

- ✓ **BIOGRAPHY**
Patrick Henry
- ✓ **CHART** Choosing Sides
- ✓ **GRAPHIC ORGANIZER**
Key Actions of the Continental Congress
- ✓ **MAP** Battles of Lexington and Concord
- ✓ **SELF-CHECK QUIZ**
- ✓ **VIDEO**



Lesson 3

A Call to Arms

ESSENTIAL QUESTION What motivates people to act?

IT MATTERS BECAUSE

As anger toward the British grew, colonists began to consider the possibility of independence?

TEKS Texas Essential Knowledge and Skills

- 1A** Identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects.
- 4B** Explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington.
- 4C** Explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783.
- 10A** Locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries.
- 26B** Identify examples of American art, music, and literature that reflect society in different eras.
- 29D** Identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants.

A Meeting in Philadelphia

GUIDING QUESTION What roles did key individuals play in the movement toward independence?

In September 1774, 55 delegates gathered in Philadelphia. They had come to set up a political body that would represent colonists and challenge British control. The delegates called this body the Continental Congress.

Leaders from twelve of the thirteen colonies attended the meeting. Only Georgia did not send a representative. Massachusetts sent fiery Samuel Adams and his lawyer cousin, John Adams. New York sent John Jay, another lawyer. Virginia sent George Washington, as well as Richard Henry Lee and Patrick Henry, two outspoken defenders of colonial rights. Patrick Henry wanted the colonies to unite in firm resistance to Britain. He summed up the meaning of the meeting when he addressed the delegates on its second day:

PRIMARY SOURCE

“The distinctions between Virginians, Pennsylvanians, New Yorkers, and New Englanders are no more. I am not a Virginian, but an American.”

—Patrick Henry, at the Continental Congress, 1774

The Delegates Vote

The delegates discussed complaints against the British. Then they voted. In a statement of grievances, the delegates called for the repeal of 13 acts of Parliament. They believed these laws violated the “laws of nature, the principles of the English constitution, and the several charters” of the colonies. The delegates also voted to boycott British trade. The colonies would not import or use any British goods, nor would they sell their goods in Great Britain.

The delegates to the Continental Congress also decided to endorse the Suffolk Resolves, prepared by the people of Boston and other towns in Suffolk County, Massachusetts. These resolutions declared the Coercive Acts to be illegal. They called on the county’s residents to arm themselves against the British. After delegates endorsed the resolves, other colonies also organized militias—groups of citizen soldiers.

The Colonial Militias

American colonists had a long tradition of serving and protecting their communities with militias. Members of a militia were an important part of each town’s defense. Militia members trained and drilled with the other citizen soldiers. They practiced using muskets and cannons. Each member was required to provide his own weapon—usually a musket—and ammunition. Later, as tension between Britain and the colonies grew, towns began to gather and store military supplies.

✓ **READING PROGRESS CHECK**

Explaining What was the purpose of the Continental Congress?

A MASSACHUSETTS COMMUNITY PREPARES

Purchases authorized by Salem Provincial Congress, October 1774	
20 tons grape- and round shot, from 3 to 24 lb. @ £15	£300
10 tons bomb shells @ £20	£200
5 tons lead balls @ £33	£165
1,000 barrels of powder @ £8	£8,000
5,000 arms and bayonets @ £2	£10,000
75,000 flints	£100



CHART SKILL

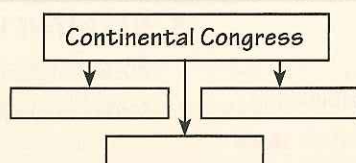
This chart shows military supplies that the town of Salem, Massachusetts, purchased for its militia in 1774.

- 1 USING MATH SKILLS**
About how many soldiers does Salem appear prepared to equip?
- 2 CRITICAL THINKING**
Drawing Inferences What does this list suggest about this community’s expectations about relations with the British?

Reading HELPDESK

Taking Notes: Summarizing

As you read, use a diagram like this one to list three key actions of the Continental Congress.



Content Vocabulary

- **minuteman**
- **Loyalist**
- **Patriot**

Build Vocabulary: Multiple Meaning Words

The word *resolves*, as used on this page, means “something that is decided.” As a noun, the word *resolve* can also mean “firmness of purpose,” as in “The Patriots showed resolve against the British.” As a verb, *resolve* can mean “to decide something” or “to solve a problem.”

