end of the trial the teacher becomes an appeals court judge and asks the students to justify their decision to convict King George. Look for evidence that would convict him of being a tyrant.

Ask the class if this justifies them in declaring independence from Great Britain and why.

Assessments:

Look at the assignment at the end of this unit. Before giving this assignment go over all of the reasons listed that prove King George was a tyrant. (All of these tyrannical acts are listed in the Declaration of Independence.) Discuss each item so students fully understand each point. Then the students will write a three-paragraph letter to King George stating why they think he is unfair and what they are going to do about it. All of the students should have a copy of the *Preparing to Declare Independence* assignment at the end of this scene.

In addition, go over the questions at the end of this section and verbally quiz the class. The class may or may not be given a Review Quiz the following day in addition to the letter-writing assignment.

READERS' THEATER

Characters:

Narrator

Moses Mathers, Connecticut preacher

Judge Samuel Fletcher, judge of "The People verses King George III, King of England"

Bailiff, a court attendant who has the responsibility of keeping order in the courtroom

King George III, King of Great Britain

Thomas Jefferson, author of the Declaration of Independence

Benjamin Franklin, committee member to draft the Declaration of Independence

John Adams, committee member to draft the Declaration of Independence

Robert Livingston, committee member to draft the Declaration of Independence

Roger Sherman, committee member to draft the Declaration of Independence

Herald, announces the resolution to declare independence

Jury and Jury Representative

Narrator:

Time: 1775

Place: Hartford, Connecticut

Occasion: Moses Mathers, a Connecticut preacher, giving a sermon on liberty in his church

Mathers:

“My sermon today is called America’s Appeal to the Impartial World. My countrymen, we have every thing to fear, from the malignity, power and cunning of our adversaries. Yet, from the justness of our cause, the greatness of our numbers and resources, the unanimity of our hearts, cemented by interest and by perils; the bravery, and what’s more, the desperateness of our spirits; who think not life worth saving, when all that is dear in life is gone, we have reason to be afraid of nothing.”³⁹

Narrator:

In other words, Americans should rightly fear Great Britain and her tyranny. By being involved with the Declaration of Independence one was committing high treason against Great Britain. The British penalty for high treason was having the convicted person “hanged by the neck and then cut down alive, then he was disemboweled while yet living. His head was cut off and his body divided into four parts for disposition by the King.”⁴⁰ However, on the other hand, they had nothing to fear since they were cemented together by the common interest in and devotion to liberty.

Time: May 1776

Place: Philadelphia, Pennsylvania

Occasion: Mock trial to hear the arguments for “The People verses King George III, King of England.”

Bailiff:

Order in the court! Order in the court! All arise for the Honorable Judge Samuel Fletcher.

All in the courtroom arise.

Judge:

You may be seated. We will bring this courtroom to order to hear the arguments for “The People verses King George III, King of England.” Mr. Jefferson, it seems you are speaking for the people. Please state your case.

Jefferson:

To begin with I must explain that in America we believe that all men are created equal and that they are endowed by their creator with certain unalienable rights. The three most important rights are life, liberty and the pursuit of happiness. It is the purpose of government to protect these rights against all tyranny. The history of King George III is a history of absolute tyranny over the colonies. A long train of abuses and repeated injuries prove he is a tyrant. Our purpose today is to show beyond reasonable doubt that King George III is a tyrant and is unfit to receive the loyal obedience of the colonies. Because of his continued abuse upon the colonists, it is the right and duty of the people to throw off such tyranny and establish a new and more secure government.

Judge:

Are you prepared to present your grievances to the jury?

Jefferson:

39 Political Sermons of the American Founding Era: 1730–1805, 2 vols, Foreword by Ellis Sandoz (2nd ed. Indianapolis: Liberty Fund, 1998).
40 The Constitution of the United States, Norton, p. 224

Yes, your Honor, I am prepared to present to you all the grievances under which we have been suffering from England and our need for declaring our independence. However, it is important to note, your Honor, those involved in writing and signing this most important document could be charged with treason and could hang. Therefore, may I ask the court for the assistance of my committee to help present the grievances?

Judge:

Who are these committee members Mr. Jefferson?

Jefferson:

They are Benjamin Franklin, John Adams, Robert Livingston, and Roger Sherman.

Judge:

Granted. You may proceed, Mr. Jefferson.

Jefferson:

Thank you. Your Honor, if it please the court, I would like to call King George the III, King of England, to the stand.

King George comes forward and sits in the witness stand.

Bailiff:

Put your right hand on the Bible. *(King places hand on Bible)* Do you swear to tell the truth, the whole truth, and nothing but the truth, so help you God?

King George:

I do! But only if this Bible is the King James Version.

Bailiff:

(sigh) It is.

Judge:

Your Majesty, do you have an attorney?

King George:

Heavens no! I am the law. I speak for myself, and what I say is law!

Judge:

Not in my courtroom!

King George:

We'll see about that!

Judge:

You will be held in contempt of court! *(sigh)* Mr. Jefferson, you may proceed.

Jefferson:

Your Honor, to prove that King George is undeniably a tyrant, the members of the committee would like to cross-examine the king.

Judge:

You may. Get on with it!

Jefferson:

Yes, your Honor.

Benjamin Franklin, John Adams, Robert Livingston, and Roger Sherman approach the bench.

Livingston:

Your Majesty, is it true that you refuse to pass laws that we have asked you to approve and that will benefit the public good? In fact, is it true that you just sit on these proposed laws and do nothing?

King George:

Quit your complaining! I have many more important things to do than to listen to your little nit-picky requests. I get around to them eventually, as long as they don't disrupt my afternoon nap!

Livingston:

I see. We would not want to disrupt your afternoon nap, your Majesty! But here is another question. Is it true that you have forbidden governors in our colonies from passing laws that we need in order to run the colonies?

King George:

Yes. Why do the colonists need all of these laws anyway? If they need a law, they just need to ask me, and I will make them as many laws as they would like.

Franklin:

Your Majesty, is it true that you call together legislative bodies at unusual and secret places for the sole purpose of wearing out the legislatures until they do what you tell them?

King George:

That's an old trick my father taught me. It works pretty well.

Sherman:

I see. Is it true that you have terminated Representative Houses for not doing what you say and then have not replaced them for a very long time afterwards or have not replaced them at all?

King George:

A king can do what he wants and take all the time he needs.

Adams:

Is that so, your Majesty? And are we to understand that in order for you to keep the colonies small so that you can control the people, you are not allowing foreigners to migrate and settle America?

King George:

Yes, I don't want the colonies to get too big and too powerful.

Jefferson:

Your Majesty, is it true that you have made judges do what you tell them, so they can keep their jobs and paychecks coming?

King George:

Those judges know who butters their bread! Anyway, I'm the king. I'm in charge, and the judges do as they are told!

Adams:

Your Majesty, we also accuse you of setting up many new positions and sending swarms of officers to harass our people and eat out their substance. In addition, you have set up permanent armies among us even in times of peace. You then protect your soldiers by holding mock trials for any murders, which they commit on the inhabitants of our colonies. Can you deny this?

King George:

Deny? What do you mean by deny? I deny nothing! Know this! I do not trust the colonists, so I have to send by best men to keep an eye on them. You're all renegades! And furthermore, my soldiers do well in their assignments! They are obedient, not like my colonies. I can do whatever I want, whenever I want. Why? Because I am the king!

Franklin:

Another thing, your Majesty, you cut off the colonies' trade with all parts of the world. You want a monopoly on all of our trade, and yet you do not give us fair prices. In addition, you have deprived people in many cases of a trial by jury and then have transported people to England to be tried for pretended offences.

King George:

Balderdash! Since we own the colonies, we can monopolize their trade. Concerning your trials by jury, I am the jury here, and I say you are all guilty!

Judge:

Order in the court! Order in the court! Your Majesty, you are not the jury, and acting like the jury will only further prove that you are a tyrant! You may proceed to cross-examine the defendant.

Livingston:

Yes, your Honor. Your Majesty, in addition to this you have taken away our charters so we could not govern ourselves, abolished our most valuable and fundamental laws, and suspended our legislatures! How are we to run our society if you have taken away our government?!

King George:

Have you forgotten who gave you permission to leave England and colonize here? I gave you the right to have a government, and I can take it back whenever I want.

Sherman:

You have forced our fellow citizens whom you have taken captive on the high seas to bear arms against their country, to become the executioners of their friends and brethren, or to be killed themselves by their own friends.

King George:

So! It's all fair in love and war!

Livingston:

You have started revolts in our own colonies and tried to convince the Indian savages to attack us. These are the same savages who do not care if they torture and kill men, women and children.

King George:

I am not responsible for the conduct of the savages!

Franklin:

Your Majesty, you have rejected our government here, declared us out of your protection, and then waged war against us! You have plundered the ships on our seas, ravaged our coasts, burnt our towns, and destroyed the lives of our people. And not only that, at this very moment you are transporting large armies of foreign soldiers for hire to complete the works of death, desolation and tyranny. This is an infamous example of cruelty and betrayal rarely seen even in the most barbaric ages. You are totally unworthy to be the head of a civilized nation!

King George:

Mr. Franklin, I am a gentleman, and it is your own misconception that I am not worthy of my position as supreme monarch. I obtain my authority from God, and besides, I do all of these things for your own good.

Jefferson:

Your Majesty, in all of these examples of tyrannical situations, we have asked for justice, but we have been answered only by more tyranny.

King George:

Maybe you will someday get the idea that when I impose my orders, I demand obedience, and if you do not obey me, I am forced to severely punish you and teach you a lesson.

Jefferson:

Your Honor, I think King George has spoken in condemnation of himself long enough. Therefore, after our final statement to the jury, we, the members of the committee, will rest our case.

Judge:

Gentleman, proceed.

All members of the committee turn toward the jury.

Adams:

We have brought forth all of the usurpations by the King and the patient sufferings of the colonists. We have proved beyond all reasonable doubt that this man is a tyrant, and we should not, as a free people, be expected to continue suffering under him. Therefore, members of the jury, a king who acts like a tyrant should not be the ruler of a free people. We have petitioned the king many times for justice but to no avail. His obsession for power and control and his deliberate and wanton neglect of our needs and desires has brought us here today.

Franklin:

We have reminded the king that we immigrated and settled in America to get away from his tyranny, and we will not stand for it in America! We have petitioned the king many times, but because of his passionate fixation to be in total control, we have given up any hope that we could communicate like brother would talk to brother and reach an agreement on what is right and fair.

Sherman:

Members of the jury, the king has been deaf to the voice of justice and the brotherhood we desire.

Livingston:

Therefore, members of the jury, we must accept the fact that we are now enemies in war; but in peace, we are still friends.

Jefferson:

Therefore, members of the jury, let me reiterate the obvious truth. All men are created equal, and they are endowed by their creator with certain unalienable rights. The purpose of government is to protect these rights against all tyranny. It has been proven in this court that King George III has a history of absolute tyranny, and he is a tyrant who is unfit to receive the loyal obedience of the American colonies. In conclusion, it is the right and duty of the people of America to throw off this tyranny and establish a new and more secure government. Members of the jury, we ask that you convict this man as a tyrant and at the same time allow us to declare our independence from Great Britain.

The jury talks among themselves.

Representative of the Jury:

After considerable deliberation, we find King George III GUILTY of tyranny and the United States free to declare their independence from this tyrant. Let the war begin!!

Applause

Jefferson:

Your Honor, may I make one last statement?

Judge:

You may, Mr. Jefferson.

Jefferson:

We, therefore, the representatives of the United States of America, appealing to the Supreme Judge of the world for the correctness of our intentions, propose to write a document in the name and by authority of the good people of these colonies. This document will solemnly publish and declare, that these united colonies are, and of right ought to be, free and independent states. So let it be written 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. We also believe that the united colonies have a right to start wars, conclude peace, contract alliances, establish commerce, and do all other acts, which independent states may of right do.⁴¹

Jefferson, Adams, Franklin, Sherman, Livingston:

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.⁴²

Judge:

So let it be written, so let it be done!

King George:

You haven't seen the last of me!!

(Booing and hissing is heard)

Prologue

One month later

Narrator:

Although this mock trial and conviction of King George III was not true, it could have been a true scenario as it represented the real feelings of the colonists. It was in June 1776 that the Second Continental Congress met and considered declaring independence from Great Britain. Tension was high because many of the delegates were afraid to go against King George. However, many were eager for freedom and proposed a resolution of independence to Congress.

