

The Freedom Collection Presents:

FREEDOM MATTERS!

FREEDOM AND THE
AMERICAN REVOLUTION

Unit 1, Lesson 4



THE BUSH INSTITUTE

AT THE

GEORGE W. BUSH PRESIDENTIAL CENTER



UNIT 1, LESSON 4

FREEDOM AND THE AMERICAN REVOLUTION

INTRODUCTION

In this concluding lesson of Unit 1, students will explore the American Revolution as a watershed moment in the advance of political freedom in the modern world. They will examine the causes of the American Revolution and the principles of freedom reflected in both the Declaration of Independence and the U.S. Constitution, including its Amendments. Students will also analyze the relationship between limited, representative government and the protection of individual rights. The testimonies of contemporary political dissidents will help students understand what continues to inspire individuals to seek freedom from tyranny and to secure their fundamental rights and freedoms.

GUIDING QUESTIONS

- How are principles of freedom, individual rights, and the rule of law reflected in the Declaration of Independence and the American Revolution?
- How successful was the American Revolution in establishing freedom, individual rights, and the rule of law?
- How did the American Revolution influence other movements for freedom and democracy?
- Why are people willing to pay a high price to obtain political freedom and individual rights under a democratic system of government?

OBJECTIVES

STUDENTS WILL:

Identify principles pertaining to political freedom, individual rights, and the rule of law that were expressed in the Declaration of Independence and enshrined in the U.S. Constitution and its Amendments.

- Analyze the impact of the American Revolution on securing political freedom and individual rights in the United States and elsewhere.

- Understand how limited, representative governments historically have best secured political freedom and individual rights.
- Compare the motivations of the American Revolution with contemporary movements for political freedom and democracy.

LENGTH OF LESSON

- Day 1—60 minutes
- Day 2—60 minutes

CURRICULUM STANDARDS

TEKS

- WH.9A “Compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, and religion.”
- WH.9.D “Identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.”
- WH.21.A “Describe how people have participated in supporting or changing their governments.”
- WH.21.B “Describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history.”
- WH.22F “Assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world.”

AP WORLD HISTORY

- AP.2.2II.A “In order to organize their subjects, the rulers created administrative institutions in many regions.” (Examples include centralized governments, elaborate legal systems, and bureaucracies)
- AP.5.3.I.D “The ideas of Enlightenment thinkers influenced resistance to existing political authority as reflected in revolutionary documents.” (Examples include the American Declaration of Independence, the French Declaration of the Rights of Man and Citizen, Bolivar’s Jamaica Letter)
- AP.5.3.III.A “Subjects challenged the centralized imperial governments.”
- AP.5.3.III.B “American colonial subjects led a series of rebellions, which facilitated the emergence of independent states in the United States, Haiti, and mainland Latin America. French subjects rebelled against their monarchy.” (Examples include American Revolution, French Revolution, Haitian Revolution, Latin American independence movements)

BACKGROUND

In this lesson, students will explore essential documents to increase their understanding of the role of the American Revolution (1775–1783) in advancing political freedom in the modern

world. They will examine principles of freedom expressed in the Declaration of Independence and how those principles were later reflected in the U.S. Constitution and its Amendments. They will also analyze testimonies from contemporary political dissidents around the world to gain insight into the universal and enduring appeal of political freedom and democracy.

The British colonies established in North America in the seventeenth and eighteenth centuries acknowledged British sovereignty but were to a large extent self-governing. At the conclusion of the French and Indian War (1754–1763), though, the British Crown and Parliament took steps to exercise more direct and extensive control over the colonies. Americans especially resented being taxed without being entitled to elect representatives to the British Parliament. Some acts of violent resistance were in response to the imposition of taxes on stamped documents and later on tea. Although the Stamp Act of 1765 was repealed, Americans still opposed the British Parliament’s assertion that the colonies must obey any laws it passed.