BIOGRAPHY



Patrick Henry (1736–1799)

Henry was one of the first members of the Virginia House of Burgesses to argue for independence from Britain. His speaking ability inspired many colonists. In a debate over whether the Virginia Colony should form a militia, he said, "Give me liberty or give me death!" His stirring cry gave voice to the independence movement.

► CRITICAL THINKING

Analyzing Is the ability to speak well an important quality for a leader? Explain.

Reading HELPDESK

minuteman during Revolutionary era, a civilian sworn to be ready to fight with only one minute's notice

Fighting Begins

GUIDING QUESTION Why were the battles at Lexington and Concord important?

Many colonists believed that if fighting with the British were to break out, it would happen in New England. Militias in Massachusetts held drills, made bullets, and stockpiled weapons. Some militias were known as **minutemen** because they boasted they would be ready to fight at a minute's notice. In the winter of 1774–1775, a British officer stationed in Boston noted in his diary:

PRIMARY SOURCE

“The people are evidently making every preparation for resistance. They are taking every means to provide themselves with Arms.”

—from *Diary of Frederick Mackenzie, 1775*

Great Britain Sends Troops

The British also got ready for a fight. King George told Parliament that the New England Colonies were “in a state of rebellion” and that “blows must decide” who would control America. By April 1775, several thousand British troops were in and around Boston, with more on the way. British general Thomas Gage had orders to seize the weapons from the Massachusetts militia and arrest the leaders.

Gage learned that the militia was storing arms and ammunition at Concord, a town about 20 miles (32 km) northwest of Boston. He ordered 700 troops under Lieutenant Colonel Francis Smith “to Concord, where you will seize and destroy all the artillery and ammunition you can find.”

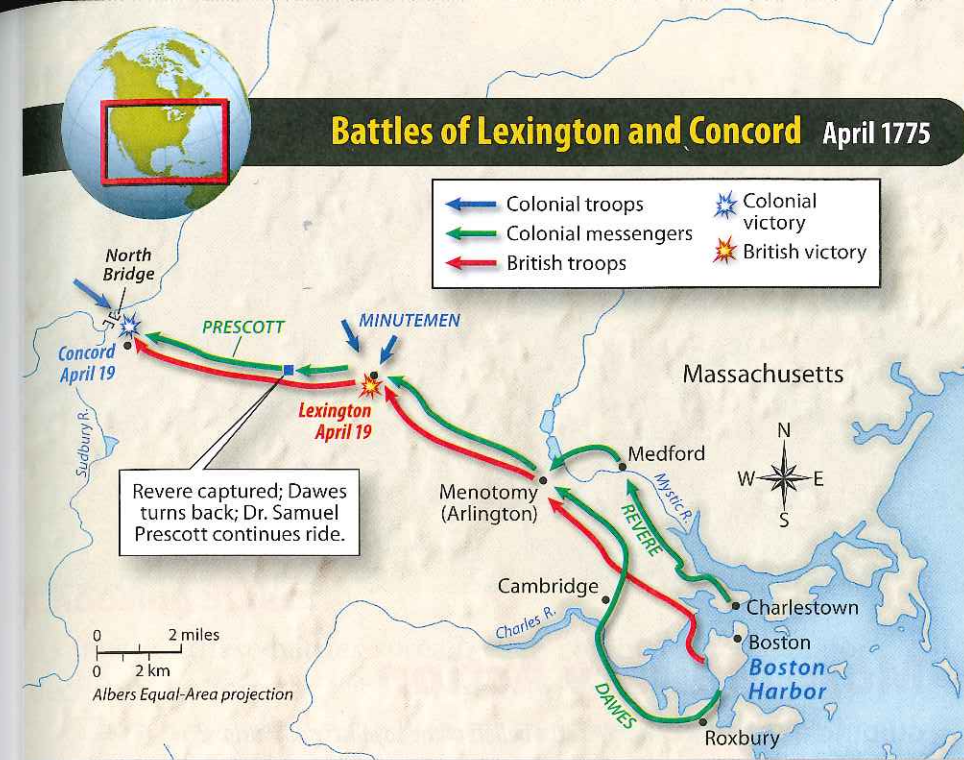
The British on the Move

On the night of April 18, 1775, colonial protest leader Dr. Joseph Warren walked through Boston. Watching for any unusual activity by the British, he saw troops marching out of the city.