Herald:

Hear ye, hear ye, "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."⁴³

Narrator:

The first great step towards freedom had been taken. The committee assigned Thomas Jefferson, the young statesman from Virginia, the task of writing a draft declaration.⁴⁴

Discussion Questions

Question: How does the Declaration of Independence affect our government, freedoms, and society?

Answer: The Declaration of Independence is the moral compass of our nation—that we are one nation under God. The Declaration of Independence led us to our Constitution, which helped us to be ruled by law and not by dictators. The Declaration also helps all Americans to be treated fairly and equally.
Discussion.

Question: What were the struggles that led to the creation and signing of the Declaration of Independence?

Answer: The colonies were threatened by tyranny if they did not write the Declaration of Independence, and the Founders were threatened with their lives if they signed it. Many of the colonists who were loyal to England violently opposed the Declaration of Independence.

⁴³ Rev. Charles A. Goodrich *Lives of the Signers to the Declaration of Independence*. New York: William Reed & Co., 1856. Pages 372–38.
⁴⁴ The Connecticut Society of the Sons of the American Revolution, Inc.

Review Quiz

Cries of Freedom: Act 1 Cries of Tyranny, Scene 6 King George on Trial! – May 1776

Name: _____ Date: _____

1. According to the preacher Moses Mathers, why should the colonists fear Great Britain?
2. According to the preacher Moses Mathers, why should the colonists NOT fear Great Britain?
3. T/F To be involved with the Declaration of Independence meant committing high treason and could be punished by death.
4. What was the British penalty for high treason at the time the Declaration of Independence was signed?
5. T/F The king neglected to make laws that benefited the public good and prevented governors from doing the same.
6. What did the king do to legislatures to wear them out?
 - a) Had them meet in unusual places
 - b) Sent them on diplomatic missions to France and Holland
 - c) Gave them all the responsibility of finding the money to pay for the war
 - d) Encouraged divisions of opinion so they would argue more
7. T/F The king dismissed Representative Houses when they didn't do what he said, but always replaced them with people loyal to him.
8. T/F The king wanted many foreigners to settle in America because that meant more taxes for him.
9. T/F The king blackmailed judges and quartered soldiers in the colonists' houses.
10. T/F The king transported colonists to England to be tried there to give them fairer trials.
11. The king prohibited the colonial governments from functioning because
 - a) He dismissed legislatures who differed from his opinion.
 - b) He blackmailed judges.
 - c) He refused to pass necessary laws.
 - d) He revoked their charters.
 - e) All of the above
11. T/F Colonial men would be captured and forced to fight for the British against their own countrymen.

12. The king used which method(s) to control the colonists?

- a) Impressments of soldiers
- b) Provoking the Indians
- c) Kidnapping children
- d) Quartering soldiers
- e) A, b, d
- f) All of the above

13. Name three things that the Declaration of Independence gave the Americans power to do.

14. What made the king a tyrant and did it justify war against him?

Key

Review Quiz

Cries of Freedom: Act 1 Cries of Tyranny, Scene 6 King George on Trial! – May 1776

1. The malignity, power and cunning of the British
2. The greatness of the numbers and resources, the justice of their cause, the unanimity of their hearts, and the desperateness of their spirits
3. T
4. To be “hanged by the neck and then cut down alive, then he was disemboweled while yet living. His head was cut off and his body divided into four parts for disposition by the King.”⁴⁵
5. T
6. a
7. F
8. F
9. T
10. F
11. e
12. T
13. e
14. start wars, conclude peace, contract alliances, establish commerce, all other acts of independent states
15. The king denied the colonists their unalienable rights; this justifies war.

Assignment: Preparing to Declare Independence
Cries of Freedom: Act 1 Scene 6 – *The Declaration of Independence*

Write a letter at least three-paragraphs long, to King George III stating why you think he has been treating the colonists unfairly. Use at least three of the following reasons to make your case:

- Taxing the colonists unjustly
- Refusing to pass helpful laws for the colonists
- Stopping colonial governors from passing helpful laws for the colonists
- Not allowing people to immigrate to America to keep it small and weak
- Cutting the colonies off from trading with the rest of the world
- Having permanent armies among the colonies even in times of peace
- Making the colonies support the permanent armies
- Letting England's soldiers go free when they murder colonists
- Depriving the colonists of fair trials (trial by jury)
- Making colonists captured at sea join the British army and fight against their own people
- Trying to turn the Indians against the colonists
- Rejecting the colonists' government
- Stopping England's protection of the colonists from foreign countries
- Destroying towns through warfare
- Hiring soldiers from other countries to fight against the colonists

How to write a letter

The heading (Your name and address)

The inside address (name and address of King George)

Salutation or greeting,

Date

Introduction paragraph stating the purpose of the letter (at least three sentences).

Content paragraph giving specific reasons and evidences for the purpose of the letter (using at least three of the complaints listed in the Declaration of Independence).

Conclusion paragraph based on the evidence presented in the second paragraph. Close with what you propose needs to be done.

Complimentary close,

Signature

Example Letter

Mr. Swain
465 East 850 South
Orem, Utah 84097

King George
Buckingham Palace
London, England

Dear King George,

January 19, 2007

This letter is to tell you that I think you are unfair. In fact, I think you are a tyrant and I would not blame the colonists for revolting. People should not have to live under tyranny.

You have taxed the colonists unfairly by not giving them a say in how they are taxed. This is taxation without representation. You have tried to turn the Indians against the colonists, and the Indians have killed many of our people. You have also deprived the colonists of a fair trial—a trial by jury. Your courts are not fair! There are many more things you have been unfair about, and you know what they are.

Your actions tell us that you are a tyrant, and you should be ashamed of yourself, King George. I have decided to help the colonists revolt against you. I think we should be independent from someone as tyrannical as you.

Sincerely,

Mr. Swain

Cries of Freedom: Act 1 Cries of Tyranny

Freedom Gallery Images: *Writing the Declaration of Independence, 1776 (painting), The Declaration of Independence (painting), The Declaration of Independence (document)*

Scene 7 The Power of Commitment – July 4, 1776

Subject: The commitment of the signers of the Declaration of Independence

Objective: A re-creation of July 4, 1776 will make students aware of the reservations the signers had and the commitment they made as they signed The Declaration of Independence.

Lesson time: 30-35 minutes

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.

The Declaration of Independence

Teaching Tips for the Readers' Theater:

The teacher could be the Narrator and should carefully assign the other parts since some of the parts are rather long and may require extra reading skills.

Teaching Tips for the Interactive Experience:

At the end of this lesson give each student an 11x14 copy of the Declaration of Independence without any signatures at the bottom. The interactive experience is that each student will sign every copy as though they are the original signers. The students are told that if they are willing to take the same risks the original signers took, they will be able to sign the Declaration of Independence. Before beginning, have each student sign and date his or her personal copy on the back. At the teacher's cue they are given 10 seconds to sign their copy and then pass it to the person on their left. (Say "pass" at each 10 second interval.) The teacher will need to take the last student's copy at the back of the classroom and bring it to the front student at the end of every signing. The Declarations will circulate to every student until the students get back the copy they started with which will be signed by every student in the class. In other words, in a class of 30 students, each student is going to sign his or her name 30 times.

Let students know that they are to sign their full name and nothing else. They may not write nicknames or any slang with their name. All signatures need to be below the Declaration and should be small enough to allow all students to have room to sign in the designated area. Let students know that this is a serious activity and that we must not desecrate this document by writing anything inappropriate.

Assessment Plan:

Advise students that they will be quizzed on this lesson before the next lesson begins. At the end of this lesson, go over all of the questions in the quiz. If desired, let the students know that open-ended questions that are answered correctly will receive extra credit but will not count against them if they get them wrong.

In addition, since the teacher is informally/verbally reviewing what has been taught, he or she may want to periodically ask the students NOT to raise their hands for the answer because the teacher may just want to choose someone. This will keep students a little more on their toes. If the first few students can't answer a question, re-read the parts in the Readers' Theater that contain the answer and re-ask the question.

Question: Imagine yourself placed in a situation where you must choose between a cause you believe in and cause you do not. Choosing to follow your beliefs could cost you your life. Would you follow through or not?

Answer: Discussion

Before beginning the Readers' Theater, display the painting "The Declaration of Independence" by John Trumbull and tell them the following information:

Interestingly, at the time of the signing, John Adams (pictured as the man in front with his hand on his hip) and Thomas Jefferson (pictured as the man on the left of the table in the red vest) were good friends and actually worked together to write the Declaration. However, several years later and for a long period of time, they were bitter enemies in politics. Rumor has it that Jefferson paid Trumbull to paint him stepping on Adams' foot as a sign of Jefferson's political superiority. You can see it in the painting if you look closely. However, in their later years they became good friends again. As the 50th anniversary of the Declaration of Independence approached (July 4, 1826) both men were very old and ill. Both men died on July 4, 1826 and John Adams' last words were, "Jefferson lives!" Actually, Jefferson had died just two hours before.

Over time, this painting became so popular that the U.S. mint put it on the back of the two-dollar bill in 1976. Amusingly, in this etching the creators of the two-dollar bill removed Thomas Jefferson's foot from over John Adams' toe because they did not think it was appropriate.

READERS' THEATER

Characters:

Narrator

George Washington, Commander-in-Chief of the Continental Army

John Adams, signer of the Declaration of Independence from Massachusetts

Abigail Adams, wife of John Adams

Patrick Henry, one of the greatest American patriots in American history

John Hancock, signer of the Declaration of Independence from Massachusetts

William Ellery, signer of the Declaration of Independence from Rhode Island

Colonel Benjamin Harrison, signer of the Declaration of Independence from Virginia

Elbridge Gerry, signer of the Declaration of Independence from Massachusetts

Benjamin Franklin, signer of the Declaration of Independence from Pennsylvania

Narrator:

Contrary to a widespread misconception, the 56 signers did not sign as a group on July 4, 1776 even though they did commit themselves to declaring independence on this day. The formal signing happened on August 2, 1776 after the engrossed copy was prepared. At that time 50 men took part in the signing. Later that year, five more signed separately, and one added his name in a subsequent year. It was not until January 18, 1777, in the wake of Washington's victories at Trenton and Princeton, that Congress, which had sought to protect the signers from British retaliation for as long as possible, authorized the printing of the Declaration with all their names listed. At the time of printing, Thomas McKean had not yet signed his name.⁴⁶ Another interesting fact is that neither Jefferson nor the Congress called this document the "Declaration of Independence." It was the people who later gave the Declaration its immortal name.⁴⁷

However, it is important to note, that on July 4, 1776 there was a signing of sorts. John Hancock and Charles Thomson, President and Secretary of Congress respectively, signed the first copy of the Declaration of Independence called the broadside copy, which was sent to a Mr. Dunlap for printing and then distributed to the colonists. Later, a copy was ordered engrossed (in large formal handwriting) for all the delegates to sign. This is the copy that was signed on August 2, 1776.

⁴⁶ Robert G. Ferris and Richard E. Morris, *The Signers of the Declaration of Independence* (Flagstaff, Arizona: Interpretive Publications, Inc., 1982) 22-24.
⁴⁷ W. Cleon Skousen, *The Making of America* (Washington, D.C.: NCCS, 1985), 31.

Time: Early June 1776

Place: Independence Hall, Philadelphia, Pennsylvania

Occasion: George Washington and his wife, Martha, have recently arrived in Philadelphia and now Washington is addressing Congress.

Washington:

May I advise Congress that any hope of accommodation with Great Britain is entirely useless. We are facing foreign mercenary troops known as Hessians who show unsparing hostility to soldiers and non-soldiers alike. In addition, in order to better fight this war, I would ask that the Congress approve three-year enlistments instead of only one-year terms for my troops.

Narrator:

General and Mrs. Washington returned to New York on June 7, 1776, and the Second Continental Congress continued debating on the matter of independence along with Washington's request to approve a permanent army.

Time: July 4, 1776

Place: Independence Hall in Philadelphia, Pennsylvania

Occasion: Congress adopting the Declaration of Independence

At this time, Congress consisted of representatives from all 13 colonies who were gentlemen of solid responsibility and high social position—including Benjamin Franklin, John Adams, Thomas Jefferson, Richard Henry Lee, Charles Carroll, Robert Morris, John Hancock, James Wilson, Roger Sherman, and George Walton. Such men had everything to gain by standing with King George. If they joined the rebels, they risked not only their own lives, but also the lives of their families. Under English law, their children and their children's children would remain traitors.

Each man possessed a landed estate, a substantial business, a professional position—or all three. By keeping quiet, each man might save his property, his superior class status, and his life. And he could easily justify his position on the premise that, while he might not wholly agree with the government's policies, a good subject's duty is to obey the laws and remain loyal to his king.