Sporadic confrontations between British troops and colonists grew into concerted armed resistance and military engagements during 1775. A Continental Congress, formed in 1774 with representatives from the twelve colonies, organized and provisioned a Continental army to oppose British forces in the North and South. Meeting in Philadelphia in 1776, the Continental Congress declared separation from England on July 2, and, on July 4, issued the Declaration of Independence.

FROM THE ENGLISH REVOLUTIONS TO THE AMERICAN DECLARATION OF INDEPENDENCE

In one sense, the revolt of the American colonies extended a British tradition of dissidence leading to constitutional reform. As far back as 1215, the Magna Carta guaranteed certain legal rights pertaining mainly to a landed nobility and restricting the power of the English king. The Magna Carta thus affirmed a leading principle of the rule of law: that the authority of government can be limited. Two revolutions in the seventeenth century contributed to widening the definition of rights, enhancing the power of Parliament, and diminishing the authority of the monarch even further.

First, in 1628, Parliament issued a Petition of Right that declared the following things illegal: forced loans in place of taxes, commissions to courts to act by martial law, imprisonment by arbitrary decree, compulsory quartering of troops, taxes imposed without consent of Parliament, and refusal of the Crown to execute the law. After several years of civil war, a triumphant Parliament created a “Commonwealth” in which sovereignty was supposed to belong to the people acting through elected representatives. In practice, however, the army, led by Oliver Cromwell, determined the membership of the House of Commons; the House of Lords was eventually abolished; and Cromwell as the Commonwealth’s “Protector” enjoyed nearly dictatorial powers. Over time, the Commonwealth increasingly resembled an oligarchy or a theocracy dominated by Puritan elements and military officers.

Second, in the Glorious Revolution of 1688, Parliament sought to supplant the Stuart dynasty with William, Prince of Orange, and his wife, Mary. It also issued a Bill of Rights that further limited the monarch’s actions. Some of the rights applied to Parliament, such as free speech and taxation with Parliament’s consent. Other rights applied to subjects, such as to petition the monarch, to bear arms, and to elect members of Parliament. In practice, Roman Catholics were excluded from this enlargement of rights, and the right to vote extended to only a very small fraction of adult males.

THE AMERICAN DECLARATION OF INDEPENDENCE

In some respects there is obvious continuity between the American Revolution and the two British revolutions. There are also important differences, including in the American understanding of the source of rights. Like the two English revolutions, the American colonies pledged their “lives, fortunes, and sacred honor” to certain rights. Yet unlike their English predecessors, the American colonists did not appeal to English law as the source of rights. Instead, as the Declaration of Independence notes, they appealed to the “laws of nature and of nature’s God.”

On this basis, the Declaration of Independence asserts that human beings have been “created equal, and endowed by their Creator with certain unalienable rights.” The basis of rule must be reason, and the best indication of reason is the ability of those who govern to earn the consent of those who are governed. Governments are established in order to secure the “unalienable” rights of “life, liberty, and the pursuit of happiness” to which the colonists are entitled as human beings.

The U.S. Constitution, which was framed in Philadelphia in 1787 and ratified by the States in 1788 and 1789, established the legal means for perpetually securing these and related rights. Activities found in this lesson will help students think through the connections between the Declaration of Independence and the U.S. Constitution.

Most notably, the Constitution provides that representation in one chamber of the national legislature must be in proportion to the populations of the states. This provision gives practical force to the equality proposition of the Declaration, as does the constitutional requirement that all legislation that entails raising revenue must originate in that branch. Thus the national government has a democratic foundation.

The Constitution also guarantees to each state a “Republican” government. This is the only instance in which the document identifies a proper form of government with one of the forms traditionally associated with liberty. Students can consider why some Americans insist upon distinguishing democracy in its pure form from the American system that they maintain is a “democratic republic.” Connected with this question are various features of the Constitution (a Senate seating two members from each state irrespective of population, functions of government reserved to states) that may appear designed to limit or retard the power of national majorities and thereby afford some protection for the rights of those not in the majority.

The most important matter to understand is that declarations of rights are not likely to prove effective unless given force by limited, representative government founded in an extensive suffrage and strengthened by an independent judiciary.