Warren alerted Paul Revere and William Dawes, members of the Sons of Liberty. Revere and Dawes rode to Lexington, a town east of Concord, to spread the word that the British were coming. Revere galloped across the countryside, shouting his warning of the approaching troops. Hearing the news, Samuel Adams said, “What a glorious morning this is!” He was ready to fight. A British patrol later captured Dawes and Revere. Another rider named Samuel Prescott carried the warning to Concord. View the map to see the locations of Lexington and Concord.

SKILLS PRACTICE

As you read, look for connecting words such as *and*, *but*, *or*, *because*, *before*, *after*, *like*, or *unlike*. Classify them according to the type of connection they show, for example: cause, comparison, or sequence.



Battles of Lexington and Concord April 1775

GEOGRAPHY CONNECTION

The first fighting between British troops and the colonial militia took place at Lexington and Concord, Massachusetts.

- 1 MOVEMENT** Which towns did Paul Revere warn on his ride to Lexington?
- 2 CRITICAL THINKING**
Analyzing How might the starting point of the British forces in Boston have affected the outcome of these battles?

Lexington and Concord

Meanwhile, the British continued their march. At dawn, the redcoats **approached** Lexington. There they ran into about 70 waiting minutemen. Led by Captain John Parker, the minutemen stood on the town common with muskets in hand. Badly outnumbered, the minutemen were about to give way to the redcoats. Just then, a shot was fired—from where is still not clear. Both sides let loose an exchange of bullets. When the shooting ended, eight minutemen lay dead.

The British continued on to Concord. While some troops burned the few weapons they found, the others met a group of minutemen waiting at the North Bridge. In a short battle, the British took heavy losses. They began to make their way back to Boston.

All along the road, colonists hid behind trees and fired on the soldiers. By the time the redcoats reached Boston, at least 174 were wounded and 73 were dead.

About 60 years later, poet Ralph Waldo Emerson wrote in “The Concord Hymn” that the Americans at Lexington and Concord had fired the “shot heard ‘round the world.” The battle for independence had begun.

✓ READING PROGRESS CHECK

Explaining Why did British troops march to Concord?

Academic Vocabulary

approach to draw near to something

SKILLS PRACTICE

Work with a group. Before you read, look at the pictures, maps, graphs, charts, and bold-faced words in your text. Ask group members to tell you what they know about a topic, and tell them what you know.

This painting shows the British charge at what historians call the Battle of Bunker Hill—which actually took place on Breed’s Hill.



More Military Action

GUIDING QUESTION *What were the beliefs of the Loyalists and Patriots?*

After the battles at Lexington and Concord, armed conflict with British forces quickly spread. Benedict Arnold, a captain in the Connecticut militia, raised a force of 400 to seize Fort Ticonderoga near Lake Champlain in New York. Ticonderoga occupied a key location. It was also rich in military supplies. Arnold learned that Ethan Allen of nearby Vermont also planned to attack the fort, so he joined forces with Allen’s men—the **so-called** Green Mountain Boys. Together, they took the British by surprise. Fort Ticonderoga surrendered on May 10, 1775.

Later, Arnold became a traitor to the Patriot cause. He sold military information to the British. When his crime was discovered in September 1780, he fled to British-controlled New York City. There he commanded British troops and led raids against the Americans in Virginia and Connecticut.

The Battle of Bunker Hill

Following Lexington and Concord, more volunteers joined the colonial militias. Soon militias around Boston numbered about 20,000 strong.

The British remained in control of the city, with the militia camped nearby. On June 16, 1775, militia commanded by Colonel William Prescott set up posts on Bunker Hill and Breed’s Hill, across the harbor from Boston.

Reading HELPDESK

Loyalist an American colonist who remained loyal to Britain and opposed the war for independence

Patriot an American colonist who favored American independence

Academic Vocabulary

so-called known as

The next day, the redcoats assembled at Breed’s Hill. Bayonets drawn, they charged. Low on ammunition, Prescott reportedly ordered, “Don’t fire until you see the whites of their eyes.” The Americans opened fire, forcing the British to retreat. Twice more the redcoats charged, receiving furious fire from above. Finally, the Americans ran out of gunpowder and had to withdraw.

The battle on Breed’s Hill—which became known as the Battle of Bunker Hill—was a British victory. Yet the British suffered heavy losses of more than 1,000 dead and wounded. They were learning that defeating the Americans on the battlefield would be neither quick nor easy.