To convince a vacillating Congress, John Adams articulated his sentiments:

John Adams:

"Sink or swim, live or die, survive or perish, I give my hand and heart to this vote. It is true indeed, that in the beginning we aimed not at independence. But, there's a divinity that shapes our ends... why then, should we defer the Declaration? You and I, indeed, may rue it. We may not live to the time when this Declaration shall be made good... but whatever may be our fate, be assured... that this Declaration will stand. It may cost treasure, and it may cost blood, but it will stand, and it will richly compensate for both."⁴⁸

Narrator:

Even though the colonies were unanimous in their decision to adopt the resolution to declare independence, some of the representatives later were hesitant to sign the document because of possible British retaliation. Each man knew what he risked when he wrote his signature under the words: "We mutually pledge to each other our Lives, our Fortunes, and our sacred Honor."

On August 2, 1776, the Second Continental Congress again assembled in Independence Hall to sign the Declaration of Independence. The decision to declare independence had already been made by

Congress, but, by signing, each man would forever commit his name to this act. To sign a declaration of independence was such an irretrievable act that the walls resounded with the words *treason, the gallows, the henchman's axe*, and some of Congress remained in doubt. It was at this moment that Patrick Henry gave the following speech to convince those present to sign the Declaration of Independence:

Henry:

"These words will go forth to the world when our bones are dust. To the slave in bondage they will speak hope; to the mechanic in his workshop, freedom. That parchment will speak to kings in language sad and terrible as the trumpet of the archangel. *You have trampled on the rights of mankind long enough.* At last, the voice of human woe has pierced the ear of God, and called His judgments down. Such is the message of the Declaration to the Kings of the world. And shall we falter now? And shall we start back appalled when our free people press the very threshold of freedom?

Sign! If the next moment the gibbet's rope is around your neck.

Sign! If the next moment this hall rings with the echo of the falling ax.

Sign! By all your hopes in life, or death, as husbands, fathers...as men with our names to the parchment, or be accursed forever!

Sign! Not only for yourselves, but for all ages, for that parchment will be the textbook of freedom, the Bible of the rights of man forever."⁴⁹

Narrator:

He sat down, exhausted. The delegates, swept up by his eloquence, rushed forward and signed a document destined to be as immortal as a work of man can be.⁵⁰ John Hancock, President of the Continental Congress, was first to sign. He wrote his name in very large letters and said:

John Hancock:

"There! John Bull can read my name without spectacles, and may now double his reward of \$500 for my head. That is my defiance!"⁵¹

Narrator:

The term "John Bull" is a fictitious personification of Great Britain and used to represent all of Great Britain and no one in particular. During the signing, William Ellery of Rhode Island sought a spot where he could witness the signature of each man. He said:

William Ellery:

"I was determined to see how they all looked as they signed what might be their death warrants...undaunted resolution was displayed on every countenance."⁵²

Narrator:

During the signing there was an awful and pensive silence as each man walked stoically to the document to affix his signature. While Elbridge Gerry of Massachusetts, a rather small man, was signing, Colonel Benjamin Harrison, a rather large man, broke the silence and said:

Harrison:

"I shall have great advantage over you, Mr. Gerry, when we are all hung for what we are now doing. From the size and weight of my body I shall die in a few minutes, but from the lightness of your body you will dance in the air an hour or two before you are dead."⁵³

49 D.P. Stoker and B.E. Clegg, *Our Heritage of Freedom* (Idaho Falls, ID: GCS Distributing, 1998), 39.

50 Paul H. Dunn, *The Light of Liberty* (Salt Lake City, Utah: Bookcraft, Inc., 1987), 23-24.

51 Reprinted in William J. Bennet. *Our Country Founders: A Book of Advice for Young People* (New York: Aladdin Books, 1998) 9-10.

52 Ibid.

53 Ibid.

Gerry:

Ha, ha. Very funny. You have finally convinced me of one benefit of your rather large size.

Narrator:

This speech made everyone smile, but it was soon followed by the solemnity with which the whole business was conducted. During the signing it is recorded that John Hancock said:

Hancock:

“We must be unanimous. There must be no pulling different ways; we must all hang together.”⁵⁴

Narrator:

To which Benjamin Franklin added:

Benjamin Franklin:

“Yes, we must all hang together, or most assuredly we shall all hang separately!”⁵⁵

Narrator:

John Adams wrote the following to his wife, Abigail, concerning the Declaration of Independence:

John Adams:

“Yesterday the greatest Question was decided, which ever was debated in America, and a greater, perhaps, never was nor will be decided among Men....I am apt to believe [The Declaration of Independence] will be celebrated by succeeding Generations, as the great anniversary Festival. It ought to be commemorated, as the Day of Deliverance by solemn Acts of Devotion to God Almighty. It ought to be solemnized with Pomp and Parade, with Shews [sic], Games, Sports, Guns, Bells, Bonfires, and Illuminations from one End of this Continent to the other from this Time forward forever more.”⁵⁶

Narrator:

Abigail Adams, on hearing the results of the vote for independence in Congress, wrote to her husband:

Abigail Adams:

“Thus ends royal authority. A new empire has arisen styled the United States of America.”⁵⁷

Narrator:

The signers established a new precedent when they signed the Declaration of Independence. Prior to that time it was not customary for people to sign petitions or declarations because of possible retaliation. The members of Congress knew full well that they were putting their lives at risk for signing the Declaration of Independence. However, they felt it was an honor, even a sacred sacrifice, to share in the common struggle for liberty. This may explain why the Declaration of Independence ends: “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.”⁵⁸

54

Ibid.

55

Ibid.

56

Phyllis Lee Levin, *Abigail Adams—A Biography* (New York: Ballantine Books, 1987), 9.

57

Ibid.

58

The Declaration of Independence.

Discussion Questions

Question: How would you have reacted to the news of the signing of the Declaration of Independence if you had lived as a colonist? Would your reaction have been excited or would you have been uneasy and nervous for the future?

Answer: Class Discussion

Question: Do you think that the British had the right to convict the signers as traitors and sentence them to death?

Answer: Class Discussion

Review Quiz

Cries of Freedom: Act 1 Cries of Tyranny, Scene 7 The Power of Commitment – July 4, 1776

Name: _____ Date: _____

1. When did the Founders formally sign the Declaration of Independence?
 - a. July 4, 1776
 - b. May 31, 1777
 - c. September 5, 1776
 - d. August 2, 1776
2. Why did they not sign it on the day we celebrate independence?
 - a. They did not approve of it then.
 - b. It had to be engrossed first.
 - c. John Adams was sick.
 - d. It took too long for all of them to sign it.
3. T/F Jefferson named the Declaration of Independence.
4. T/F Under English law, a traitor's children's children were still labeled as traitors.
5. John Adams said that signing the Declaration may cost _____ and _____ but in the end it would be worth the cost and compensate for both.
6. Patrick Henry said that the Declaration would be a textbook for _____ for nations.
 - a. Nationalism
 - b. Patriotism
 - c. Freedom
 - d. Happiness
7. What does John Bull stand for?
 - a. Great Britain as a whole
 - b. King George
 - c. John Adams
 - d. John Hancock
8. T/F Signing the Declaration was like signing one's death warrant.

Key

Review Quiz

Cries of Freedom: Act 1 Cries of Tyranny, Scene 7 The Power of Commitment – July 4, 1776

1. d
2. b
3. F
4. T
5. Treasure and Blood
6. c
7. a
8. T

Cries of Freedom: Act 1 Cries of Tyranny

Freedom Gallery Images: *Writing the Declaration of Independence, 1776 (painting)*, *The Declaration of Independence (painting)*, *The Declaration of Independence (document)*

Scene 8 A Signed Document Creates a New Nation – August, 1776

Subject: A written document is necessary for the successful founding of a nation.

Objective: The class will hear Thomas Jefferson interviewed by newspaper reporters and will realize that the founding of America is different from the founding of any other nation because it included a written document that declared our independence *and* our beliefs. They will see examples of how other nations have failed without a signed document.

Lesson time: 30-35 minutes

Teaching Tips: The teacher could normally reserve the right to be the Narrator. While anyone is reading the teacher could stop in the middle of a sentence and then randomly select one of the students to say the next word in the line. This could be done by using popsicle sticks drawn randomly with the students' names written on them. If a student is not following along in the skit, the teacher may want to give them a warning and the next time a consequence.

The teacher can choose several students who want to play the parts of the newspaper reporters. Before they volunteer let them know that they will have to be loud and overbearing like newspaper reporters need to be to make sure they get their question answered. Another variation is to gather all of the newspaper reporters in one place and have them raise their hands like in a press conference when they want to ask a question. Tell them they can raise their hand and say, "Mr. Jefferson! Mr. Jefferson!" when they want to ask a question. The Moderator will call on the person who looks the most anxious to have their question answered. Also choose someone to be the Moderator and Thomas Jefferson.

To explain the word "anarchy" explain that if they were given one ball to play with but no instruction. The game would either descend to anarchy, or someone would have to organize something quickly. Let them know that if this situation was their wedding day or their graduation from college, they would want to be even more organized to make sure it went well. If it was one of the most important days of their life, they would want to write down what was most important to them and make sure it happened just the way they planned. This is why the Founding Fathers wrote the Declaration of Independence, to make sure our country started out well.

Assessment Plan: The students will write a newspaper article announcing to your community the recent writing of the Declaration of Independence. The article needs a heading that will cause someone to want to read it and content that explains that delegates from all the states declared independence and what that means to us now.

In addition, at the end of the lesson verbally go through the Review Questions by randomly choosing students. The Review Quiz can be given at the beginning of the next lesson.

Discussion Question:

Question: Have you ever tried to make goals without writing them down or been in a classroom that has no rules? What is the result in these cases?

Answer: As the teacher you can discuss how making goals without writing them down makes it hard to be successful. Having a classroom without clear guidelines makes it hard to know what the expectations are, and also makes it difficult to have organization. The Declaration of Independence, for our nation, was like writing down individual goals for our country and also creating an organization of people who established a government. Have a discussion with the class about these points.

READERS' THEATER

Characters:

Narrator

Thomas Jefferson

Moderator

Newspaper Reporter #1

Newspaper Reporter #2

Newspaper Reporter #3

Newspaper Reporter #4

Newspaper Reporter #5

Newspaper Reporter #6

Narrator:

Time: September 1776

Place: Independence Hall, Philadelphia, Pennsylvania

Occasion: A press conference interviewing Thomas Jefferson about the Declaration of Independence.

The Declaration of Independence is the birth certificate of our nation. Most countries define their starting date with a battle or a speech given. Mexico celebrates September 16 to commemorate a speech given by a priest calling for rebellions against Spain. France remembers Bastille Day on July 14, the day of the storming of the Bastille and the beheading of their monarch. In America, our national birthday is marked by a document, not an event. It was the truths of the Declaration that Lincoln quoted during the Civil War and believed in to unite a broken union. On November 19, 1863, he stated in the Gettysburg address the ideas of liberty found in the Declaration when he said, "Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal." The Declaration of Independence will live on in history as the unifying and idealistic vision of the American people.

Moderator:

Mr. Jefferson, thank you for taking time to answer questions regarding the Declaration of Independence.

Jefferson:

It is my pleasure to do so.

Newspaper Reporter #1:

Mr. Jefferson, will you explain the purpose of the Declaration of Independence?

Jefferson:

The Declaration of Independence contains a three-fold mission. First it states and declares truths, which should be self-evident in American society. The first and foremost truth is that all men are created equal. Second it lays out the abuses of the King of England against American colonists and states he no longer has power here. Third, it makes clear to the British government that Americans are fighting for their independence and not just a renegotiation with the British government.

Newspaper Reporter #2:

What does it mean that all men are created equal?

Jefferson:

It means that all men are endowed by their Creator with certain unalienable rights. That among these are life, liberty and the pursuit of happiness.

Newspaper Reporter #3:

So what you're saying is that no one is better than anyone else, and all people have an equal right to their life, their freedoms, and their security?

Jefferson:

Yes, I am saying that in America we are all treated like Americans. It doesn't matter how much money we have, what color of skin we have, or what religion we belong to—all people should be treated fairly. There is no place for kings in America.

Newspaper Reporter #4:

What about our elected officials? Where do they stand with the American people?

Jefferson:

Even though we elect a president or congressman, we are only obliged to follow that official so far as he or she abides by our laws. If he or she breaks our laws we are not obligated to follow that person.

