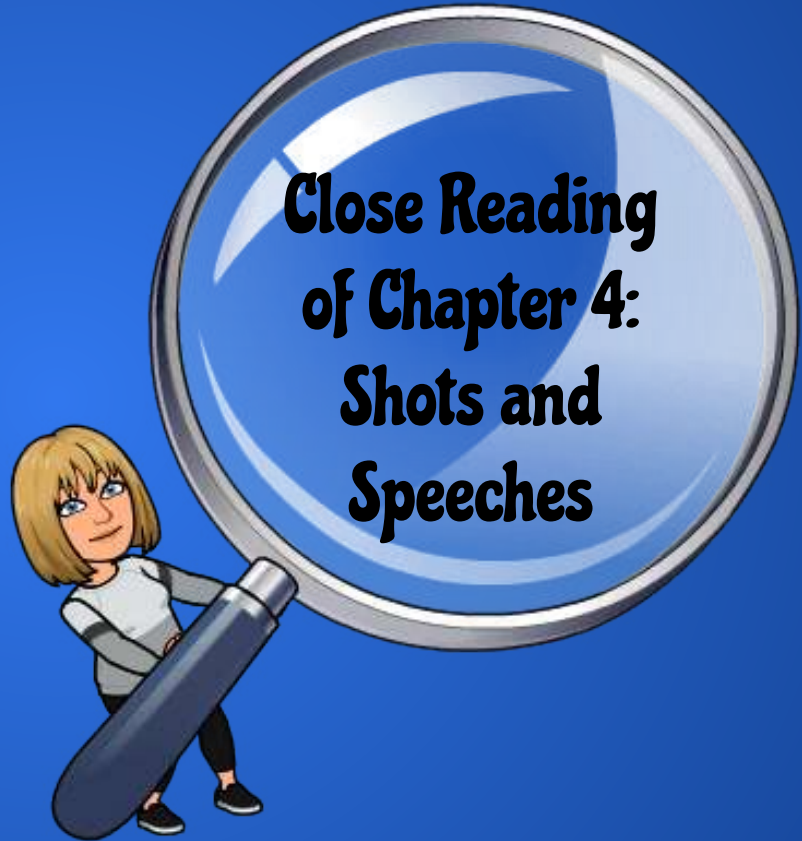


# **Lesson 7: A final Separation**



**Close Reading  
of Chapter 4:  
Shots and  
Speeches**



## **A bit of review:**



- 1. What shots is the chapter title referring to?**
- 2. What speeches is the chapter title referring to?**
- 3. What big decision did the colonists make as a result of the shots fired and speeches made?**



## Chapter 4

# Shots and Speeches

THE BIG QUESTION  
What big decision did the colonists make as a result of shots fired in Massachusetts and speeches delivered in Pennsylvania?

What a difference a day makes! By the time the sun came up on April 20, 1775, the British army had **retreated** from Concord back to Boston. They had suffered more than 200 **casualties** and were now surrounded by militia.

Things went from bad to worse when the militia set up cannons on two hills overlooking Boston Harbor. One of the hills was called Breed's Hill. The other was Bunker Hill.

The British generals were worried. If the militia had cannons up on the hills, they might be able to fire on the British ships in the harbor below and sink some of them. The generals decided that they had to drive the militia off the hills.

It would take time to put their plan into action, but two months later, on June 17, 1775, the British launched an attack. Hundreds of redcoats began marching up Breed's Hill. The militiamen at the top of the hill waited nervously. A commander named William Prescott knew his men did not have much **ammunition**. They would have to make every shot count.

In the previous chapter, the text says that 73 British soldiers had been killed and 174 wounded by the colonial militia during a day of fighting outside Boston. In this paragraph what vocabulary word is used when talking about both the dead and wounded soldiers?

Read the first paragraph on page 30.



The militia waited . . . and waited . . . and waited. Finally, they opened fire. **Scores** of British troops fell to the ground. Surprisingly, the redcoats were forced to retreat. The British attacked a second time, but again they were beaten back. They attacked a third time—and this time they were successful. The militia had run out of ammunition. Now it was *their* turn to retreat.