The extension of such rights to all human beings in America was long in coming. Most notable was the denial of “the blessings of liberty” to slaves. It is known that slaveholders were among the Americans who signed the Declaration and who drafted and ratified the Constitution. Indeed the Constitution contains provisions that contribute to the persistence of a practice at odds with the equality proposition of the Declaration and with the egalitarian features of the Constitution. Less generally known is the fact that Jefferson’s original draft of the Declaration contained, among the indictments of the British King, a charge that slaveholding violates a universal right. Jefferson’s language was rejected from the final version because of opposition

from southern representatives. Abraham Lincoln later maintained that the Constitution acknowledged an obligation to enact some future prohibition of slavery. Many contend that the U.S. Constitution was not truly concluded until the post-Civil War amendments (13th, 14th, 15th) abolished slavery and extended Constitutional rights to all citizens.

SUBSEQUENT REVOLUTIONS FOR LIBERTY

The success of the American Revolution inspired subsequent revolutions in both the Old and New Worlds. The French Revolution of 1789 was rooted in complex political, social, and economic causes. Politically, the king was an absolute monarch with unlimited powers to levy taxes, conduct foreign affairs, and make and enforce any law he deemed necessary. Socially, the French people were divided into three rigid classes called Estates, including the clergy of the Catholic Church (First Estate), the aristocrats or nobility (Second Estate), and the remainder of the population (Third Estate). Economically, there was the emergence of a prosperous middle class desiring political freedom and power, an impoverished class of peasants seeking relief, an urban lower class suffering economic troubles, and a national financial crisis brought on by extravagant war expenditures by the kings. The intellectual movement known as the Enlightenment and its revolutionary ideas on government only heightened these conditions for revolution, along with the example set by the American Revolution.

The French Revolution passed through a number of phases, and thousands of lives were lost, until it concluded with the rise of Napoleon in 1799. Even though Napoleon was the sole government authority, the ideas of the revolution eventually took hold in France. There were subsequent attempts at restoring the monarchy, followed by attempts at republican forms of government. However, the power held by the absolute monarchs or the emperor Napoleon was never again duplicated. The French Revolution contributed to liberty by insisting that all governments should honor certain rights.

The most important contribution to thinking about freedom to come out of the French Revolution may be the Declaration of the Rights of Man and Citizen. This charter of rights based in human nature acknowledged an authority superior to any human authority in a "Supreme Being." The document then listed inalienable rights that must be respected by any and all governments. The statement provides a comprehensive view of human rights in many respects parallel to the view presented in the American Declaration of Independence and the American Constitution. The focus of this lesson is upon the more familiar American documents.

During the early nineteenth century, Haiti and South America also experienced revolutions for fundamental change in the forms of government. These movements drew upon both the American and French revolutions in their attempts to identify and secure rights and to provide constitutional safeguards for representative government. Those principles remain an inspiration today. In this lesson, students will make connections between historical revolutions and today's movements for freedom and democracy around the world by watching video testimonies of contemporary political dissidents.

RESOURCES

- Copies of the following for each student
 - Quoting Democracy handout

- Road to Revolution: Understanding the U.S. Revolutionary War and Securing Their Rights: Analyzing the Declaration of Independence double-sided handout
- The Most Egregious Grievance handout
- Freedom Collection videos
 - “Prisoners of Conscience” (Various, English and subtitles, 7:30)
http://www.freedomcollection.org/themes/prisoners_of_conscience/
 - Tutu Alicante: Becoming an Activist (Equatorial Guinea, English, 5:30)
http://www.freedomcollection.org/interviews/tutu_alicante/?vidid=764
 - Normando Hernandez: Harassment by the State (Cuba, subtitled, 1:45)
http://www.freedomcollection.org/interviews/normando_hernandez/?vidid=673
 - Doan Viet Hoat: Voice from Prison (Vietnam, English, 5:47)
http://www.freedomcollection.org/interviews/doan_viet_hoat/?vidid=477
- Links to images
 - Declaration of Independence:
http://www.archives.gov/exhibits/charters/declaration_zoom_1.html
 - Constitution of the United States:
http://www.archives.gov/exhibits/charters/constitution_zoom_1.html
- National Archives and Records Administration analysis worksheets
<http://www.archives.gov/education/lessons/worksheets/>

PREREQUISITES

Students need prior knowledge of the types of government presented in Unit 1, Lesson 3.