Newspaper Reporter #5:

So in America the law is king?

Jefferson:

Yes, that is another way of saying it.

Newspaper Reporter #6:

What does it mean to have unalienable rights?

Jefferson:

It means that there are certain rights that no one has the authority to take from another. Life, liberty and property are three examples of this, but there are many more unalienable rights like the right to choose a mate, the right to live where we want to live, and the right to choose an occupation.

Newspaper Reporter #1:

How important is it that these rights are written down?

Jefferson:

Very important. People forget what they don't write down, and our unalienable rights are so important we don't want to ever forget them.

Newspaper Reporter #2:

Does this document create a new nation?

Jefferson:

Yes, it does. The last paragraph states "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 connections between them and the State of Great Britain, is and ought to be totally dissolved."

Newspaper Reporter #3:

Mr. Jefferson, do you think the majority of American's agree with this document?

Jefferson:

Yes, all of the delegates from all of the states except New York have agreed to it. The ideas and feelings held by most Americans are that all men are created equal and that they are entitled to life, liberty, and the pursuit of happiness. We believe that the Declaration was written to be an expression of the American mind, and to give that expression the proper tone and spirit called for by the occasion. The Declaration expresses the combined ideas of the American people in a written document that we believe will last as long as America exists.

Newspaper Reporter #4:

Do you believe that the Declaration will solidify and clarify the feelings of all?

Jefferson:

Yes, the Declaration states what Americans want—independence from the crown and freedom for all—and that we will continue to fight the British until we have won that independence.

Newspaper Reporter #5:

Mr. Jefferson, what precedents have you used to write this document? In other words, have other nations written a declaration like ours when they began their governments?

Jefferson:

Most other nations are different from America because they do not have a Declaration of Independence in their founding. We have used the writings of John Locke, Thomas Paine, the Magna Charta and more, to write our Declaration of Independence. Our Declaration provides America with a written document that states what our goals are as a nation.

Newspaper Reporter #6:

Mr. Jefferson, what meaning and relevance will the Declaration of Independence have for the future of America and the world?

Jefferson:

The Declaration of Independence will be the standard by which all laws are measured. It will be the beacon of hope for the world. All nations and peoples that are oppressed will receive hope from this document. In America it will be the basis for all law. For instance, if a law violates the principle "...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..." then it should not be a law. We must stop tyranny in all of its forms or we will become as England is now.

Moderator:

Thank you Mr. Jefferson. We do appreciate your taking the time to answer our questions so clearly and succinctly.

Jefferson:

I am happy to do it. True liberty has been my life's work, and I want all Americans to understand the priceless gift they have been given. They have been a given a nation conceived in liberty!

Review Quiz

Cries of Freedom: Act 1 Cries of Tyranny, Scene 8 A Signed Document Creates a New Nation
– August, 1776

Name: _____ Date: _____

1. Who said the following and what was the occasion? “Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.”
2. What happened “four score and seven years” before the above person gave this speech on April 19, 1863?
3. What is the three-fold mission of the Declaration as stated by Jefferson?
4. What are unalienable rights?
 - a. Rights that cannot be taken away
 - b. Life
 - c. Liberty
 - d. Pursuit of happiness
 - e. All of the above
5. Why was it important to write these unalienable rights down on paper?
6. T/F America was the first country to have a written Declaration of Independence.

Key

Review Quiz

Cries of Freedom: Act 1 Cries of Tyranny, Scene 8 A Signed Document Creates a New Nation – August, 1776

1. President Abraham Lincoln gave the Gettysburg Address
2. The Declaration of Independence was signed 87 years earlier in 1776
3. States and declares truths, states abuses of the king, states independence from Britain
4. e
5. To publicly declare our rights helps people remember them and defend them.
6. T

Cries of Freedom: Act 1 Cries of Tyranny

Freedom Gallery Images: *Writing the Declaration of Independence, 1776 (painting)*, *The Declaration of Independence (painting)*, *The Declaration of Independence (document)*

Scene 9 Comparing and contrasting the American (Colonial) and the Russian (Bolshevik) Revolutions

Subject: A study of the American and Russian Revolutions

Objective: By comparing and contrasting these two great, yet very different revolutions, the students will begin to understand our unique position in history.

Lesson time: 30-35 minutes

Teaching Tips:

Begin by having a student read Patrick Henry's speech and then another student read Lenin's speech. Explain that both speeches sparked a revolution; but one led to freedom, and one led to tyranny. Use the Venn Diagram for the speeches and discuss similarities and differences. The fact is, both started with what seemed like a good idea.

Assessments:

Make a copy of a generic Venn Diagram and have the students fill in the similarities of both revolutions. The teacher may want to write these on the board to ensure the students get the concepts.

These two speeches dramatize the heart and soul of the American Revolution and the Bolshevik Revolution. See if you can list the similarities and the differences.

Now compare and contrast the speech by Patrick Henry on March 23, 1775 to ignite the American Revolution which began 27 days later at the battle of Lexington and Concord. Patrick Henry's speech to begin the Revolution appealed to action and to liberty and a hope that divine intervention would help them accomplish this task.

We have done everything that could be done to avert the storm which is now coming on....An appeal to arms and the God of Hosts is all that is left us! They tell us, sir that we are weak, unable to cope with so formidable an adversary. But when shall we be stronger?...Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs, and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak, if we make a proper use of those means that the God of nature hath placed in our power...Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us.... The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. ...Gentlemen may cry, peace, peace—but there is not peace. The war is actually begun....Why stand we here idle?... Is life so dear or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take, but as for me, give me liberty or give me death!⁵⁹

Speech by Vladimir Illich Ulyanov (Lenin) on October 25, 1917 to ignite the Bolshevik Revolution. Lenin's speech to begin the Revolution promised democratic peace, the abolition of landed proprietorship, workers' control over production, and the establishment of Soviet power (Soviet means a discussion body or council).

The cause for which the people have fought, namely, the immediate offer of a democratic peace, the abolition of landed proprietorship, workers’ control over production, and the establishment of Soviet power—this cause has been secured. Long live the revolution of workers, soldiers and peasants!

Comrades, workers, soldiers, peasants and all working people! Take all power into the hands of your Soviets. Be watchful and guard like the apple of your eye your land, grain, factories, equipment, products, transport—all that from now onwards will be entirely your property, public property. Gradually, with the consent and approval of the majority of the peasants, in keeping with their practical experience and that of the workers, we shall go forward firmly and unswervingly to the victory of socialism—a victory that will be sealed by the advanced workers of the most civilized countries, bring the peoples lasting peace and liberate them from all oppression and exploitation.

VENN Assignment

The following compares and contrasts two speeches that each ignited a revolution; similar in one way but very different in many other ways. Fill in the appropriate steps and there overlapping traits.

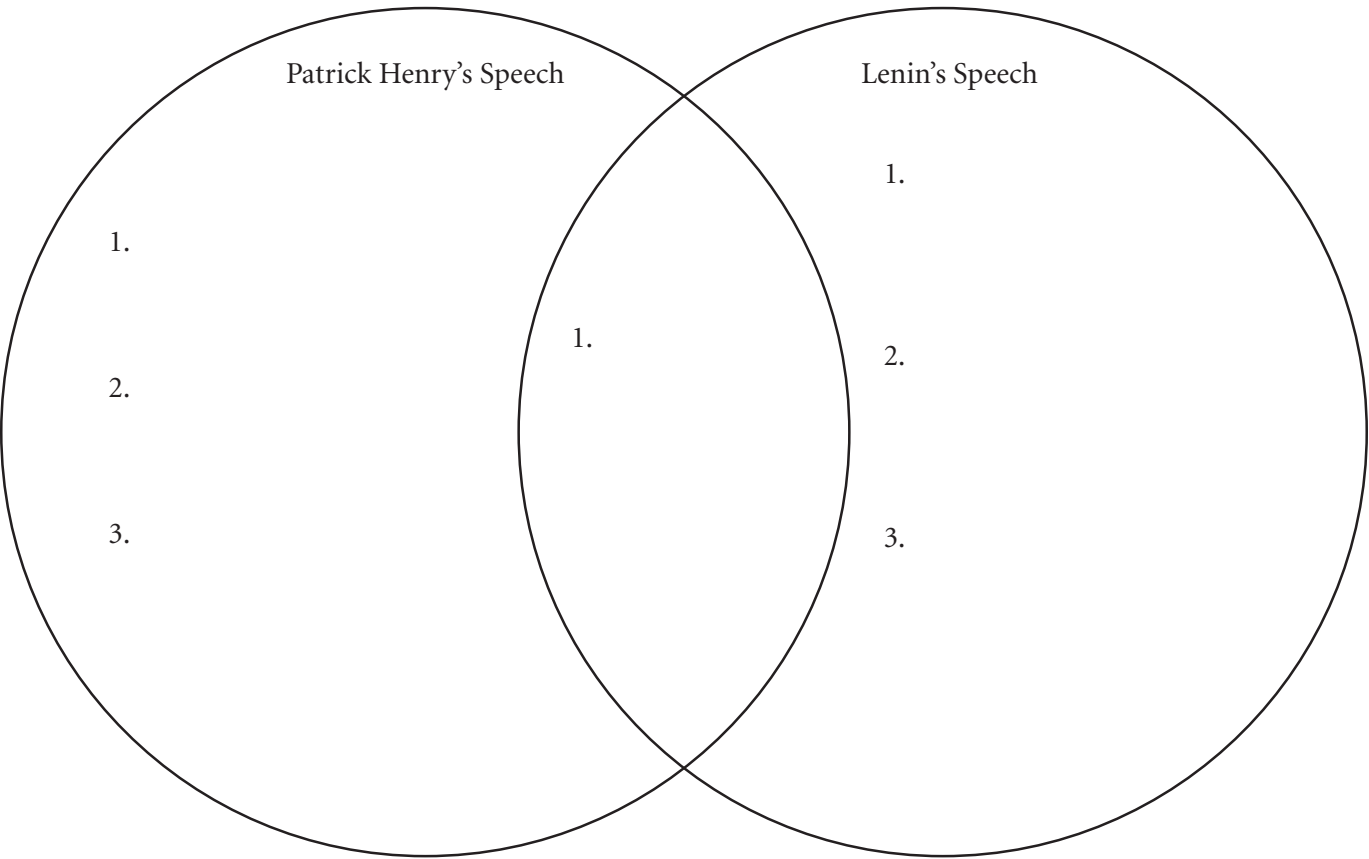
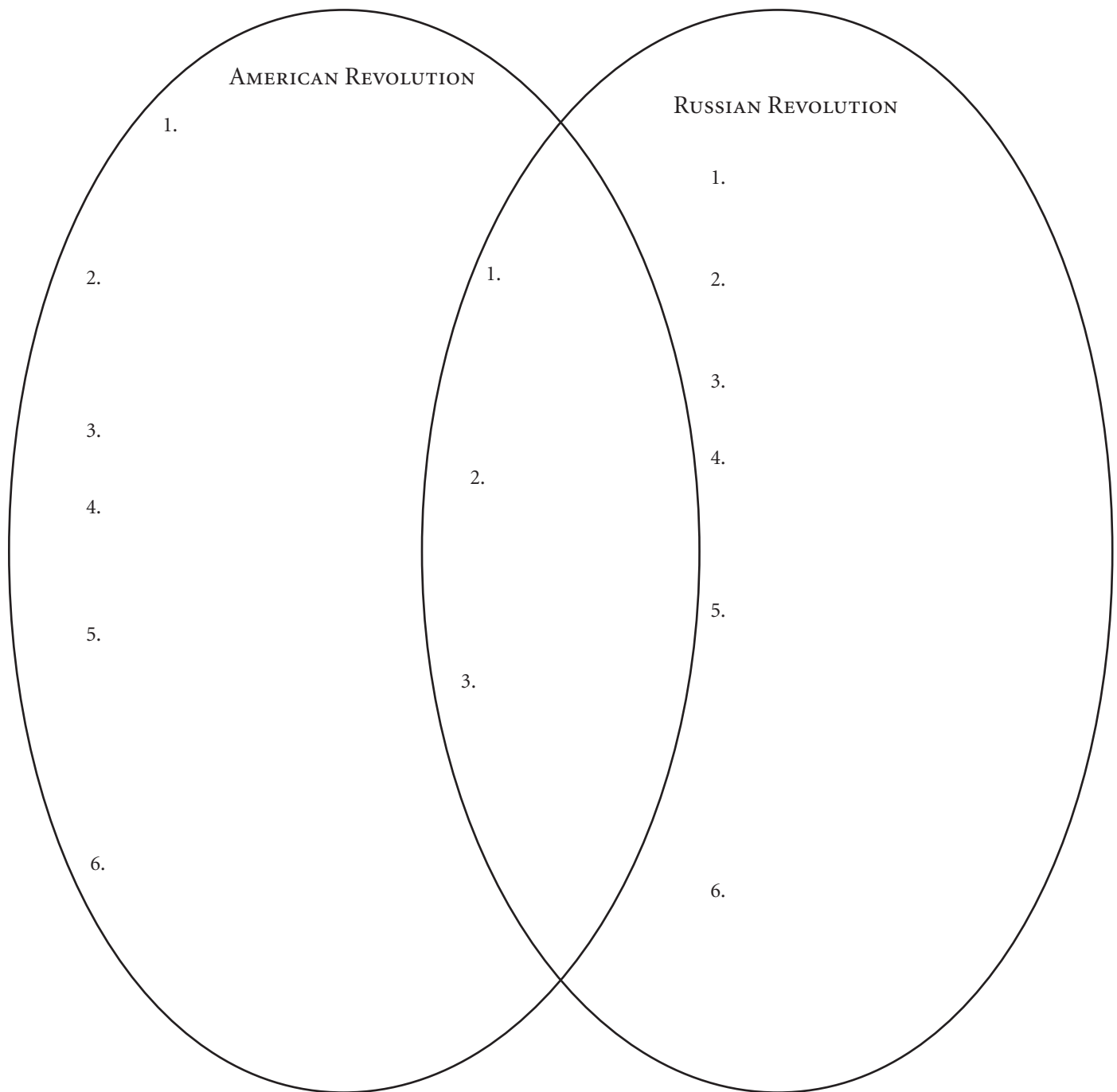


Diagram Assignment

The following is what happens when one nation is founded on correct principles and another is NOT founded on correct principles. Fill in the appropriate steps and there overlapping traits.