Today this battle is known as the Battle of Bunker Hill. However, that is an unusual name for a battle that was actually fought on Breed's Hill. It is possible that the confusion about the location of the battle was caused by a lack of familiarity with the area. The two hills are near each other. In fact, a British officer who mapped the battle site mixed them up on his map. It is also possible that Prescott had been ordered to **fortify** Bunker Hill but fortified Breed's Hill instead when he realized that it was the more desirable spot.

In one sense, the Battle of Bunker Hill was a victory for the British. They achieved their goal: they drove the militia off the hill. In another sense, it felt more like a defeat. Is it really a victory if 1,000 men are killed and wounded compared to 500 on the other side? The British knew that they could not afford to continue to lose so many soldiers, even if the eventual outcome was a victory!

While the Battle of Bunker Hill was raging outside Boston, 56 representatives from all 13 colonies attended the Second Continental Congress in Philadelphia. Thomas Jefferson came north to represent Virginia. John Adams, Samuel Adams, and John Hancock made their way south from Massachusetts. Benjamin Franklin, a native Bostonian living in Philadelphia, did not have far to travel.

Jackson

Kaylea

Conner

Arianna

Tristan

Aspen

## The Making of a Government

As months of discussion and debate continued, some decisions were made. Many of these decisions were based on the belief that a peaceful settlement with Great Britain was now impossible. The Second Continental Congress began to function as a government. They made important decisions. They issued paper money. They set up a postal service. They appointed generals and **ambassadors**. They agreed to the creation of an army and put George Washington in charge of it. This army would eventually be called the Continental Army.

Many members of the Second Continental Congress thought that the time had come for the colonies to declare their independence. They wanted the colonies to become a new nation. Others thought there might still be a way to patch things up with the British, and they wanted to try to do so. These members of the Continental Congress were not the only ones who were divided on the question of independence. The people of the colonies they represented were divided as well.



George Washington became commander of the Continental Army.





**In what ways did the  
Second Continental  
Congress start acting as  
the government of the  
colonies?**



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**7.1**

ACTIVITY PAGE

### **Shots and Speeches**

*Reread Chapter 4, "Shots and Speeches," and answer the following questions.*

1. The Second Continental Congress began to function as a government in all of the following ways EXCEPT:
  - A. They created their own money.
  - B. They formed a navy.
  - C. They set up a postal service.
  - D. They agreed to form an army.

**Time to answer the first  
question on Activity page 7.1.**



## Answer question 2 on Activity page 7.1!

2. What type of government did Thomas Paine think should replace the monarchy?

---

---



### A Little Common Sense

One man who may have done more than anyone else to convince people to declare independence was Thomas Paine. Paine was an Englishman who had moved to Philadelphia only a few months earlier at the suggestion of Benjamin Franklin. Franklin thought Paine could help the patriot movement. Thomas Paine wrote a pamphlet called *Common Sense*. It was published in January 1776, while the Second Continental Congress was meeting.



Thomas Paine

Paine believed that monarchy was a foolish way to run a country. "Mankind being originally equals in the order of creation," Paine wrote, so how could any one man claim the right to rule over millions?

Paine argued that the colonies should separate from Great Britain and form a republic—a government made up of elected representatives. He told his new countrymen they had an amazing opportunity—they could cast off government by kings and replace it with something much, much better:

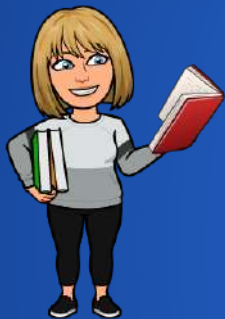
*"[W]e have every opportunity and every encouragement before us, to form the noblest, purest constitution on the face of the earth. We have it in our power to begin the world over again. . . . The birthday of a new world is at hand. . . . [F]or God's sake, let us come to a final separation."*

—Thomas Paine



**What type of government did Thomas Paine think should replace the monarchy?**





Pages from  
Common Sense

*Common Sense* became a bestseller. Copies were printed in all 13 colonies. Selections were printed in newspapers. Those who could read studied the pamphlet. Those who could not read listened while it was read aloud at an inn or coffeehouse. *Common Sense* convinced many colonists that it was, in fact, time to declare independence.