NOTES TO THE TEACHER

- This lesson will probably take two regular class days to complete.
- Teachers may elect to use any or all of the suggested videos, which are available to download in advance of a lesson from the Freedom Collection website. Each video has an accompanying transcript that is also available on the website.

PROCEDURE

(times below are suggested)

DAY 1

1. (5 minutes) Warm-Up: Ask students to read the following Churchill quote and determine the extent to which they agree or disagree with it: “Democracy is the worst form of government, except for all those other forms that have been tried from time to time.” (Speech given to the House of Commons, November 11, 1947. Accessed: http://wais.stanford.edu/Democracy/democracy_DemocracyAndChurchill%28090503%29.html)

2. (15 minutes) Provide each student a copy of the Quoting Democracy handout and tell them they are going to review quotes regarding the benefits of representative democracy. Instruct them to read each quote and circle no more than five words that illustrate their understanding of the positive attributes of democracy. (NOTE: Please provide access to a dictionary in case they encounter unfamiliar terms.) Once students have completed their analysis of the quotes, ask them to review the words they selected and choose the ones most significant to them. Instruct students to use these words to create a 20-word quote of their own thoughts that could be added to this list of great thinkers.
3. (15 minutes) Give students a copy of the Road to Revolution and Securing Their Rights handouts. Instruct them to read the historical background, completing the analytical steps listed in the directions.
4. (5 minutes) Once students have analyzed the historical background, ask the following questions to generate class discussion:
 - What earlier events or actions do you believe influenced the decision of the colonists to revolt?
 - What grievances on the part of the government led to the rebellion?
 - What did you identify as the point of no return for revolution? Why?
 - What steps were taken to develop a democratic government after the war?
5. (20 minutes) Next, instruct students to look at the Securing Their Rights handout. Tell them that they are going to complete an in-depth analysis of the beginning of the Declaration of Independence to further their understanding of how it reflects the principles of freedom, individual rights, and rule of law. Inform students that the work they do not complete in class will need to be completed for homework. (NOTE: This activity could be completed as an individual, partner, or group activity.)

Day 2

1. (5 minutes) Ensure that students have access to the completed Road to Revolution: Understanding the U.S. Revolutionary War and Securing Their Rights: Analyzing the Declaration of Independence double-sided handout. Instruct students to discuss with a partner the words or phrases in the Declaration of Independence that were most meaningful to them. Ask for volunteers to share their answers. Next, ask students to review their answers to the final question: "To what extent do you think the Declaration of Independence was a revolutionary document for its time? Please provide specific evidence to support your answer." Once they have reviewed their answers, ask for volunteers to share their responses, engaging the class in a brief discussion.
2. (25 minutes) Give each student a copy of The Most Egregious Grievance. Tell them that now that they understand the basic precedents set forth in the Declaration of Independence, they are going to work with a partner to read specific grievances listed in the document. They will then match each grievance to a solution included in the Constitution of the United States. Let students know that some of the solutions will be used more than one time. Once they have completed the matching activity, ask them to work together to rank the grievances with 1 being the most significant violation of

colonists' rights. Allow students to volunteer to share the grievances they ranked as the top three with the class.

3. (15 minutes) Next, ask students to get out a sheet of paper. Tell them that they are going to watch oral histories from dissidents, which include information about the grievances of governments. As they watch each of the videos, students will need to make a list of as many grievances as they can. The use of videos featuring contemporary dissidents reinforces the universal nature of freedom and the enduring impact of the ideas that inspired the American Revolution and other movements for democracy and individual rights. (**NOTE:** It is recommended that you begin by showing the Prisoners of Conscience video. If possible, allow students to choose two of the three additional videos to watch. When students have finished, give them a minute or two to discuss with their partner the grievances they found.)