VENN Diagram Key

The following compares and contrasts two speeches that each ignited a revolution; similar in one way but very different in many other ways.

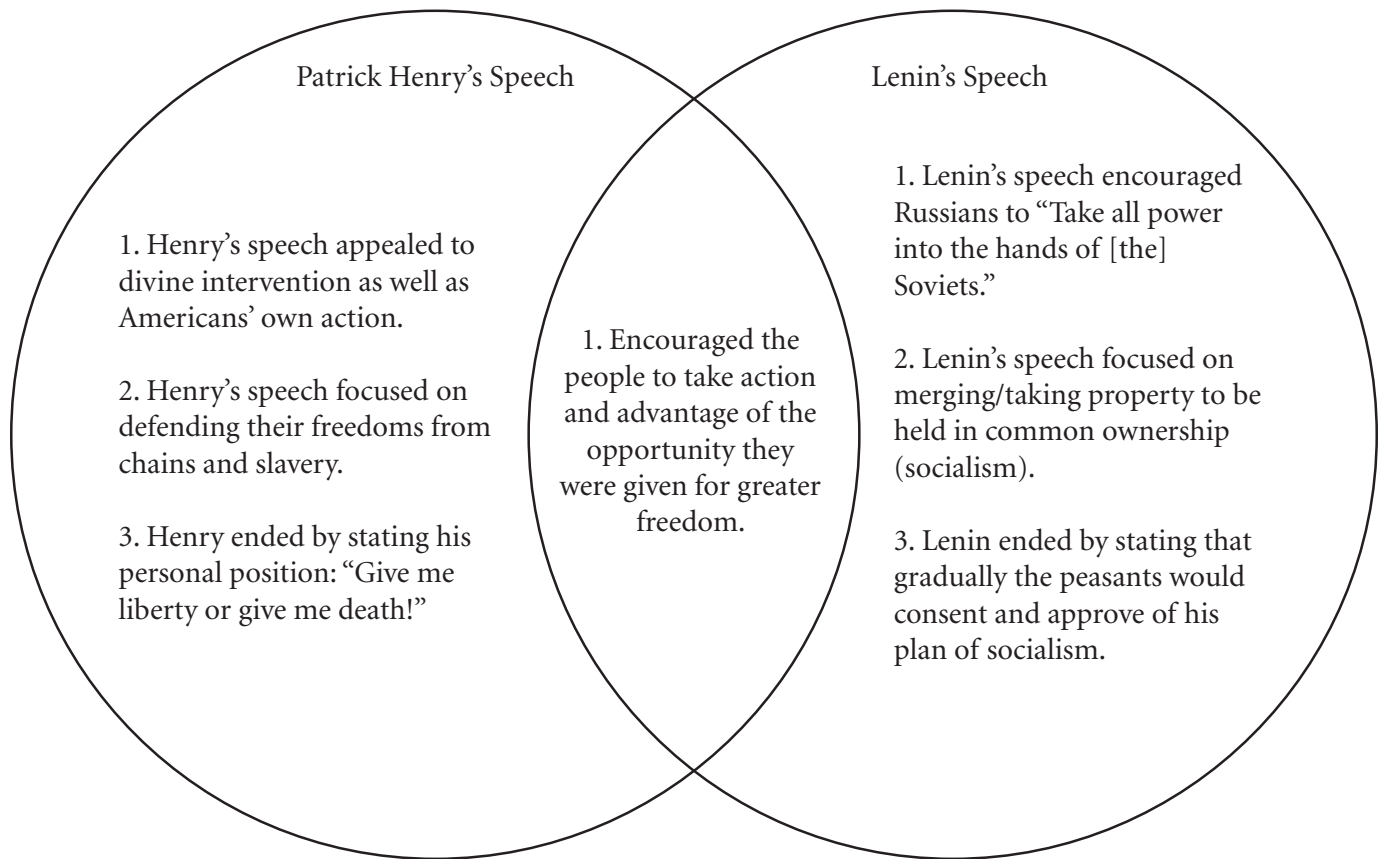
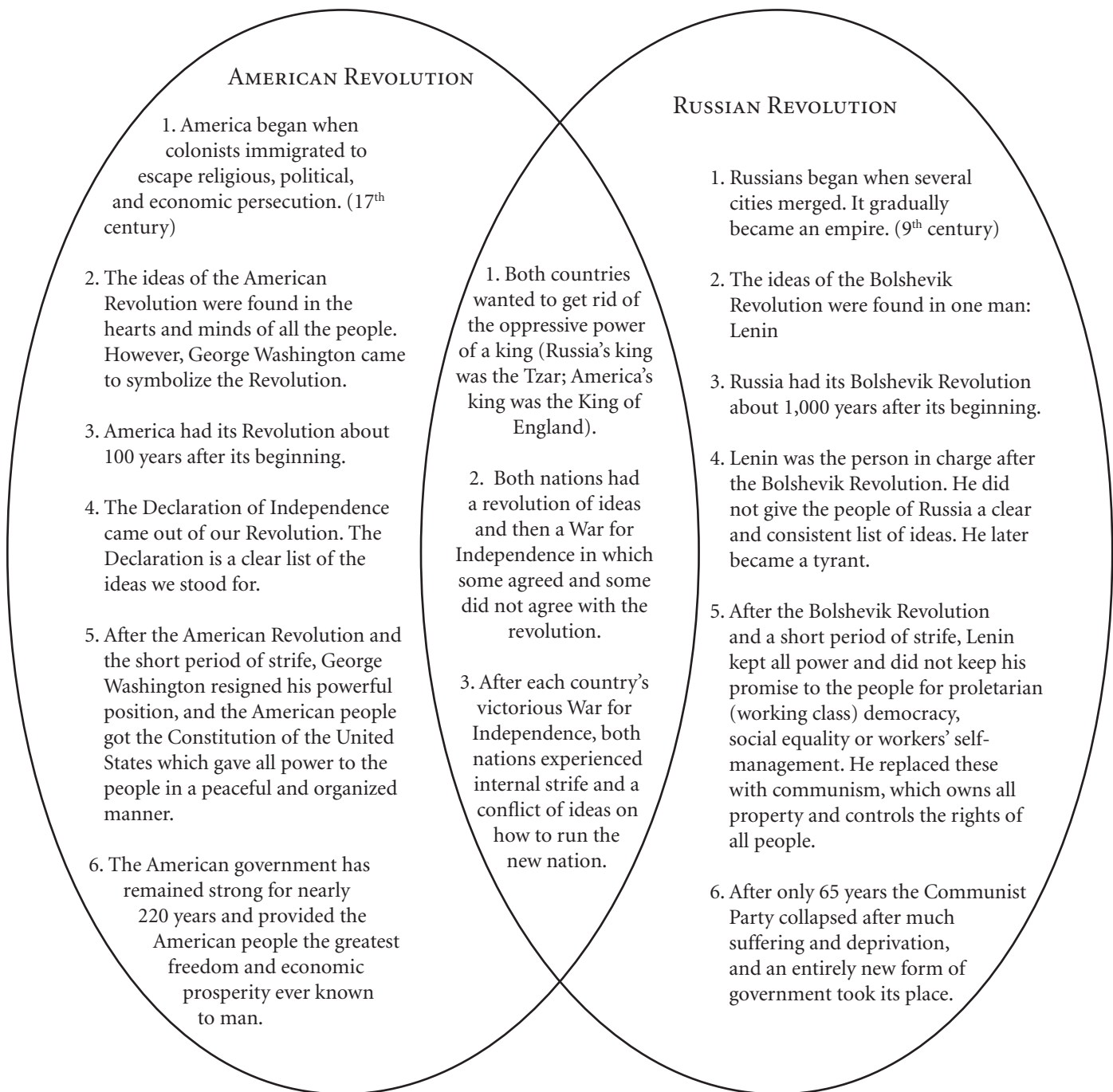


Diagram Key

The following is what happens when one nation is founded on correct principles and another is NOT founded on correct principles.



*A political revolution's purpose is to destroy existing government in order to have the ability to create a new government (hopefully a better government!).

Related web sites for the Venn Diagram:

www.geographia.com/russia/rushis06.htm

www.marxists.org/archive/lenin/works/1917/oct/25.htm

Cries of Freedom: Act 1 Cries of Tyranny

Freedom Gallery Images: *Writing the Declaration of Independence, 1776 (painting)*, *The Declaration of Independence (painting)*, *The Declaration of Independence (document)*

Scene 10 Suffering for The Declaration of Independence, December 1776

Subject: The actual suffering endured by one of the signers of the Declaration of Independence

Objective: Students will come to understand the price of freedom on a personal level as they hear the story of Richard Stockton.

Lesson time: 30-35 minutes

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.

Declaration of Independence

Teaching Tips:

There are enough lines in this skit for everyone to read several lines each. Just rotate through the class letting all willing students read lines.

Assessments:

At the end of the lesson verbally go through the Review Questions by randomly choosing students. The Review Quiz can be given at the beginning of the next lesson.

Question: How much suffering would you endure for a cause you believed in? What would the breaking point for you be? Would you have a breaking point?

Answer: Class Discussion

READERS' THEATER

Characters:

Narrator

Judge Richard Morris, A British judge in New York

Richard Stockton, a rebel supporter in the colonies and one of the signers of the Declaration of Independence from New Jersey

Narrator:

Time: December 1776

Place: At a British courtroom in New York

Occasion: Mock trial to hear the arguments for "The King of England verses Richard Stockton." It is based on true events.

Bailiff:

Order in the court! Order in the court! All arise for the Honorable Judge Richard Morris.

All in the courtroom arise.

Judge:

You may be seated. We will bring this courtroom to order to hear the arguments for “The King of England verses Richard Stockton.” Bailiff, what are the charges?

Bailiff:

Your Honor, the charges against Richard Stockton are sedition and treason against the King of England because of the supposed signing of one declaration of independence from Great Britain.

Judge:

Mr. Stockton, how do you plead?

Stockton:

Guilty, your Honor.

Judge:

Do you realize that the punishment for treason is hanging?

Stockton:

Yes, I do your Honor.

Judge:

And you choose to pursue this course that will undoubtedly lead you to the executioner’s noose?

Stockton:

I cannot recall what I have done nor do I wish to. I am willing to suffer even unto death for my country and the cause of liberty.

Judge:

Mr. Stockton, on November 30, 1776 you were taken from your home and placed in prison as a common criminal because you are accused of signing the Declaration of Independence and of sedition against the King of England. Is this true?

Stockton:

Yes it is, your Honor.

Judge:

The last paragraph of the Declaration reads: “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?” Are you willing to lose your life, your fortune and your sacred honor?

Stockton:

I am willing to lose everything but my sacred honor. You can never take that away from me.