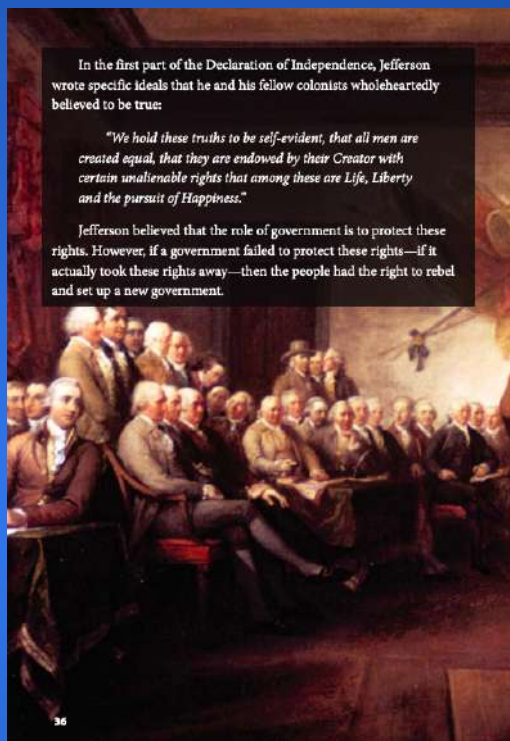
#### A Final Separation

By June 1776, most members of the Second Continental Congress were ready to vote for what Paine referred to as "a final separation." Thomas Jefferson, a delegate from Virginia, was asked to write an official **declaration** of independence. His job was to explain why the colonies were breaking away from Great Britain, and why it was necessary for them to do so.

Benjamin Franklin and John Adams reviewed Jefferson's draft. They made a few changes, but overall they accepted Jefferson's work without reservation. On July 2, 1776, the members of the Second Continental Congress voted for independence. On July 4, 1776, the members voted again—this time on whether to accept Jefferson's Declaration of Independence as the document that outlined the reasons for their desire to be independent. No one voted against it. One colony, New York, **abstained**. The Declaration of Independence was approved!

35

**Who wrote the Declaration of Independence? Who reviewed his draft?**



36

**Of the rights mentioned: life, liberty) freedom, and the pursuit (search) of happiness, which had Great Britain taken away?**



Jefferson argued that this was what the British government had done. In the second half of the Declaration of Independence, Jefferson presented a long list of unacceptable actions the British government had taken. It had **levied** unfair taxes, taken away the right to trial by jury, and quartered British troops in colonial cities. For all of these reasons (and more), Jefferson wrote, the colonists had no other option but to declare independence from Great Britain.

### Happy Birthday to Us!

Ever since 1776, the Fourth of July has been a national holiday in the United States. On this day every year, Americans celebrate their independence by watching fireworks, singing patriotic songs, and attending picnics and parades. Although it took another month to get all the signatures on the Declaration of Independence, Americans still celebrate Independence Day on July 4.



Independence Day in Washington, D.C.

**Do you agree with Jefferson's conclusion that King George left the colonists no other option but to declare independence from Great Britain?**

**Why is July 4 called Independence Day?**



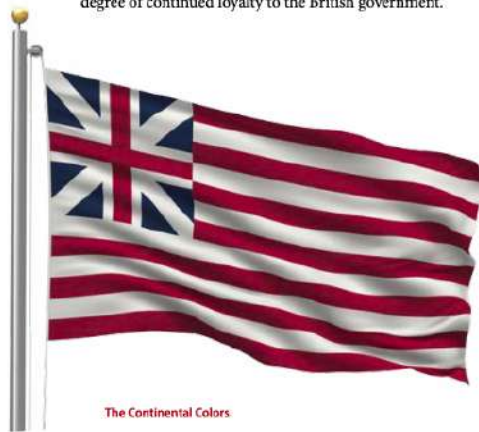




**What does the heading, "No Simple Solution" mean? What was the author talking about?**

### No Simple Solution

The colonists did not initially have a national army ready to fight on their behalf. The Continental Army, as such, did not yet exist. In June 1775, the Continental Congress appointed Virginian George Washington to create such an army. Until then, the army had consisted of a loosely organized collection of militia units from New England. The **implications** of what had happened at Lexington and Concord were far from clear in the days following the battles. While there had been plenty of outrage, it had taken over a year for independence to be declared. In fact, after the battles in Lexington and Concord, some patriots had created a flag called "The Continental Colors." This flag featured the red and white stripes from the Sons of Liberty flag with an image of the British Union Jack superimposed on it, indicating some degree of continued loyalty to the British government.