Suggested video clips:

- Prisoners of Conscience (Various, English and subtitles, 7:30)
http://www.freedomcollection.org/themes/prisoners_of_conscience/
This mini-documentary includes oral histories of dissidents who spoke out against the crimes of their governments. Each was imprisoned for standing up and speaking out for their beliefs. The video concludes with a message to dissidents from President George W. Bush.
- Tutu Alicante: Becoming an Activist (Equatorial Guinea, English, 5:30)
http://www.freedomcollection.org/interviews/tutu_alicante/?vidid=764
Tutu Alicante talks about the government raiding his home because he and others participated in a protest speaking out for change against government abuses. When the military forces arrived, they arrested, beat, and tortured those suspected of participating in the protest. Tutu's own family's house was burned to the ground while he looked for his cousin, and another friend was killed. Tutu notes that most people were very afraid to speak out for change, saying they could rebuild, but he refused to accept that nothing could be done. He left his family for the United States to get the skills necessary to help achieve justice and human rights for the people of his country.
- Normando Hernandez: Harassment by the State (Cuba, subtitled, 1:45)
http://www.freedomcollection.org/interviews/normando_hernandez/?vidid=673
Normando Hernandez talks about how the communist government in Cuba harasses and watches people's every move. Even though he had a college degree, Normando could not find a job because he was known to be in opposition to the government. His family was also punished. His mother was fired from her job, and all the family had to eat was a piece of bread and a small glass of milk a day. He refused to accept his circumstances, even though his mother was afraid he would be put in prison.
- Doan Viet Hoat: Voice from Prison (Vietnam, English, 5:47)
http://www.freedomcollection.org/interviews/doan_viet_hoat/?vidid=477
A former newspaper editor, Doan Viet Hoat speaks about his experience as a political prisoner for writing against government actions. He first was charged

for publishing propaganda, but that was later changed to treason for attempting to overthrow the government. He suffered a 20-year sentence with little food and water, and no contact with his family. He spent four years in solitary confinement and was refused paper, pencils, and books. He vowed not to cave in and spent the time in meditation to keep his mind occupied and sane.

4. (10 minutes) Ask students to work with their partner to read through the grievances they have listed; have them select the 5–10 that they think were the most serious violations of human rights. For each grievance they select, they should note which features/attributes of both democracy and the United States government would have protected the dissident from that abuse. Once students have completed their analysis, ask for volunteers to share some of their answers.

Example: “Dissident was unjustly imprisoned for 20 years with little food and water”
“No cruel and unusual punishment”

5. (5 minutes) Ask students to write individual responses to the following questions and conclude for homework, if necessary.
 - Why do you think people are willing to pay a high price to obtain freedom and individual rights under a democratic system of government?
 - Why is democracy believed to be the best form of government to protect the rights of citizens?

ENRICHMENT / EXTENSION ACTIVITIES

1. Have students identify and analyze how Enlightenment ideals (represented by thinkers such as Locke, Jefferson, Montesquieu, Rousseau, etc.) influenced each of the American and other revolutions.
2. Ask students to complete a more thorough comparison of the rights referenced in
3. the Declaration of Independence to the rights secured in the Constitution of the United States.
4. Invite students to engage in further study of Thomas Jefferson’s original wording of the Declaration of Independence with regard to slavery.

ADDITIONAL RESOURCES

- George Orwell: *Animal Farm*
Eminently accessible account of how reform becomes transformed into dictatorship.
- George Orwell: *1984*
Great resource to assist students in understanding the nature of tyranny. Many of the ideas and vocabulary words invoked to describe threats to freedom are derived from this work.
- Chen Jo-his: *The Execution of Mayor Yin and Other Stories from the Great Proletarian Cultural Revolution*
Gripping stories that describe the daily apprehensions of ordinary citizens during

China's Cultural Revolution. Students can easily grasp the message about totalitarian abuse.