Judge:

Mr. Stockton, you and the rest of the rebels have already suffered for your foolish cause. General Howe has nearly destroyed the American army in New York, and soon you will all be in chains to pay for your silly little revolution. Can you explain to the courtroom why you and the other signers have been so stubborn in your beliefs?

Stockton:

I can only speak for myself.

Judge:

Very well then, speak for yourself!

Stockton:

Yes, your Honor. I was born October 1, 1730 into a wealthy family who were some of the first colonists in New Jersey. I studied at a preparatory college in Maryland until I transferred to the University of New Jersey at Newark to study law. I was admitted to the bar in 1754 and grew to prominence in society. In 1763 I was awarded a degree as sergeant-at-law. For me this was a great honor. The English Court System did not give many this distinction.⁶⁰

In 1766, I had the opportunity to travel to England. At this time I was a friend to England. I had advanced in your society and was numbered among your elite. As such, Britain helped me gain fortune and titles. I traveled to England in hopes of improving in my profession as a lawyer. I wanted more experience in the court systems and was interested to observe English law at work. I attended the highest courts of the land witnessing many great court trials of the day. I can tell you it was a thrill to sit in those courtrooms and be among the best lawyers in the profession. The British people did all they could to welcome me. I attended balls and parties and was recognized as an equal.⁶¹

Judge:

It sounds like you started out fine. Where did you go wrong?

Stockton:

Do you mean, when did I see clearly the tyranny of England?

Judge:

Balderdash! England is not on trial.

Stockton:

Please allow me to finish, your Honor.

Judge:

Very well, you may proceed Mr. Stockton.

Stockton:

Thank you, your Honor. In September 1767, I returned home to New Jersey and found a much different climate in the colonies than when I had left. People were upset and angry over the abuses inflicted upon them by England. I could not help but agree with them. To complicate the matters, shortly after my return I was appointed as a member of the Royal Executive Council of New Jersey. A few years later I was also appointed to the New Jersey Supreme Court.⁶² I was flattered but not persuaded to become blindly loyal to the Crown. England seemed determined to make a Loyalist out of me but it was not working.

Judge:

You should have taken the chance while you had it.

⁶⁰ B.J. Lossing. *Signers of the Declaration of American Independence*. (New York: George F. Coledge & Brothers, 1848), 78.

⁶¹ *Ibid*, 78–79.

⁶² *Ibid*, 79.

Stockton:

I am glad I didn't. I did not want to trade my freedom for security. I found that you cannot have both. Having studied law and government I knew the abuses I was witnessing were wrong—the Stamp Act, the Intolerable Acts, taxing us without our consent—the list went on and on. How could I ignore the tyranny I was beholding with my very eyes?

Judge:

At least you thought it was tyranny. As Englishers we are loyal to the Crown and we overlook our misconceptions about liberty. Sometimes we have to trade security for liberty.

Stockton:

Isn't the purpose of government to provide liberty for its people? Anyway, this is what I believe. I joined the American cause for freedom and was elected a delegate in 1776 for the state of New Jersey and I was fortunate to have signed the Declaration of Independence.

Judge:

Fortunate? Don't you mean *unfortunate* after all that has happened to you?

Stockton:

No. I count it one of my great blessings to have signed that historic document.

Judge:

A blessing? We have a better word for it; a curse. Am I to understand that after you signed your traitorous document, your congress asked you to visit the American forces fighting in New York?

Richard Stockton:

Yes, that is correct. I went with George Clymer of Pennsylvania, another signer. While in New York I saw men and boys wandering around with tattered shoes or with no shoes at all. It seemed to me that there was not a single decent shoe or stocking to be had in that part of the world, and if there had been, I would have ridden a hundred miles through the woods to purchase them with my own money.⁶³ I was glad to be among them.

Judge:

Most unpleasant circumstances. You returned home about that time didn't you?

Richard Stockton:

Yes. Upon my arrival home I took my wife and six children and placed them in hiding. I wanted to make sure that they were not punished for my decisions. I was very much aware of what had been happening to family members of the other signers who had been taken captive by the British forces.⁶⁴

Judge:

Yes, it is the fate that awaits all that signed that document. What happened next? This is getting better all the time.

Stockton:

After I had made sure my family was safe, I was hidden in the home of my friend – Mr. Covenhoven. Later that night, British troops stormed the home and took both Mr. Covenhoven and I prisoners. An informant had leaked to British officials our whereabouts.

Judge:

Oh, that's too bad!

Stockton:

It truly was. The troops dragged us from bed, stripped us of our clothes, and plundered my property. We were then brought here to prison.⁶⁵

Judge:

Have you been treated well in prison?

Stockton:

Oh, just dandy. Your prison is bone-chillingly cold! I have sat on its damp floor day after day deprived of necessary clothing in order to keep warm. I have become very ill from that stay in prison, and some have said I may die of the illness.⁶⁶ You have nearly starved me too! At one point I was left without food and then afterward supplied with that which was coarse in quality and scanty in amount.⁶⁷ While I was being subjected to all manner of maltreatment in jail, your soldiers plundered my property. They seized my home, burned all of my important papers and library and stole my horses and cattle. I have lost most of the fortune I amassed. The depreciation of continental paper money has been the final nail in the coffin. I have very little means left to support my family.⁶⁸

Judge:

You should have thought about that before you signed that document of yours!

Stockton:

Yes, but I wouldn't have changed a thing.

Judge:

Send him back to jail. He hasn't learned a thing!

Narrator:

One year later, in 1777, Richard Stockton was released and placed into the care of his family. He was destitute and his health was failing fast. During the course of his imprisonment, he developed a cancer in his neck and died from it on February 28, 1781 at age 51.⁶⁹ Although he suffered greatly for his decision to support the American cause, Richard Stockton never wavered in his commitment to the cause of freedom.

Once the signers of the Declaration wrote their names underneath it pledging their lives, fortunes, and their sacred honor, they were totally committed to the cause. The British captured, tortured, and killed five of the men who signed the declaration. Twelve had their homes ransacked and burned. Nine fought and gave their lives in the war. The patriots who began the Revolution and would fight to see it succeed, had made a conscious decision to risk everything they had for their determination to be free men and establish a constitutional republic. This has been the story of one of those men.

Discussion Questions

Question: Why do you think the signers of the Declaration of Independence were willing to give up everything, even their lives, for the cause of liberty?

Answer: Class Discussion

⁶⁵ William J. Bennett. *Our Country's Founders: A Book of Advice for Young People*. (New York: Aladdin Paperbacks, 1998), 11

⁶⁶ Ibid, 11

⁶⁷ Ibid, 11

⁶⁸ Ibid p 12

⁶⁹ Lossing, 80

Question: What is your opinion of these men? What kind of courage did they have? Do you think it was right for them to suffer so much? Why do you think they never changed their belief concerning independence?

Answer: Class Discussion

Review Quiz

Cries of Freedom: Act 1 Cries of Tyranny, Scene 10 Suffering for The Declaration of Independence,
December 1776

Name: _____ Date: _____

1. For what was Richard Stockton was on trial?
 - a. Libel
 - b. Impersonating an officer
 - c. Tax evasion
 - d. Sedition and treason
2. What was John Stockton's profession?
 - a. Blacksmith
 - b. Lawyer
 - c. Teacher
 - d. Merchant
3. T/F Before the revolution, Stockton was not popular in England.
4. T/F The English wanted Stockton to join the New Jersey Royal Supreme Court.
5. T/F Stockton rejoiced in his miserable circumstances because he had taken part in signing a historic document.
6. Why did Stockton put his family into hiding?
 - a. The British were coming to arrest him.
 - b. He signed the Declaration of Independence.
 - c. He did not want his son to join the war as a soldier.
 - d. a and c
 - e. a and b
7. List five things that Stockton suffered for signing the Declaration of Independence.

Key

Review Quiz

Cries of Freedom: Act 1 Cries of Tyranny, Scene 10 Suffering for The Declaration of Independence,
December 1776

1. d
2. b
3. F
4. T
5. T
6. e
7. jail, illness, property taken away, can't see family, no food, cold, prospect of hanging, etc.

Projects and Review Exam
for
Cries of Freedom: Act 1 Cries of Tyranny

Projects

1. Memorize the preamble and conclusion to The Declaration of Independence as a class, or offer it to the students to do on their own for extra credit points or some other noteworthy reward. This can be done from about Act 1 Scene 8 onward. Just copy the following page and distribute it among the students.
2. Have students write their own Declaration of Independence from a perceived, real, or made-up tyrant in their life. This project can be tricky because it would not be proper for students to declare independence from their parents or their school or one of their siblings. So it is very important to set the ground rules for this project before getting started. Just use the following template to structure this assignment.

Preparation for Review Exam

To prepare for the final exam, review the material a few days before the exam is given. For elementary age students it is recommended to write the answers to the questions on the board and let the students copy them down to study. For junior high and high school age students, the teacher may just want to review the information. Allow six points each for the true/false and multiple choice questions and allow 10 points each for the first two essay questions and 20 points for the last essay question for a total of 100 points possible.

The Declaration of Independence

Action of the Second Continental Congress

July 4, 1776

The unanimous Declaration of the thirteen united States of America

(Preamble)

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 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. . . .

(Conclusion)

...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.

Write your own Declaration of Independence

Choose one of the following tyrants: 1. King George, 2. A bully on the playground, 3. Drugs, 4. A real problem, or 5. A fictitious person. All other categories of tyrants must be pre-approved. Your tyrant may not be a member of your family, your school, your church, or a respected institution.

Write a declaration of independence from your tyrant. Each paragraph should have at least three sentences and contain the following:

Paragraph 1: Describe the tyrant from whom you are declaring independence. It could be a bully or other person, or something you would like to not have in your life. Then explain the inalienable rights this tyrant is taking away from you. It could be your personal safety, your ability to choose, your personal property, etc.

Paragraph 2: Describe all of the things this tyrant has done that justifies you to declare yourself independent.

Paragraph 3: Describe what you are going to do now to become independent of this tyrant and explain how committed you are to making this happen. Also explain why you are justified to do what you have planned to become independent of this tyrant.

Each paragraph should have at least three sentences. Notice these three paragraphs compare to the structure of the Declaration of Independence.

Example Declaration (The tyrant is drugs)

In the course of my life I have decided to stop taking drugs. I have decided this because I am entitled to happiness. Drugs do not make me happy.

Drugs stole my health. Drugs stole my money. Drugs destroyed my brain cells.

I have a right to be free of drugs. I have a right to be happy. I will do what is necessary to be free of drugs.

Unit Review Exam

Cries of Freedom: Act 1 Cries of Tyranny

Name: _____ Date: _____

1. True or False King George wanted many foreigners to settle in America because that meant he could collect more taxes from them.
2. The Intolerable Acts included which of the following laws to control the colonists?
 - a) The Boston port was closed.
 - b) Any British soldier arrested for murder was sent to England for trial.
 - c) Soldiers were allowed to kidnap children and send them to England.
 - d) Colonists were forced to feed and house British soldiers.
 - e) a,b, and d
 - f) All of the above
3. True or False To be involved with the Declaration of Independence meant committing treason against England and could be punished by death.
4. Why was Thomas Jefferson chosen to write the declaration?
 - a) He was a brilliant speaker.
 - b) He was old and wise.
 - c) He was a great writer.
 - d) He volunteered for the job.
5. How many times was the Declaration of Independence revised before the rough draft was presented to Congress?
 - a) 5
 - b) 47
 - c) 57
 - d) 100
6. When did the signing of the Declaration of Independence actually take place?
 - a) July 2, 1776
 - b) July 4, 1776
 - c) August 2, 1776
 - d) September 17, 1776
7. The Declaration of Independence copy with which we are familiar is
 - a) The original rough draft
 - b) The Broadside copy
 - c) The final engrossed copy
 - d) A duplicate that was made in the 1800's

8. Why was the final signed copy of the Declaration of Independence not printed for people to see until January 18, 1777?
 - a) There was no time to sign; the British were coming!
 - b) Congress wanted protect the signers from British retaliation until the American cause looked more hopeful.
 - c) A few changes still needed to be made before it was signed.
 - d) Some of the potential signers were still trying to decide if they should sign.
9. Who gave the Declaration of Independence its name?
 - a) Thomas Jefferson
 - b) John Adams
 - c) The Second Continental Congress
 - d) The people of the United States
10. True or False Thomas Jefferson and John Adams were good friends, then became enemies for a while, but they became good friends before they died on the same day (July 4, 1826) exactly 50 years after the Declaration of Independence was approved.