The Continental Colors

3. On page 39, what does the heading "No Simple Solution" mean? Support your answer with evidence from the text.

**Let's answer question 3 on Activity Page 7.1. Then, you can work with your Speed Dial 3 partner to complete the sentences on the second half of Activity page 7.1.**



# Word Work: implications

## Text Example:

'The implications of what had happened at Lexington and Concord were far from clear in the days following the battles.'

## Meaning:

a possible effect or result that may take place in the future



## My Example:

The implication of eating too much cake is that you may feel sick afterward.

## Part of Speech:

noun



# **Word Work: implications**

## **What is the implication?**

**I am going to give you a situation. Then I am going to ask you to tell me an implication connected to that situation. Let's try this example...**

**I did not do my homework, so I might have to stay in at recess. What is an implication of not doing my homework?**



**My mother said she might not make mac and cheese for dinner if we drink all the milk. What is an implication of drinking all the milk?**

**Sometimes when I stay up late on the weekends, I cannot wake up on time on Monday. What is an implication of staying up late on weekends?**

**My coach told us that if we did not practice enough, we may not win the game. What is an implication of not practicing enough?**





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

7.2

ACTIVITY PAGE

### Vignette II

**Characters:** Narrator, King George III, Members of Parliament (4), Patrick Henry, Representatives from Virginia (2)

**Narrator:** In December of 1773, the Sons of Liberty dumped chests full of tea in Boston Harbor. Listen to discover how King George III reacted when he received word of the Boston Tea Party. In this scene, the king discusses the event with members of the British Parliament.

#### British Parliament, Great Britain 1774

**King George III:** This is an outrage! Dumping 340 chests of tea into Boston Harbor is just foolishness! They thought the taxes were bad? Now they will have to repay Great Britain for the tea they dumped.

**Member of Parliament 1:** We can send British ships and keep the harbor closed until the colonists pay for the cost of the tea they threw away. No ships will be able to enter or leave the harbor.

**King George III:** Yes. And closing the harbor will not be all. Boston must be reminded that they are British subjects. They live with protection and privileges provided by Great Britain, and they will live with the laws of their king.

**Member of Parliament 2:** What other laws do you propose, Your Majesty?

**King George III:** The colonists are taking too many liberties. I want stricter control of their meetings and how they elect officials. I or my ministers will decide who holds important government positions in Massachusetts.

**Member of Parliament 3:** I quite agree. There should also be new rules for trials. Bostonians should be tried by the king's judges outside of Boston.

We are going to read another Vignette so that we can gather some information for a cause and effect paragraph.

**Narrator:** Karen

**King George III:** Sebastian

**Members of Parliament:**

1. Brigita; 2. Ella; 3. Grace; 4. Cora

**Patrick Henry:** Devin

**Virginia Representatives:**

1. Caitlynn; 2. Lilly



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**7.3**

ACTIVITY PAGE

### Plan Body Paragraph 2

Use the word bank to complete the graphic organizer below.

representatives from 12 of 13 colonies	representatives from Virginia	British Parliament	Patrick Henry	King George
--	----------------------------------	-----------------------	------------------	----------------

Events	Dates	People
British Parliament passes the "Intolerable Acts"	Spring 1774	_____ _____
The First Continental Congress	Sept. 1774	_____ _____
Virginia representatives debate response to Britain	March 1775	_____ _____

**Take a moment to complete  
the chart on Activity page  
7.3 (workbook page 81) to  
show who was involved in  
each of the events shown.**



**Writing prompt:** Why are people from all of the colonies concerned about the laws imposed in Massachusetts (the Intolerable Acts)? Be sure to include what the Intolerable Acts were and how the colonists responded to them.

Choose words from the word bank to use in your response to the writing prompt.

intolerable	grievance	independence	debate	unavoidable
liberty	representatives	complaints	First Continental Congress	Parliament

**Now, you are going to use all of the information that you have learned, your graphic organizer, and the words in the word bank to respond to the writing prompt on the back side of Activity page 7.3.**