- Anne Applebaum: *Gulag*
This is a comprehensive history of the Soviet-era prison camp system. It includes heartbreaking accounts of the fates of children, many of whom were sent to the camps with their parents or dispatched to orphanages.
- David Garrow: *Bearing the Cross: Martin Luther King, Jr., and the Southern Christian Leadership Conference*
This is an excellent biography of King, a history of the civil rights movement in the United States, and an important story about the achievement of freedom for people who had endured unequal status for centuries.
- Artur London: *The Confession*
For over forty years Czechs and Slovaks were ruled by a totalitarian dictatorship that executed dissidents, imprisoned priests, censored the press, banned travel abroad, and prohibited literature and music that was deemed politically incorrect. London, an early Communist official in the former Czechoslovakia, tells the story of his trial and imprisonment on fabricated charges.
- Anne Applebaum: *Iron Curtain: The Crushing of Eastern Europe, 1944–56*
This is probably the best account of how a totalitarian system is put in place, institution by institution. It is a compelling analysis of the methods of totalitarian control.

QUOTING DEMOCRACY

PART I

As you read each of the following quotes from great thinkers and leaders, circle **no more than 5 words** in each quote that illustrate your understanding of the positive attributes of democracy.

"If liberty and equality, as is thought by some are chiefly to be found in democracy, they will be best attained when all persons alike share in the government to the utmost."

— ARISTOTLE, *POLITICS*

Aristotle. "Book IV, Part IV." *Politics*. Translated by Benjamin Jowett. The Internet Classics Archive, Massachusetts Institute of Technology. Accessed: <http://classics.mit.edu/Aristotle/politics.4.four.html>

"This feature distinguishes this federal government from all the federal governments that have gone before it, as it was the general and ancient rule that liberty existed as a concession from authority; whereas, here, we find authority existing as a concession from the ruled."

— JAMES FENNIMORE COOPER, *THE AMERICAN DEMOCRAT*

Cooper, James Fenimore. *The American Democrat: or, Hints on the Social and Civic Relations of the United States of America*. New York: H. & E. Phinney, 1838. Accessed: <http://books.google.com/books?id=RdkqAAAAMAAJ>

"Democracy and socialism have nothing in common but one word, equality. But notice the difference: while democracy seeks equality in liberty, socialism seeks equality in restraint and servitude."

— ALEXIS DE TOCQUEVILLE

de Tocqueville, Alexis. *Oeuvres complètes d'Alexis de Toqueville*, vol. 9. Translated by F.A. Hayek. Paris: Michel Lévy Frères, 1866. Accessed: <http://books.google.com/books?id=qg61T\l1mwsC>

"Modern liberty rests upon three pillars. They are representative democracy; economic freedom; and the rule of law. The foundation for all three is the acceptance by the members of our societies of a sense of common obligation."

— MARGARET THATCHER

Thatcher, Margaret. "Europe – the Obligations of Liberty." Winston Churchill Memorial Lecture given in Luxembourg, October 18, 1979. Accessed: <http://www.margaretthatcher.org/speeches/displaydocument.asp?docid=104149>

"We must be staunch in our conviction that freedom is not the sole prerogative of a lucky few, but the inalienable and universal right of all human beings."

— RONALD REAGAN, WESTMINSTER SPEECH, JUNE 8, 1982

Reagan, Ronald. "Westminster Speech." Address to Members of the British Parliament, London, United Kingdom, June 8, 1982. Accessed: <http://www.heritage.org/research/reports/2002/06/reagans-westminster-speech>

"To my mind there is an intimate connection between democratic values and the fundamental values of human goodness. Where there is democracy there is a greater possibility for the citizens of the country to express their basic human qualities, and where these basic human qualities prevail, there is also a greater scope for strengthening democracy. Most importantly, democracy is also the most effective basis for ensuring world peace."

— HIS HOLINESS THE 14TH DALAI LAMA, TENZIN GYATSO

Gyatso, Tenzin. "Human Rights, Democracy and Freedom Speech." Speech given in 2008 focusing on world peace. Accessed: <http://www.dalailama.com/messages/world-peace/human-rights-democracy-and-freedom>

"From the day of our Founding, we have proclaimed that every man and woman on this earth has rights, and dignity, and matchless value, because they bear the image of the Maker of Heaven and earth. Across the generations we have proclaimed the imperative of self-government, because no one is fit to be a master, and no one deserves to be a slave."