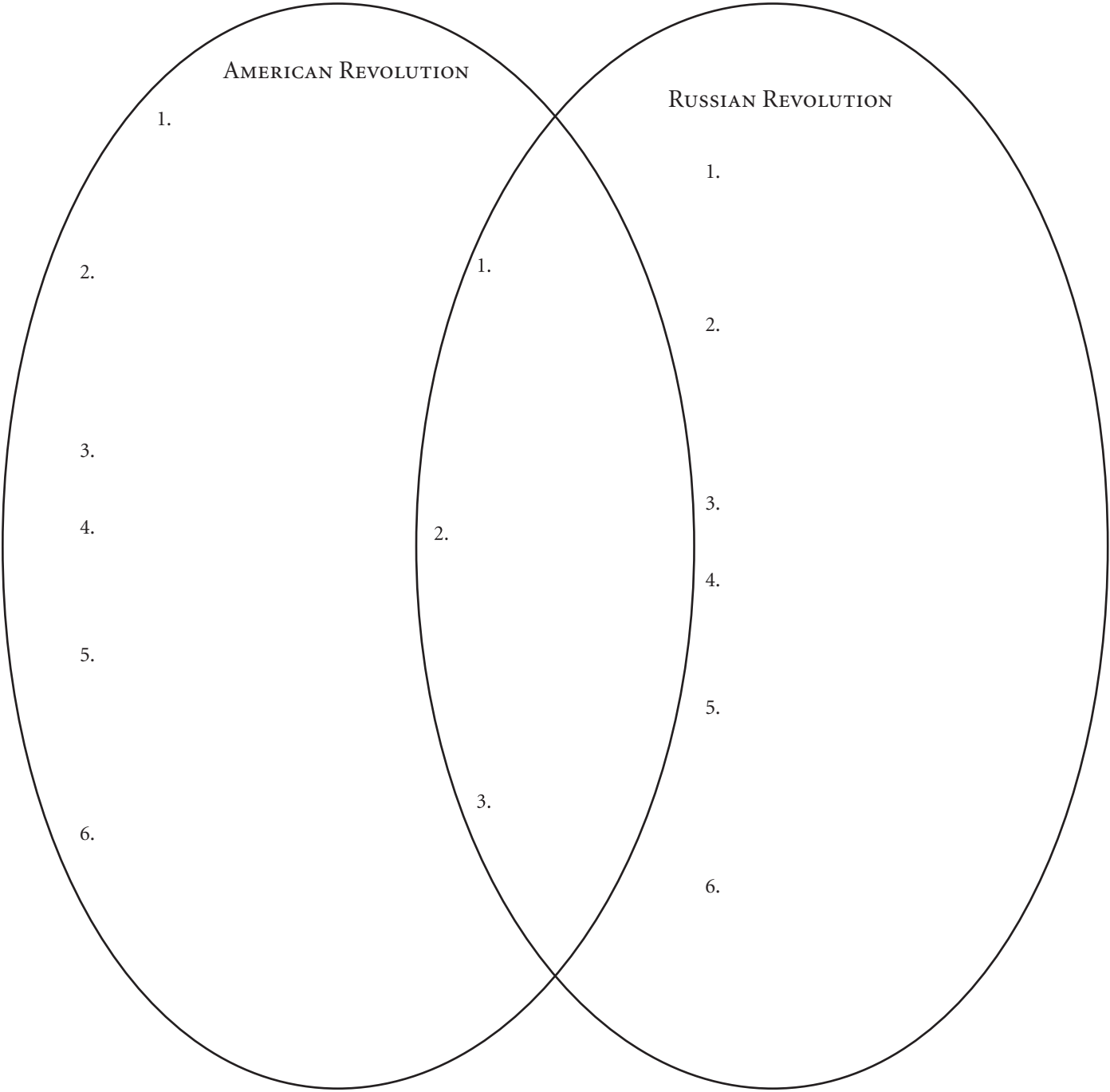
Unit Essay Questions

Cries of Freedom: Act 1 **Cries of Tyranny**

Name: _____ Date: _____

1. Why did America decide to declare independence from England? In other words, what did England do that made the colonies want to rebel?
2. Tell as much as you can about the Declaration of Independence document. Your answer may include:
 - a) the stages of its writing, b) the different stages of the signing, and c) how the signers felt about the Declaration of Independence.

3. Using your Venn Diagram, compare and contrast the American Revolution and the Russian Revolution.



Key

Unit Review Exam *Cries of Freedom: Act 1 Cries of Tyranny*

1. False, he was worried too many colonists would move in and rebel against his authority.
2. e
3. True
4. c
5. b
6. c
7. c
8. b
9. d
10. True

Essay Questions (answers are in italics):

1. Why did America decide to declare independence from England? In other words, what did England do that made the colonies want to rebel?

There were many Acts that led up to the revolt.

One thing the colonists really hated was taxation without representation, which included the Sugar Tax, the Stamp Tax, the Cider Tax, etc. These taxes were to help pay for the French and Indian War. Furthermore, the colonists had no say or representation in Congress, and they did not want to pay for a war with France they did not wage.

England was ruling America tyrannically. England was very far away from America. England (a very small country) desired the wealth of the colonies (a very large area). The colonists were bound to trade with only England for their goods. The colonists wanted to be free to trade with other countries.

The Intolerable Acts, in retaliation for the Boston Tea Party, were the final blow that made the colonists want to revolt against England. The Intolerable Acts included the following:

- a. England closed the Boston Harbor.*
 - b. Any officer who was arrested for murder could be sent to England for trial.*
 - c. Town councils were appointed by England, and town meetings could only be held with the governor's permission, except to elect officers.*
 - d. The colonists were required to quarter (feed and house) British soldiers.*
2. Tell as much as you can about the Declaration of Independence document. Your answer may include:
 - a) the stages of its writing, b) the different stages of the signing, and c) how the signers felt about the Declaration of Independence.
 - a. On June 11 a committee of five was named to draft the declaration. The committee consisted of Thomas Jefferson of Virginia, Benjamin Franklin of Pennsylvania, John Adams of Massachusetts, Robert*

Livingston of New York, and Roger Sherman of Connecticut. Livingston and Sherman were not as actively involved as the other three.

The Philadelphia newspapers reported that Thomas Jefferson was assigned by the other members of the committee to write the declaration. As one of the youngest members of the Declaration Committee, Jefferson felt Dr. Franklin or Mr. Adams should take on the awesome responsibility of composing the final document.

John Adams merely laughed at him. Any draft he composed, he told the younger man, would be three months in revision merely if an Adams—or any other New England man for that matter—wrote it. “I am feared and hated in Congress,” Adams told Jefferson. “Besides,” Adams said, “you write ten times better than me.”

Thomas Jefferson consented to write the declaration. He composed it between June 12 and 27. Forty-seven revisions were made before the final draft was read in Congress on June 28.

- b. *Contrary to a widespread misconception, the 56 signers did not sign as a group on July 4, 1776 even though they did commit themselves to declaring independence on this day. The formal signing happened on August 2, 1776 after the engrossed copy was prepared. At that time 50 men took part in the signing. Later that year, five more signed separately, and one added his name in a subsequent year. It was not until January 18, 1777, in the wake of Washington’s victories at Trenton and Princeton, that Congress, which had sought to protect the signers from British retaliation for as long as possible, authorized the printing of the Declaration with all their names listed. At the time of printing, Thomas McKean had not yet signed his name.⁷⁰ Another interesting fact is that neither Jefferson nor the Congress called this document the “Declaration of Independence.” It was the people who later gave the Declaration its immortal name.⁷¹ However, it is important to note, that on July 4, 1776 there was a signing of sorts. John Hancock and Charles Thomson, President and Secretary of Congress respectively, signed the first copy of the Declaration of Independence called the broadside copy, which was sent to a Mr. Dunlap for printing and then distributed to the colonists. Later, a copy was ordered engrossed (in large formal handwriting) for all the delegates to sign. This is the copy that was signed on August 2, 1776.*
- c. *Even though the colonies were unanimous in their decision to adopt the resolution to declare independence, some of the representatives later were hesitant to sign the document because of possible British retaliation. Each man knew what he risked when he wrote his signature under the words: “We mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.”*

On August 2, 1776, the Second Continental Congress again assembled in Independence Hall to sign the Declaration of Independence. The decision to declare independence had already been made by Congress, but, by signing, each man would forever commit his name to this act. To sign a declaration of independence was such an irretrievable act that the walls resounded with the words “treason,” “the gallows,” “the henchman’s axe,” and some of Congress remained in doubt.

Following are some of feelings of the Signers of The Declaration:

70 Robert G. Ferris and Richard E. Morris, *The Signers of the Declaration of Independence* (Flagstaff, Arizona: Interpretive Publications, Inc., 1982) 22–24.
71 W. Cleon Skousen, *The Making of America* (Washington, D.C.: NCCS, 1985), 31.

John Adams:

*"Sink or swim, live or die, survive or perish, I give my hand and heart to this vote. It is true indeed, that in the beginning we aimed not at independence. But, there's a divinity that shapes our ends... why then, should we defer the Declaration? You and I, indeed, may rue it. We may not live to the time when this Declaration shall be made good... but whatever may be our fate, be assured... that this Declaration will stand. It may cost treasure, and it may cost blood, but it will stand, and it will richly compensate for both."*⁷²

John Hancock:

*"There! John Bull can read my name without spectacles, and may now double his reward of \$500 for my head. That is my defiance!"*⁷³

William Ellery:

*"I was determined to see how they all looked as they signed what might be their death warrants... undaunted resolution was displayed on every countenance."*⁷⁴

Harrison:

*"I shall have great advantage over you, Mr. Gerry, when we are all hung for what we are now doing. From the size and weight of my body I shall die in a few minutes, but from the lightness of your body you will dance in the air an hour or two before you are dead."*⁷⁵

Hancock:

*"We must be unanimous. There must be no pulling different ways; we must all hang together."*⁷⁶

Benjamin Franklin:

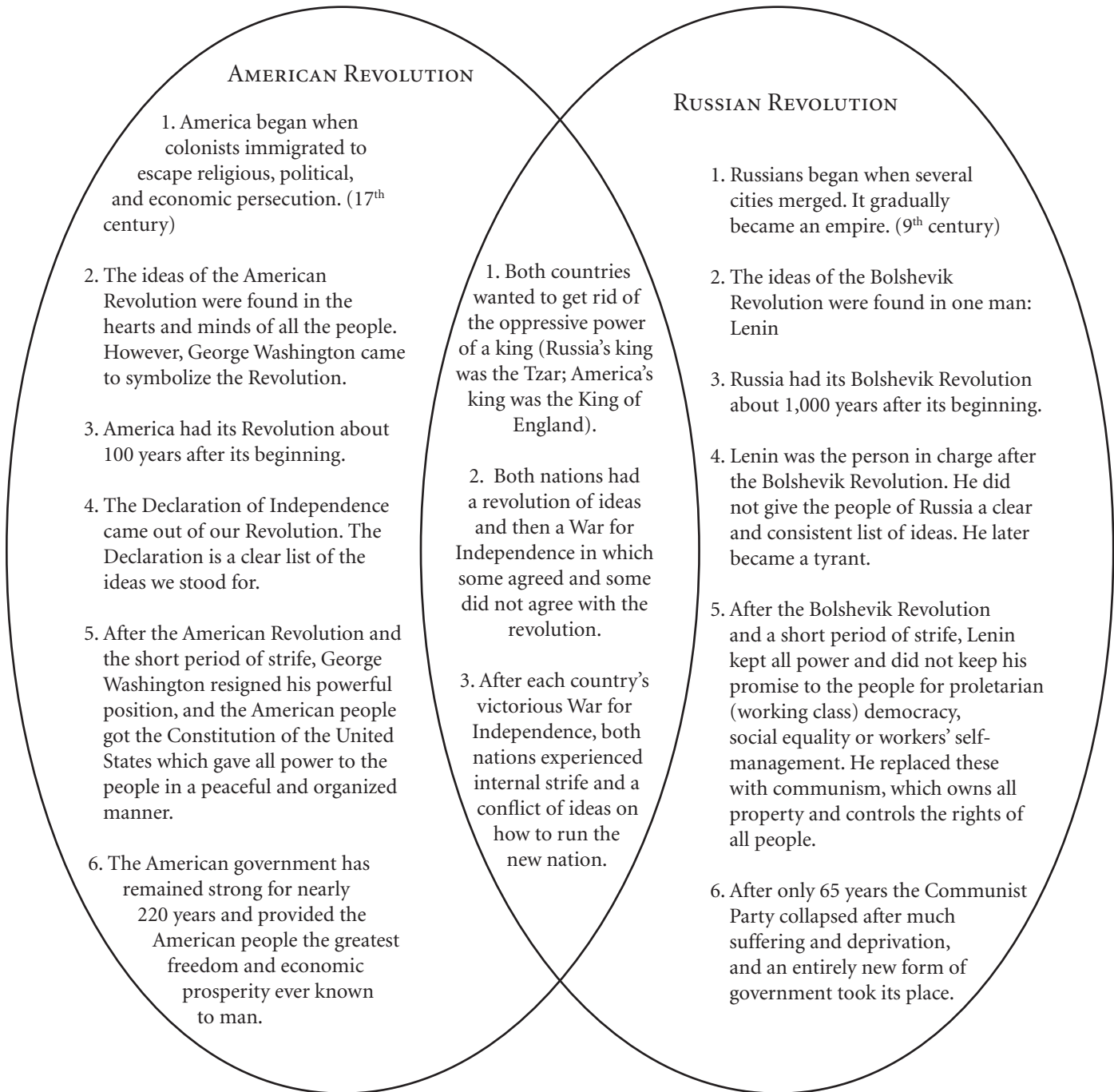
*"Yes, we must all hang together, or most assuredly we shall all hang separately!"*⁷⁷

Abigail Adams:

*"Thus ends royal authority. A new empire has arisen styled the United States of America."*⁷⁸

72 Ezra Taft Benson, *The Constitution, A Heavenly Banner* (Salt Lake City, Utah: Deseret Book Company, 1986), 31-33.
73 Reprinted in William J. Bennet. *Our Country Founders: A Book of Advice for Young People* (New York: Aladdin Books, 1998) 9-10
74 Ibid.
75 Ibid.
76 Ibid.
77 Ibid.
78 Ibid.

