

Primary Sources

Thomas Paine, Common Sense

Thomas Paine's pamphlet *Common Sense* stirred the imaginations of colonists and rallied many to the Patriot cause.

► Thomas Paine is called one of the Founding Fathers of the United States.



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I have heard it asserted by some, that as America hath flourished under her former connection with Great Britain, that the same connection is necessary towards her future happiness, and will always have the same effect. Nothing can be more **① fallacious** than this kind of argument. It may as well assert that because a child has thrived upon milk, she is never to have meat, or that the first twenty years of our lives are to become a precedent for the next twenty. But even this is admitting more than is true; for I answer roundly, that America would have thrived as much, and probably much more, had no European power been near her. **③** The commerce, by which she hath enriched herself, are the necessaries of life, and will always have a market while eating is the custom of Europe.

That she has protected us, say some. That she has engrossed us is true, and she defended the continent at our expense as well as her own, is equally true; and she would have defended Turkey from the same motive, viz. the sake of trade and dominion. **⑤**

We have been long led away by ancient prejudices, and made prodigious sacrifices to superstition. We have boasted the protection of our liberties from our Brittain, without considering, that her motive was INTEREST and not ATTACHMENT; that she did not protect us from OUR ENEMIES on OUR ACCOUNT, but from HER ENEMIES on HER OWN ACCOUNT, and that those who had no quarrel with us on any OTHER ACCOUNT, and who will always be our enemies on the SAME ACCOUNT. Let Britain never make any further pretensions to the Continent, or the Continent throw off the yoke of dependence, and we should be at peace with France and Spain, were we at war with Britain.

Analyzing Primary Sources

Use the following specific evidence from the document to support your answers.

Analyze Style and Rhetoric In the first paragraph, how does Paine paint a picture that everyday people could understand?

Analyze Style and Rhetoric Why does Paine capitalize words in the second paragraph?

Reading and Vocabulary Support

- ① *Fallacious* means "false."
- ② To what is Paine comparing the colonies?
- ③ What argument against independence does Paine refute in the first paragraph?
- ④ *Viz.* means "namely."
- ⑤ What argument against independence does Paine refute in the second paragraph?

Quest CONNECTIONS

Thomas Paine makes an argument for separating from Britain. Which argument might convince you to join the Patriot cause? Record your findings in your Active Journal.

Lesson 4 The Move Toward Independence

Practice Vocabulary

True or False? Decide whether each statement below is true or false. Circle T or F, and then explain your answer. Be sure to include the underlined vocabulary word or words in your explanation. The first one is done for you.

1. T / F Unalienable rights are rights that cannot be claimed by citizens and can only be granted by governments.

False; Unalienable rights are rights that governments cannot take away from citizens.

2. T / F A traitor is a person who fights for his or her country.

3. T / F King George III used mercenaries from Germany to help fight the colonists.

4. T / F The British used a blockade of colonial ports to help trade move smoothly between the colonies and Britain.

5. T / F The preamble of the Declaration of Independence declares that "all men are created equal."

6. T / F Natural rights are those that belong to all kings and queens from birth.

8th Social Studies

BLUE GREEN RED

Hook Exercise: Reconstruction

Directions: Below are several groups that played a key role in the Reconstruction period. With a partner, read the descriptions of each group, and then read the headlines at the bottom of the page. Under each headline, note how happy or sad each group would be about the news. Use a scale of 1-10 with 1 being least happy and 10 being the happiest. Be prepared to defend your answers.

Freedmen (F):

African-Americans who were freed from slavery during and after the Civil War

Radical Republicans (RR):

Northern Republican Congressmen who supported African-American citizenship and punishment for former Confederates

Carpetbaggers (CB):

Northerners who went south after the Civil War to help Freedmen and Reconstruction

Ku Klux Klan (KKK):

A white supremacist group that opposed Reconstruction and rights for Freedmen

Scalawags (S):

Southern whites who supported Carpetbaggers and Freedmen

CV

Headline A: "Congress Passes Enforcement Acts — Troops Sent South to Put Down the KKK"

F: _____
CB: _____
S: _____
RR: _____
KKK: _____

Headline C: "Financial Panic of 1873 to Cause Severe Depression and Loss of 3 Million Jobs"

F: _____
CB: _____
S: _____
RR: _____
KKK: _____

Headline B: "Hiram Revels Elected Senator From Mississippi in 1870 — First Black Man to Enter Congress"

F: _____
CB: _____
S: _____
RR: _____
KKK: _____

Headline D: "Rutherford B. Hayes Elected President in 1876 — Agrees to Move Federal Soldiers out of Louisiana and South Carolina"

F: _____
CB: _____
S: _____
RR: _____
KKK: _____



Frederick Douglass, "What the Black Man Wants"

In April 1865, millions of enslaved Americans were on the verge of being freed. White Americans wondered what to do with them. Douglass spelled out what the black man wanted.

◀ Frederick Douglass

Reading and Vocabulary Support

- ① *Deprivation* means the fact of having something valuable taken away.
- ② To "exercise the elective franchise" means to make use of the right to vote.
- ③ Benevolence is kindness.
- ④ What is the meaning of this metaphor about the apples?

We may be asked, I say, why we want [the right to vote]. I will tell you why we want it. We want it because it is our right, first of all. No class of men can, without insulting their own nature, be content with a deprivation ① of their rights. We want it, again, as a means for educating our race. Men are so constituted that they derive their convictions of their own possibilities largely from the estimate formed of them by others. If nothing is expected of a people, that people will find it difficult to contradict that expectation. By depriving us of suffrage, you affirm our incapacity to form an intelligent judgment respecting public affairs and public measures; you declare before the world that we are unable to exercise the elective franchise ②, and by this means lead us to undervalue ourselves, to put a low estimate upon ourselves, and to feel that we have no possibilities like other men. . . .

What I ask for the negro is not benevolence ③, not pity, not sympathy, but simply justice. The American people have always been anxious to know what they shall do with us. . . . I have had but one answer since the beginning. Do nothing with us! Your doing with us has already played the mischief with us. Do nothing with us! If the apples will remain on the tree of their own strength, if they are worm-eaten at the core, if they are early ripe and disposed to fall, let them fall! ④ If the negro cannot stand on his own legs, let him fall also. All that you can do is, give him a chance to stand on his own legs! Let him alone! If you see him on his way to school, let him alone,—don't disturb him! If you see him going to the dinner-table at a hotel, let him go! If you see him going to the ballot-box, let him alone,—don't disturb him!

Quest CONNECTIONS

What did Frederick Douglass want Reconstruction to achieve? How did his goals for Reconstruction compare with those of others? Record your findings in your Active Journal.

Analyzing Primary Sources

Cite specific evidence from the document to support your answer.

1. **Understand Effects** What effect does depriving black men of the right to suffrage have on them?
2. **Determine Author's Point of View** What is Douglass's main message in this excerpt?

Distinguish Information

How these steps are related to the information

Identify a focus for your research. What do you want to find out? What questions do you want to answer? What do you want to understand?

Locate your sources. Which sources will you use?

Identify information relevant to your topic. Evaluate the information you find. What is the author's purpose? What is the author's point of view? What are the author's biases or interests?

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