— GEORGE W. BUSH—SECOND INAUGURAL ADDRESS, 2005

Bush, George W. "Second Inaugural Address." Address by President George W. Bush at the Inauguration for his second term, Washington, D.C., January 20, 2005. Accessed: <http://www.inaugural.senate.gov/swearing-in/address/address-by-george-w-bush-2005>

"During my lifetime I have dedicated myself to this struggle of the African people. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons will live together in harmony and with equal opportunities. It is an ideal which I hope to live for. But, my lord, if needs be, it is an ideal for which I am Prepared to Die."

— NELSON MANDELA, STATEMENT IN THE RIVONIA TRIAL, APRIL 20, 1964

Mandela, Nelson. "Statement from the dock at the opening of the defense case in the Rivonia Trial." Statement in front of the South Africa Pretoria Supreme Court, Pretoria, South Africa, April 20, 1964. Accessed: <http://www.anc.org.za/show.php?id=3430>

PART II

Review the words you have circled, choosing the ones that are most significant to you. Use these words to create a 20-word quote of your own thoughts on democracy that could be added to this list of great thinkers and leaders.

//

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

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HANDOUT 2

ROAD TO REVOLUTION

Read the historical background of the United States Revolutionary War below. As you read, complete the following steps:

Underline any earlier events or actions that influenced the leaders of the U.S. Revolutionary War.

Circle key events and actions leading up to the revolution.

Place a box around the point at which a revolution seemed inevitable.

SETTING THE STAGE FOR LIMITED GOVERNMENT

THE ENGLISH REVOLUTIONS, 1642–1688

Although the Glorious Revolution of 1688 is often considered the first step in modern representative government, it was, in fact, an effect of the Puritan Revolution of 1642, which was the culmination of political, economic, and religious unrest in England. The bloody civil war that resulted in the trial and beheading of King Charles I was the first and last attempt to have an English government without a monarch at the head. When compared with the violence of the Puritan Revolution, the final English revolution in 1688 is often called the “Glorious” or “Bloodless” Revolution because of the minimal conflict that occurred. It ended with the abdication of King James II and the coronation of William and Mary from Holland under the condition they sign and accept the English Bill of Rights. This was a document listing and guaranteeing certain rights to English citizens.

With the passage of the English Bill of Rights in 1689 by Parliament and signed by William and Mary, the power of the monarch in England was forever limited. Provisions of this document included limitations on the right of the crown to declare war, make appointments, or pass any taxes without Parliamentary approval. Free elections, free speech, and the right to petition the government were guaranteed to the citizens. Finally, citizens were guaranteed the right to a trial by a jury of peers along with freedom from excessive bail or cruel and unusual punishment. Over a period of fifty years, England had transformed from a monarchy to a constitutional monarchy with the rights of the citizens being written and guaranteed. This set the stage for representative government to continue to evolve and expand in England and English colonies.

DEMANDING REPRESENTATION IN GOVERNMENT

THE UNITED STATES REVOLUTION, 1775–1789

From the first colonies in Virginia and Massachusetts in the early 1600s, the expansion of the idea of self-government was evident. Issued colonial charters from the English monarch promising all rights and privileges of English citizens, the colonies all established representative assemblies to help with the day-to-day governing. The English were content with this relationship until the need for additional money to pay for wars both in Europe and the new world arose. Feeling that the colonies should help pay the expenses incurred from protecting them from the French and Indians, Parliament levied more taxes, which the colonists were to pay. The response of the colonists was immediate—“no taxation without representation.” They did not feel they had been represented in Parliament when the taxes were discussed and levied. Throughout the next ten years, the tension between the two rose until 1775 when open hostilities broke out at Lexington and Concord. Within a year, the Continental Congress, an assembly of representatives from the colonies, voted to adopt the Declaration of Independence and separate from the English. This document, primarily written by Thomas Jefferson, asserted the unalienable rights of life, liberty, and the pursuit of happiness of all men. Furthermore, Jefferson claimed the purpose of government was to secure these rights. Finally, since the right to govern came from the people themselves, the people had the right to change the government if these rights could not be secured.