3. Using your Venn Diagram, compare and contrast the American Revolution and the Russian Revolution.



Epilogue

In 1998 the National Assessment of Educational Progress (NAEP) conducted a study of 4th, 8th and 12th grade students with regard to their understanding of civics (American government). Only 2% of the 4th and 8th graders and 4% of the 12th graders could function at the Advanced Level of civics. On average, only 24% of all students could function at the Proficient Level, the level identified by the National Assessment Governing Board (NAGB) as the level at which all students should perform. One-third of all students could not demonstrate even a basic knowledge of American government.

As an example:

- 74% of fourth graders missed a multiple choice question suggesting that democracy could be in danger if people do not vote.
- 87% of 8th grade students could not give two examples of how the United States Constitution limits the powers of government.
- 75% of 12th graders could not explain how the American system of government prevents absolute and arbitrary power.
- 70% of 12th graders could not answer a multiple-choice question of how the American system of government limits the majority from doing anything they want.

In 2001 the NAEP American History test revealed that only 2% of 4th and 8th graders and 1% of 12th graders functioned at the Advanced Level. On average, only 15% of all students could function at the Proficient Level. Nearly half of all students could not demonstrate even a basic knowledge of American history.

43% of 4th graders did not know that the slavery issue was the main cause of the Civil War.

61% of 8th graders could not answer a multiple-choice question correctly that asked why colonists formed the first Continental Congress in 1774.

79% of 12th graders could not explain that slaves did not initially count for a full vote in the Constitution and why that happened.

Generally, only students in the Advanced Level could

- Recognize a statement from the Declaration of Independence or could explain the importance of one of the founding fathers
- Recognize and put in context a Revolutionary-era image or could identify a political factor involved in the adoption of the Constitution
- Explain the 3/5ths Constitutional compromise of counting slaves for political reasons.

Do these test results of our students indicate that they are not receiving the education they need to preserve our democratic republic for generations to come? Recent public opinion and surveys demonstrate that we as Americans could do much more in understanding and acting upon our civic responsibilities.

A Gallup Poll in 1994 found that 73 percent of those responding said Americans were less patriotic "than in previous decades," while only 16 percent said Americans were more patriotic. In the first nationwide history assessment test in 1986, 11th graders on average scored only 54.5% correct—clearly a failing grade. Only 1/3 of those students could place the Civil War correctly within the second half of the 19th century.

Today it is worse. Another survey found that over 80% of parents agree that schools should teach children to appreciate the freedoms they are guaranteed under the Constitution and Bill of Rights.

In addition to this lack of understanding, the paintings and documents that symbolize our fundamental core beliefs have been missing from the public view. People who are patriotic (people who love their country) love to see visual reminders of their patriotism. These symbols ignite the fire of the beliefs they hold deep in their hearts. What we see reminds of what we believe. The stronger the patriotic symbols the stronger the patriotic beliefs. When we see the German swastika what do we think of? (Oppression, hate, concentration camps, etc.) When we see the American flag what do we think of? (Freedom, love, opportunity, etc.)

According to a NBC/Wall Street Journal Poll in 1998, there is a seeming decline in our knowledge of American history and our government. In essence, Americans need more education.

George Washington stated in 1796:

*A primary object . . . should be the education of our youth in the science of government. In a republic, what species of knowledge can be equally important? and what duty more pressing . . . than . . . communicating it to those who are to be the future guardians of the liberties of the country?*²⁶⁴

Even with all this bad news, the value of patriotism has increased in importance from the mid-1970's by almost 30%. Is this a cry from the American people to return to the roots of their freedoms?

As an American our roots of freedom are stated in the Declaration of Independence. Our belief is that:

- All men are created equal
- All men are endowed with unalienable or unchangeable rights such as
- All men have the right to live
- All men have the right to live without constraint
- All men should be able to keep what they earn
- We should be able to worship freely
- Government is a necessary evil that serves the people and not the other way around
- Government is force and must be constrained and harnessed

Seeing visual reminders stimulates an interest to know what the symbol means and the history behind it. When I began looking for patriotic symbols in 1993 I discovered that many government officials considered some of our most cherished patriotic symbols obsolete, out-of-date, or irrelevant. Since then I have been on a mission to restore these symbols and their meaning to our country.

At the time of our nations founding there were no cameras, no recording devices, and no computers. So to capture the feeling of the moment people wrote and painted. Some written documents and some paintings seem to be ageless and they tell not only of man's struggle for freedom but they are reminders to us what we must do as Americans if we are to keep the freedom that has been so graciously bestowed upon us.

America's Freedom Galleries are a series of pictures and documents that tell the story of America's struggle for freedom and how we have kept that freedom for more than 225 years. The galleries also suggest what we must do if we are to keep our inheritance of freedom. Following are some things you will learn by studying the Freedom Gallery:

- The difference between a democracy and a republic
- The premise our government was founded upon

- The purpose of government
- Who the government should serve
- The definition of unalienable rights
- What pamphlet changed the direction of the War for Independence and what did it say?
- How our first official document (the Declaration of Independence) made us different and special from all of nations ever founded
- What are self-evident truths
- What is anarchy?
- What is tyranny?
- What is a republic?
- What kind of a republic do we have?
- At what point should a people revolt against their government?
- The rights and prohibitions of the Bill of Rights
- The history behind the founding of our nation...

America's Freedom Gallery contains all of the information you need to cherish, honor, and uphold the American flag.

The purpose of this book is to help patriotism become a concrete ideal. Patriotic symbols stimulate both thought and action, and provide a basis for an intelligent and emotional conception of one's patriotism. For instance, it is one thing to wave our flag in a parade but it is another thing to understand what that flag means concerning our freedom.

I hope you will join me in spreading patriotism to the greatest and freest nation ever to be established. We must do this if we are to preserve our liberty to our children, grandchildren and great-grandchildren.

Prior to historic voyage across the Delaware on Christmas Day 1776, Tom Paine wrote his immortal words: *What we obtain too cheap, we esteem too lightly; it is dearness only that gives every thing its value.*²⁶⁵

May we, of our generation, recall the sacrifice of that generation of '76 and of every proceeding one. We truly stand at the shoulders of giants. Only we can pass the gifts of liberty on to our posterity—gifts that must not be cheapened by ignorance.

Hand in hand with your assistance, we are providing for the defense and flourishing of our republic through our children's hearts and hands. We invite to your participation in carrying forward our nation's common struggle for liberty.

The signers of the Declaration of Independence, knowing full well that their lives were on the line but knowing that it was an honor, even a sacred sacrifice to share in the common struggle for liberty, closed that historic document with the simple words: *Our sacred Honor.*

Two generations later, Lincoln would comment that our Declaration: "...was not the mere matter of separation of the colonies from the mother land, but something in that Declaration giving liberty, not alone to the people of this country, but hope to the world for all future time"²⁶⁶

Please stand as an American to carry on our great tradition.

²⁶⁵ Thomas Paine, "The Crisis," no. 1, The Writings of Thomas Paine, ed. Moncure D. Conway, vol. 1, p. 170 (1894).
²⁶⁶ Public Papers of the Presidents, Reagan, 1987, p.322 Remarks to the Bolunteers and Staff of "We the People" in Philadelphia, Pennsylvania April. 1987
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About the Author



Photo by: Glen Ricks Photography 2002

Scott P. Swain received his bachelor's degree from Brigham Young University in 1989 and his master's of education degree from the University of Phoenix in 2007. He is the president and co-founder of Roots of Freedom whose mission statement is to "Educate and inspire youth, families, and all citizens to understand, respect, and preserve for future generations the values, freedoms, and ideals established by the Founding Fathers and fundamental documents of the United States of America." He has taught the materials in this book in the classroom and has a profound love and respect for the Founding Fathers and the principles upon which America was founded.

Mr. Swain is a family man. He and his wife, Leann, have seven children. He has been self-employed for many years and has owned several financial service companies, but for the past ten years he has been devoted primarily to promoting an educational approach to patriotism as was exemplified by our Founding Fathers.

When Mr. Swain owned a mortgage company, he had a powerful desire to display images of American history that would add a feeling of patriotism to his office. Acquiring the images were harder than he ever imagined, and he vowed to make them more accessible to the public at some time in the future. That was over 15 years ago and since that time he has founded several companies to help spread information and inspiration to Americans concerning our Founding Fathers, our fundamental documents, and the necessity of freedom.

Today the images have grown to a gallery, and the educational programs and products are inspiring Americans to rise to new levels of passion and commitment to America and to freedom everywhere. The *Cry of Freedom* will always be heard!!

Author's Comment:

I have loved the work of writing this book because of what I have learned. I have wanted to document my love of America for a very long time. The research, the writing, and the re-writing have taught me so much about the history of our nation and about human nature. The reward of the work has always been the work itself. It has opened my understanding more to what the Founding Fathers had in mind for our country than I could have ever known. I feel that I have personally walked and talked with the men who founded our great nation. Because of this journey I hope to some day meet George Washington and let him know that I have tried to follow in the footsteps of the work he began. I hope he will say to me, "Well done, son of the republic!"

Acknowledgements

I appreciate all of the input people have given for this book and America's Freedom Gallery. It has taken many years to develop, and people have always encouraged me at all the crossroads.

My wife, Leann, was paramount in her editing of my many manuscripts and her insight as to what really matters. The time and sacrifice that she has made in behalf of this project is immeasurable. She is the jewel of my life and the greatest aid in all of my projects.

Bonnie Busco helped create the whole idea of a Readers' Theater and a curriculum for the gallery. Her 25 years of teaching school and her love for freedom and American history were and are invaluable. She has helped to put the passion into this project, *Cries of Freedom*.

Many Brigham Young University interns from the History Department helped do the research for this project. Rachel Markham, Mike Bell, Stephen Whitaker, Elizabeth Williams, Lori Allred, Jake Fleming, and Hillary Renshaw have been great assets to this project. Our brainstorming sessions were stimulating and their research skills were absolutely essential. This project could not have happened without their devoted service.

Steve and Renee Williams helped develop all of the images into a beautiful and inspiring gallery. They also helped restore the images. Their expert opinions are appreciated, and the gallery would not have been as complete without their assistance.

Myron Sevey presented to me the idea of putting the images in a gallery along with storyboards that could hang in public buildings, especially schools. His excitement for the whole project has opened many doors to get America's Freedom Gallery hanging in the halls of schools around the country. He will be instrumental in placing *Cries of Freedom* to correlate with these beautiful galleries.

Many more people have helped by their encouragement and input. This book and the gallery have been made and dedicated to the American people and to their desire for responsible freedom. Our Founding Fathers, particularly George Washington, are the real heroes of our nation, and it is their contribution that we are really celebrating. They are at the foundation of our freedom, and we should recognize them daily as the providers of our national liberty.