

Give Me Liberty or Give Me Death

The Journey to Revolution

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Grade Level	8th Grade	**Time Frame**	2 class period(s)
Subject	Social Studies	**Duration**	100 minutes
Course	U.S. History		

Essential Question

How does conflict create change? How did the speeches and writings of patriots influence the call for revolution?

Summary

In this lesson, students will learn about how conflict can often lead to change by examining the ideology of Patrick Henry and Thomas Paine. Students will begin the lesson by considering Patrick Henry's famous quote, "Give me liberty, or give me death!" Additionally, students will also think critically about what would cause them to rebel against their own governments during the discussion activity. Next, students will analyze two primary sources, Patrick Henry's speech to the Virginia House of Burgesses and Thomas Paine's "Common Sense" pamphlet to understand the colonial resistance to British rule and how these primary sources influenced the American Revolution. Students will conclude this lesson by applying what they have learned to complete a RAFT writing activity.

Snapshot

Engage

Students consider Patrick Henry's famous quote, "Give me liberty or give me death!" and participate in a brief discussion activity about what things would make students want to rebel against their government.

Explore

Students watch a short video about Patrick Henry's speech to identify why he wanted to revolt against Great Britain.

Explain

Students compare the ideals of Patrick Henry and Thomas Paine to better understand how these two individuals made the case for revolution and independence from Britain in different ways.

Extend

Students discuss how conflict creates change with a partner before reflecting on how they see conflict and change in the world today.

Evaluate

Students choose a RAFT activity to demonstrate and apply their understanding of the primary source

documents.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR301: Locate simple details at the sentence and paragraph level in somewhat challenging passages
REL302: Identify simple cause-effect relationships within a single paragraph in somewhat challenging literary narratives
PPV301: Recognize a clear intent of an author or narrator in somewhat challenging passages
SYN301: Make straightforward comparisons between two passages

ACT College and Career Readiness Standards - Writing (6-12)

ORG 302: A score in this range indicates that the writer is able to: -Provide a basic organizational structure are grouped locally

Oklahoma Academic Standards (Social Studies Practices (8th Grade))

8.1.5: Analyze the ideological and propaganda war between Great Britain and the colonies including:
8.1.5A: points of views of the Patriots and the Loyalists
8.1.5E: Give Me Liberty or Give Me Death,speech attributed to Patrick Henry
8.1.5F: Common Sense pamphlet by Thomas Paine

Attachments

- Common Sense Excerpt—Give Me Liberty or Give Me Death - Spanish.docx
- Common Sense Excerpt—Give Me Liberty or Give Me Death - Spanish.pdf
- Common Sense Excerpt—Give Me Liberty or Give Me Death.docx
- Common Sense Excerpt—Give Me Liberty or Give Me Death.pdf
- Give, Get, Reflect–Give Me Liberty or Give Me Death - Spanish.docx
- Give, Get, Reflect–Give Me Liberty or Give Me Death - Spanish.pdf
- Give, Get, Reflect–Give Me Liberty or Give Me Death.docx
- Give, Get, Reflect–Give Me Liberty or Give Me Death.pdf
- Inside Out—Give Me Liberty or Give Me Death - Spanish.docx
- Inside Out—Give Me Liberty or Give Me Death - Spanish.pdf
- Inside Out—Give Me Liberty or Give Me Death.docx
- Inside Out—Give Me Liberty or Give Me Death.pdf
- Lesson Slides—Give Me Liberty or Give Me Death.pptx
- Patrick Henry Speech Excerpt—Give Me Liberty or Give Me Death - Spanish.docx
- Patrick Henry Speech Excerpt—Give Me Liberty or Give Me Death - Spanish.pdf
- Patrick Henry Speech Excerpt—Give Me Liberty or Give Me Death.docx
- Patrick Henry Speech Excerpt—Give Me Liberty or Give Me Death.pdf
- RAFT Activity—Give Me Liberty or Give Me Death - Spanish.docx
- RAFT Activity—Give Me Liberty or Give Me Death - Spanish.pdf
- RAFT Activity—Give Me Liberty or Give Me Death.docx
- RAFT Activity—Give Me Liberty or Give Me Death.pdf

Materials

- Lesson Slides (attached)
- Inside Out handout (attached; one per student)
- Common Sense Excerpt handout (attached; one per student)
- Patrick Henry Speech Excerpt handout (optional; attached; one per student)
- Give, Get, Reflect handout (attached; one per student)
- RAFT Activity (attached; one per student)
- Paper
- Highlighters

15 minutes

Engage

Use the attached **Lesson Slides** to facilitate this lesson. Advance to **slide 2**, which shows a very famous quote in American history.