Choosing Sides

As news of these battles spread, each colonist faced a major decision—to join the rebels or remain loyal to Great Britain.

Those who sided with Britain, the **Loyalists**, did not think unfair taxes and laws justified a rebellion. Some were officeholders who felt a responsibility to uphold British rule. Others had not suffered from British policies and saw no reason to break with Britain. Still others believed Britain would win the war and did not want to be on the losing side.

The **Patriots**, on the other hand, supported the war. They believed that the colonists should have the right to govern themselves. The Patriots were determined to fight the British until American independence was won.

The American Revolution was not just a war between America and Britain. It was also a civil war—Patriots against Loyalists.

READING PROGRESS CHECK

Describing What did the British learn from the Battle of Bunker Hill?

Thinking Like a HISTORIAN

Making Predictions

Loyalists came from all parts of American society. Political differences divided communities and even split families. Benjamin Franklin’s son, William, served as Royal Governor of New Jersey. When the Revolution began, William remained loyal to Britain and quarreled with his father. Do you think Benjamin Franklin and William Franklin resolved their differences?

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Unrest	Revolution	Declaration of Independence

LESSON 3 REVIEW



Review Vocabulary

- Write a paragraph explaining what the words below have in common. **30A; 30D**
 - minuteman
 - Loyalist
 - Patriot

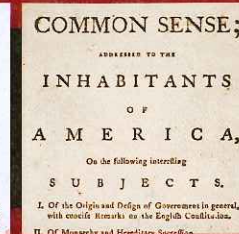
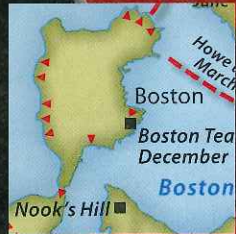
Answer the Guiding Questions

- Drawing Conclusions** How did the Continental Congress’s support for the Suffolk Resolves push the colonies closer to war? **1A; 29B**

- Explaining** Why did the Continental Congress vote in 1774 to repeal the Coercive Acts passed by Parliament? **4B; 29D**
- Interpreting** Reread Patrick Henry’s quote about the Continental Congress. What change was taking place in how the colonists saw themselves? **29D**
- NARRATIVE WRITING** Write a scene from a play in which colonists in a small town react to the news of the battles at Lexington and Concord. Remember, not all colonists wanted independence from Britain. **29D; 30D**

There's More Online!

- ✓ **BIOGRAPHY**
Thomas Paine
- ✓ **GRAPHIC ORGANIZER**
Declaration of Independence
- ✓ **MAP** The Siege of Boston
- ✓ **PRIMARY SOURCE**
• Battles of Lexington and Concord
• Reaction to Declaration of Independence
- ✓ **SELF-CHECK QUIZ**
- ✓ **SLIDE SHOW** The Committee of Five
- ✓ **VIDEO**



Lesson 4

Declaring Independence

ESSENTIAL QUESTION *What motivates people to act?*

IT MATTERS BECAUSE

The decision to declare independence came only after all other options had been exhausted.

The Second Continental Congress

GUIDING QUESTION *How did individuals and events impact efforts for independence?*

In 1774 the Continental Congress agreed to meet again if the British did not address their complaints. In fact, as the battles at Lexington and Concord in 1775 showed, the dispute between the British and the colonies had worsened.

Distinguished Leaders

The Second Continental Congress met on May 10, 1775. The delegates included some of the greatest leaders in the colonies. Among them were John and Samuel Adams, Patrick Henry, Richard Henry Lee, and George Washington—all delegates to the First Continental Congress. Several new delegates came as well.

Benjamin Franklin, one of the most respected men in the colonies, had been a leader in the Pennsylvania legislature. In 1765 he represented the colonies in London and helped win repeal of the Stamp Act. John Hancock of Massachusetts was a wealthy merchant. He funded many Patriot groups, including the Sons of Liberty. The delegates chose Hancock to be president of the Second Continental Congress. Thomas Jefferson, only 32, was also a delegate. He served in the Virginia legislature. Jefferson was already known as a brilliant thinker and writer.

The delegates at the Second Continental Congress had much to discuss. Though American and British blood had been spilled, they were not ready to vote for a break from Britain. It would be another year before Jefferson would write the Declaration of Independence.

