Text Title(s): *The Declaration of Independence* – Thomas Jefferson *McDougal Littell Literature*, pp. 234 - 240 Genre/Text Structure: Public document

Targeted Text Selection – Lines 1 – 15, lines 59 – 76, and lines 102 – 116				
Targeted Text Selection	Vocabulary	Student-Generated Text-Dependent Questions		
lines 1 – 15, p. 236 In Congress, July 4, 1776 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 Go		GUIDING QUESTION: What persuasive techniques and rhetorical questions empower Jefferson's argument? (Q1) Paraphrase lines 1-15 using the graphic organizer. (See student graphic)		
 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 	line 8 unalienable:	(Q2) What argument does Jefferson present in lines 1 – 6 of the Declaration of Independence?		
pursuit of happiness. That, to <u>secure</u> these 10 rights, governments are instituted among men, deriving their just powers from the <u>consent</u> of the governed				
that, whenever any form of government becomes destructi of these ends, it is the right of the people to alter or to abol it, and to institute a new government, laying its foundation such principles, and organizing its powers in such form, as to them shall seem m likely to effect	ish on			
15 -their safety and happiness.	living our student the world			
lines 59 – 76, p. 239 He has combined with others to subject us to a jurisdiction foreign to our 60 constitutions, and unacknowledged by our laws; giving his assent to their acts of pretended legislation: For quartering large bodies of armed troops among us;	line 64 commit:	(Q3) Reread lines 59 -76. Explain the significance of the itemized list of examples in lines 62 – 76. What persuasive techniques and rhetorical questions empower Jefferson's argument?		
For protecting them, by a mock trial, from punishment for a murders which they should <u>commit</u> on the inhabitants of th States; 65 For cutting off our trade with all parts of the world; For imposing taxes on us without our consent;		(Q4) What are Jefferson's purposes for listing the despotic acts of the king?		
For depriving us, in many cases, of the benefits of trial by ju For transporting us beyond the seas, to be tried for pretend offenses; For abolishing the free system of English laws in a neighboring province,	line 76 legislate:	(Q5) List the types of grievances (complaints) that		
70 establishing there an arbitrary government, and enlarging in boundaries, so as to render it at once an example and fit instrument for introducing the same absolute rule into thes colonies; For taking away our charters, abolishing our most valuable laws, and altering, fundamentally, the forms of our governments;	e	Jefferson outlines in the text. Identify the <i>verb</i> and the <i>noun</i> for each (e.g. quartering troops)		
75 For suspending our own legislatures, and declaring themselves invested with power to <u>legislate</u> for us in all case whatsoever.	es			

lines 102 – 116, p. 240		
102 They, too, have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity which denounces our separation; and hold them, as we hold the rest of mankind, enemies in war, in peace friends.	line 107 rectitude:	(Q6) In lines 102 – 104 what objections does Jefferson appear to be anticipating and refuting?
105 We, Therefore, the Representatives of the United		
States of America, in General Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name and by the authority of the good people of these colonies, solemnly <u>publish</u> and declare, that these United Colonies are, and of right ought to be, Free and	line 108 publish:	(Q7) What is the purpose of the final paragraph (lines 105 – 116)?
Independent States; that they are absolved 110 from all allegiance to the British crown, and that all political connection between them and the state of Great Britain is, and ought to be, totally dissolved; and that, as free and independent states, they have full power to levy war, conclude		(Q8) Identify two or more central ideas of the
other acts and things which independent states may of right do. And, for the support of this declaration, with		document.
a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.		
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Cross Genre Connections OR Across Text or Non-Text Sources:	g our student the world	(Q9) How does this illustration capture John Locke's philosophy of what might happen in a state of nature?
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|| The Declaration of Independence ||

Author: Thomas Jefferson



In June of 1776, Thomas Jefferson and other colonial leaders had decided to rebel against British rule. But they needed to justify their dangerous action—to themselves, to the king, and to the world. Amid all the clash of conflicting interests, amid all the welter of partisan politics, Thomas Jefferson crafted the Declaration of Independence that, after two centuries, Americans can turn to with the assurance and confidence that this great charter of freedom and justice remain firm and unshaken.

Directions: The first 15 lines of the Declaration of Independence consist of 3	Paraphrased:
long sentences. Use this chart to paraphrase these 3 sentences phrase-by-	
phrase and explain the meaning of each phrase. Next, write an objective	
summary of Jefferson's Declaration wherein you analyze how he articulates the	
central ideas of liberty and how those ideas interact and build on one another.	
In Congress, July 4, 1776	
(1) When, in the course of human events, it becomes necessary for	
one people to	
(2) dissolve the political bands which have connected them with	
another, and to	
(3) assume, among the powers of the earth, the separate and equal	
station to which	DE C
(4) the laws of nature and of nature's God entitle them, a decent	
respect to the	
(5) opinions of mankind requires that they should declare the	
causes which impel	
(6) them to the separation.	
(7) We hold these truths to be self-evident:—That all men are	
created equal;	ur students / / /
(8) that they are endowed by their Creator with certain unalienable	world / /
rights; that	(5)
(9) among these are life, liberty, and the pursuit of happiness. That,	.00
to secure these	SCHO
(10) rights, governments are instituted among men, deriving their	
just powers from	
(11) the consent of the governed; that, whenever any form of	
government becomes	
(12) destructive of these ends, it is the right of the people to alter or	
to abolish it, and	
(13) to institute a new government, laying its foundation on such	
principles, and	
(14) organizing its powers in such form, as to them shall seem most	
likely to effect	
(15) their safety and happiness.	
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Summarization: Write an objective summary of Jefferson's Declaration wherein you analyze how he articulates the central ideas of liberty and how those ideas interact and build on one another.

THE ENLIGHTENMENT – Ideas of the Age - STUDENT Thomas Jefferson's The Declaration of Independence and John Locke's Second Treatise of Government

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Europe that came to be known as the Enlightenment. Enlightenment thinkers had begun to question previously accepted truths about who should hold the power in government. Their thinking pointed the way to a government by the people—one in which people consent to government limitations in exchange for the government's protection of their basic rights and liberties.

For centuries, European kings and queens had ruled because it was believed that they had a God-given right to do so. But in the Age of Enlightenment, people began question basic assumptions about government. In America, a popular uprising put a new kind of government to the test: democracy. With this experiment, the young American nation was asking: Who really has the right to rule?

American colonists adapted these Enlightenment ideals to their own environment. The political writings of Benjamin Franklin, Thomas Paine, and Thomas Jefferson shaped the American Enlightenment and began to eclipse even the most brilliant European thought. Enlightenment ideals prompted action and gave colonists a philosophical footing for their revolution. "I know not what course others may take," Patrick Henry thundered to the delegates at the second Virginia Convention 1775, "but as for me, give me liberty, or give me death!"



Thomas Jefferson was clearly influenced by John Locke's Second Treatise when he composed the Declaration of Independence. Jefferson was also inspired by the writing of other Enlightenment thinkers. For instance, Jean-Jacques Rousseau wrote that if a government did not protect its people's freedom, it should not exist. Voltaire also believed that people had a write to liberty. The Declaration of Independence reflects many of these old and new beliefs.

GUIDING QUESTION:

- What great thinkers and documents of the 1700s influenced Jefferson as he drafted the Declaration?
- What is the fundamental difference between a system based on "a God-given right" to rule and a system based on democracy?

Influence of Enlightenment Thinkers	Thomas Jefferson
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