From 1775 to 1783, the war between the two continued. In addition to the hardships of war, colonists faced making the decision of which side they would support. They either had to stay loyal to the English or take a chance with the new United States. Even though the American forces won, the uncertainty of the future and the questions of the survival of the new nation caused serious problems. The first attempt at self-government did not succeed, mainly because there was no power in the central government. In 1789, delegates from twelve of the thirteen states met to revise this first plan. The result was the U.S. Constitution establishing an entirely new form of central government. Within two years, a Bill of Rights was added, guaranteeing specific rights such as the freedom of speech, press, religion, a trial by jury, and a prohibition of cruel and unusual punishment. The influence of the principles imbedded in this Constitution—which included the rule of law, due process, limited government, separation of powers with checks and balances, the ability to amend when necessary, and respect for the rights and liberties of the individuals—continue to influence the world, as it is the oldest written constitution still in use today.



HANDOUT 3 SECURING THEIR RIGHTS

Read through each quote from the Declaration of Independence. As you read each quote, use the following steps to complete an in-depth analysis of the Declaration of Independence. When you have finished analyzing the quotes, complete the concluding question.

Underline the words or phrases in the quotes that support the concept that governments are created to secure the rights of the governed..

Circle the words or phrases in the quotes that indicate governments derive their power from men.

Highlight the words or phrases in the quotes that indicate citizens can change or abolish their government if the government fails to secure their rights or places their people under tyranny.

Rewrite the quote in your own words in the space provided.

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”

“That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, —”

“That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.”

"Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed."

"But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security."

CONCLUSION

To what extent do you think the Declaration of Independence was a revolutionary document for its time? Please provide specific evidence to support your answer.

HANDOUT 4

THE MOST EGREGIOUS GRIEVANCE

Read through each of the following grievances from the Declaration of Independence and the solutions that were included in the Constitution of the United States. Match a constitutional solution to each grievance by writing the letter of the solution on the blank next to the number of the grievance. Some solutions will be used more than once.

GRIEVANCES

_____ "He has called together Legislative Bodies at Places unusual, uncomfortable, and distant from the Depository of their public Records, for the sole Purpose of fatiguing them into Compliance with his Measures."

_____ "He has made Judges dependent on his Will alone, for the Tenure of their Offices, and the amount and Payment of their Salaries."

_____ "...For quartering large Bodies of Armed Troops among us."

_____ "He has dissolved Representative Houses repeatedly, for opposing with manly Firmness his Invasions on the Rights of the People."

_____ "He has erected a Multitude of new Offices, and sent hither Swarms of Officers to harass our People and eat out their Substance."

_____ "...For cutting off our Trade with all Parts of the World."

_____ "...For imposing Taxes on us without our Consent."

_____ "...For depriving us, in many Cases, of the Benefits of Trial by Jury."

_____ "...For suspending our own Legislatures, and declaring themselves invested with Power to legislate for us in all Cases whatsoever."

CONSTITUTIONAL SOLUTIONS

A "The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion..."

B "No soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law. "

C "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

D "{Congress shall have power} To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes."

E "The Congress shall assemble at least once in every Year, and such Meeting shall be (on the first Monday in December) unless they shall by Law appoint a different Day."

F "He [the President] shall have the Power, by and with the Advice and Consent of the Senate to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by the Advice and Consent of the Senate shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law..."

G "...The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behavior, and shall, at stated Times, receive for their Services a Compensation, which shall not be diminished during their Continuance in Office."

H "{Congress shall have power} To lay and collect Taxes, Duties, Imposts, and Excises to pay the Debts and provide for the common Defence and general Welfare of the United States; but all duties, imposts and excises shall be uniform throughout the United States."

I "In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed. "

HANDOUT 4 - ANSWER KEY

THE MOST EGREGIOUS GRIEVANCE

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