Key Actions

The Continental Congress did take steps to begin governing the colonies. It authorized the printing of money and set up a post office, with Franklin in charge. The Congress also formed committees to handle relations with Native Americans and foreign countries. Most important, it created the Continental Army. Unlike local militias, such a force could form and carry out an overall strategy for fighting the British. The Congress unanimously chose George Washington to command this army. Washington was an experienced soldier and a respected Southern planter. He left Philadelphia at once to take charge of the forces in Boston.

The delegates then offered Britain a last chance to avoid war. They sent a **petition**, or formal request, to George III. Called the Olive Branch Petition, it assured the king that the colonists wanted peace. It asked him to protect the colonists' rights. The king rejected the petition. Instead, he prepared for war. He hired more than 30,000 German troops, called Hessians (HEH•shuhnz), to fight alongside British troops.

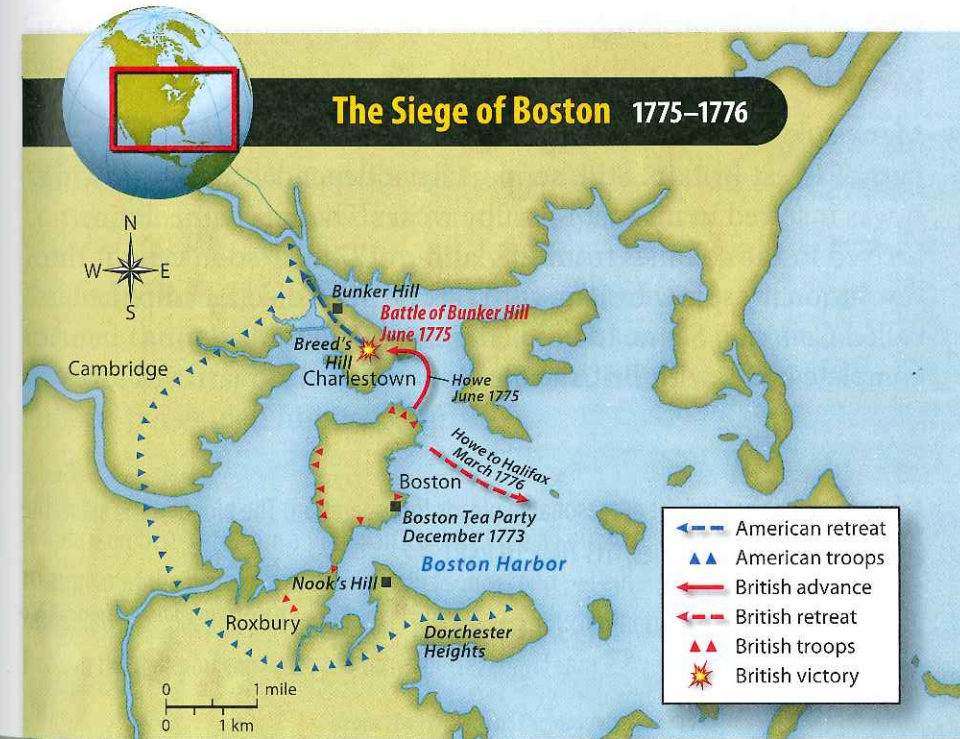
TEKS Texas Essential Knowledge and Skills

1A Identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects.

1C Explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861–1865, Civil War.

4A Analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War.

4C Explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783.



GEOGRAPHY CONNECTION

When Washington placed troops on Dorchester Heights in March 1776, British forces left Boston.

- 1 MOVEMENT** In which direction did British forces retreat?
- 2 CRITICAL THINKING** *Analyzing Visuals* Why would British General Howe have been concerned about Patriot cannons on Nook's Hill?

Reading HELPDESK

Taking Notes: Organizing

As you read, use a diagram like this one to describe the parts of the Declaration of Independence.

Declaration of Independence

Part 1:

Part 2:

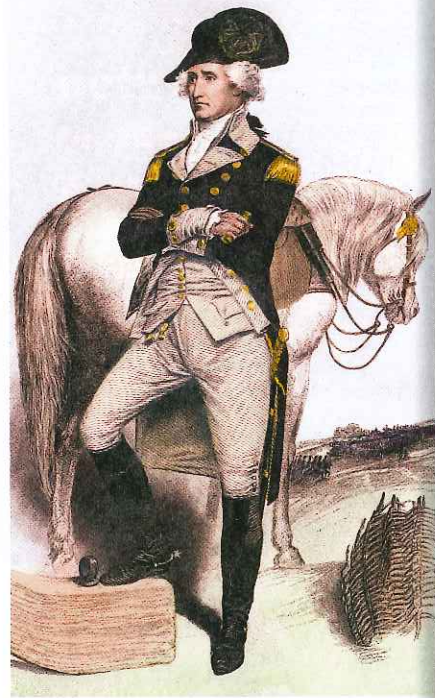
Part 3:

Part 4:

Content Vocabulary

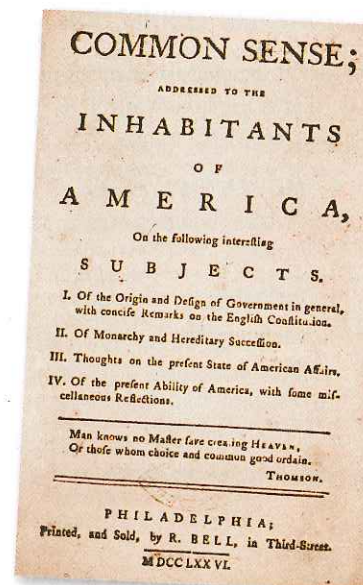
- **petition**
- **preamble**

petition a formal request



General George Washington commanded the Continental Army in their battles with the British.

Thomas Paine's *Common Sense* had a great influence on public opinion in the colonies.



Reading HELPDESK

Academic Vocabulary

discipline the ability to follow strict rules and procedures
debate a discussion of opposing points of view

The War Heats Up

Congress learned that British troops in Canada were planning to invade New York. The Americans decided to strike first. A unit of Patriots marched north from Fort Ticonderoga and captured Montreal. However, an American attack on Quebec, led by Benedict Arnold, failed.

Washington reached the Boston area in July 1775, a few weeks after the Battle of Bunker Hill. The British held Boston, but Patriot militia ringed the city. Although the size of the colonial force grew every day, Washington realized that the men were disorganized and lacked **discipline**—the ability to follow strict rules and procedures. Washington began the task of turning armed civilians into soldiers.

Washington also needed weapons. He arranged to have dozens of cannons hauled 300 miles (483 km) from Fort Ticonderoga. Moving the heavy guns was a huge effort.

In March 1776, Washington believed his army was ready to fight. Under the cover of darkness, he moved soldiers and cannons into position overlooking Boston, while the redcoats slept.

The move surprised the British, who realized they were now within easy reach of Washington's big guns. British General William Howe commanded his soldiers to board ships and withdraw from Boston. On March 17, Washington led his jubilant troops into the city. They watched as the British troops sailed away to Halifax, Nova Scotia, a part of Canada.

Moving Toward Independence

Many colonists held on to hope that the colonies could remain part of Great Britain. Still, support for independence was growing. It was inspired in no small part by writer Thomas Paine. Paine arrived in the colonies from England in 1774. He soon caught the revolutionary spirit. In January 1776, he published a pamphlet called *Common Sense*. In bold language, Paine called for a complete break with British rule.

PRIMARY SOURCE

“Every thing that is right or reasonable pleads for separation. The blood of the slain, the weeping voice of nature cries, 'TIS TIME TO PART.”

—from *Common Sense*, 1776

Common Sense listed powerful reasons why Americans would be better off free from Great Britain. The pamphlet greatly influenced opinions throughout the colonies.

READING PROGRESS CHECK

Explaining What was the significance of the Olive Branch Petition?

Declaring Independence

GUIDING QUESTION *Why did the American colonies declare independence?*

The Second Continental Congress was filled with spirited **debate**: Should the colonies declare themselves an independent nation or stay under British rule? In June 1776, Virginia's Richard Henry Lee offered a bold resolution:

PRIMARY SOURCE

“That these United Colonies are, and of right ought to be, free and independent States . . . and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved.”

—Richard Henry Lee, resolution for independence, 1776

The Congress debated Lee's resolution. Some delegates still thought the colonies should not form a separate nation. Others argued that war had already begun and they should be free from Great Britain. Still others feared Britain's power to crush the rebellion.

Writing the Declaration

While delegates debated, Congress chose a committee to write a declaration of independence. John Adams, Benjamin Franklin, Thomas Jefferson, Robert Livingston, and Roger Sherman formed the committee. Adams asked Jefferson to write the first draft. Jefferson hesitated, but Adams persuaded him, saying:

PRIMARY SOURCE

“Reason first—You are a Virginian, and a Virginian ought to appear at the head of this business. Reason second—I am obnoxious, suspected, and unpopular. You are very much otherwise. Reason third—you can write ten times better than I can.”

—from *The Writings of Thomas Jefferson*, 1822

Jefferson agreed that he would do the writing for the great project. He drew on ideas from English philosopher John Locke to explain why the thirteen colonies were proclaiming their freedom.

Committee members Benjamin Franklin, John Adams, and Thomas Jefferson examine Jefferson's changes to his draft of the Declaration.





Jefferson and the rest of the committee present the completed Declaration of Independence to the Second Continental Congress.

In the 1690s Locke had expressed the idea that people are born with certain natural rights to life, liberty, and property. Locke wrote that people form governments to protect those rights and that a government interfering with those rights could rightfully be overthrown. Jefferson and other Patriots agreed with Locke. On July 2, 1776, the Second

Continental Congress voted on Lee's resolution for independence. Twelve colonies voted for independence. New York did not vote but later announced its support.

Next, the delegates discussed Jefferson's draft of the Declaration of Independence. After making some changes, delegates approved the document on July 4, 1776. John Hancock signed the Declaration first. He remarked that he wrote his name large enough for King George to read without his glasses. Eventually, 56 delegates signed the document announcing the birth of the United States.

Copies of the Declaration of Independence were printed and sent out to people in the newly declared independent states. George Washington had the Declaration read to his troops in New York City on July 9. In Worcester, Massachusetts, a public reading of the Declaration of Independence led to "repeated [cheers], firing of musketry and cannon, bonfires, and other demonstrations of joy."

The Declaration of Independence

The Declaration has four major sections. The **preamble**, or introduction, states that people who wish to form a new country should explain their reasons for doing so. The next two sections of the Declaration list the rights that the colonists believed they should have and their complaints against Great Britain. The final section proclaims the existence of the new nation.

John Adams expected the day Congress voted on Lee's resolution for independence to be celebrated as a national

Reading HELPDESK

preamble the introduction to a formal document that often tells why the document was written

Academic Vocabulary

status rank or place as compared to others

holiday. He wrote, "The Second Day of July 1776 . . . ought to be solemnized with Pomp and Parade . . . and Illuminations from one End of this Continent to the other." Instead, July 4, the date the delegates actually adopted the Declaration of Independence, is celebrated as Independence Day.

The Declaration of Independence states what Jefferson and many Americans thought were universal principles—that is, principles that apply to all people in all situations. It begins by describing what had long been viewed as basic English rights:

PRIMARY SOURCE

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable [not to be denied] Rights, that among these are Life, Liberty, and the pursuit of Happiness.”

—Declaration of Independence, 1776

The Declaration states that government exists to protect these rights. If government fails, "it is the Right of the People to alter or to abolish it and to institute new Government." The document goes on to list grievances against the king and Parliament. These include "cutting off our trade with all parts of the world" and "imposing taxes on us without our consent." Americans had "Petitioned for Redress" of these grievances. The British had ignored or rejected these petitions.

Finally, the Declaration announces America's new **status** (STAY•tuhs). Pledging "to each other our Lives, our Fortunes, and our sacred Honor," the Americans declared themselves a new nation. The struggle for independence—the American Revolution—had begun.

READING PROGRESS CHECK

Summarizing According to John Locke, what is the purpose of government?

SKILLS PRACTICE

Before you read a section of text, use the visuals, bold-faced terms, and headings to make predictions about content. When you come to these features as you read, check to see if your predictions are correct.

FOLDABLES Study Organizer

Include this lesson's information in your Foldable®.

Unrest	Resolutions	Declaration of Independence
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LESSON 4 REVIEW



Review Vocabulary

1. Use the term *petition* in a sentence about the colonists' struggles with Britain. 30A; 30B
2. Use *preamble* in a sentence that helps explain its meaning. 30A; 30B

Answer the Guiding Questions

3. **Describing** What were the political contributions of Thomas Jefferson and Richard Henry Lee? 22B

4. **Explaining** What is the significance of the year 1776 in the nation's history? 15C

5. **Identifying** Who was chosen to write the first draft of the Declaration of Independence? If the government does not protect the basic rights of the people it governs, what did the Declaration say that people have the right to do? 30D

6. **PERSUASIVE WRITING** Who did the most to promote the cause of independence: George Washington, Thomas Jefferson, or Thomas Paine? Give reasons for your choice. 4B; 30D