Patrick Henry said, "Give me liberty or give me death!" at the 2nd Virginia Convention of the colony of Virginia on March 20, 1775. Virginia, like other colonies, was debating whether to submit more official complaints to Britain about its laws and tariffs. Henry, considered a radical by moderate Virginians, was asking Virginia to form a militia prepared to fight British regulars if needed. To prove his point, he told the assembly that he would rather die than lose his liberty under the tyranny of Britain.

Ask students to think about the quote. Give them 2–3 minutes to consider their responses. Have a few students share out their thoughts with the rest of the class.

Display **slides 3–5** and go over the lesson title, essential questions, and learning objectives for this lesson. Tell students that we will look at how two patriots, Patrick Henry and Thomas Paine, contributed to the journey toward revolution in the American colonies.

Move to **slide 6** and introduce the class in a Commit and Toss strategy. Ask students to take out a half sheet of notebook paper. Move to **slide 7** and show the question: *"What would you be willing to fight and die for?"* Allow a few minutes for students to write a response. Move to **slide 8** and tell students to stand up, crumple their notebook paper, and toss it across of the room. When everyone has tossed their paper, have students pick up someone else's paper. Call on students to read some of the responses.

15 minutes

Explore

Display **slide 9** and distribute the attached **Inside Out** handout. Explain the Inside Out strategy and tell students that they will be watching Patrick Henry deliver his speech to the 2nd Virginia Convention.

Transition to **slide 10** and show the video of Henry's speech. As they watch the video, ask them to jot down any reasons that Henry gives the Virginia delegates to fight British rule in the innermost circle on the handout.

After the video display **slide 11**, have students pair up and discuss what they wrote down in the innermost circle as Henry's reasons for fighting British rule. Ask students to add to their list any new reasons that they learn from the conversation with their partner to the middle circle.

Before moving on to the next activity, have partners share some of the reasons for fighting British rule that they found either in the video or written speech.

Embedded video

https://youtube.com/watch?v=DbghWFMLyiA

Patrick Henry Speech Alternative

This lesson includes a video reenactment of Patrick Henry's speech for students to watch and take notes on. The **Patrick Henry Speech Excerpt** handout is attached to the lesson if internet connections are an issue. Additionally, the handout can be used to supplement student comprehension of the video.

25 minutes

Explain

Pass out the Common Sense excerpts and two highlighters of different colors to each student. Tell partners they are now going to compare Patrick Henry's reasons for rebellion and resistance with Thomas Paine's writing in the **Common Sense Excerpt** handout.

Henry had called for open resistance to British authority and was willing to go to war to claim independence for the colonies. Point out that Common Sense was published almost ten months after Patrick Henry's speech. The Continental Army had been formed and battles were occurring between the army and British regulars. While colonists were supportive of resistance and rebellion, they were not in agreement for total independence from Britain. Many hoped that England would come to its senses. Paine's "Common Sense" was intended to persuade them that independence was necessary to avoid further conflict and end the war.

Display **slide 12** and ask partners to use the Categorical Highlighting strategy as they read through the Common Sense excerpt. Have students highlight reasons that were similar to Henry's in one color and reasons that were different in another color.

Next, move to **slide 13** and instruct student to add Paine's reasons that were different than Henry's to the outermost circle of the Inside Out handout.

Next, on **slide 14,** ask partners to write a summary at the bottom of the Inside Out handout about how Henry and Paine tried to persuade colonists to fight British rule. Have them share how both men influenced the colonists to continue on their journey toward independence from England.

20 minutes

Extend

Pass out a copy of the attached **Give, Get, Reflect** handout to each student. Display **slide 15** and introduce students to the Give, Get, Reflect strategy. Instruct students to answer following question:

- "How did the speeches and writings of patriots influence the call for revolution?"

Display **slide 16**. Ask students to write their thoughts in the “Give” column. Then, tell students to exchange their paper with one of their peers and have them write their thoughts in the other student's “Get” column. Use the *3 minute timer* on the slide to time the exchange, and then repeat this process two more times.

Have students return to their desks and read the responses in their “Get” column. Then, ask students to write down their thoughts about the question after reviewing other responses in the “Reflect” column. Directions are on **slide 17** as well.

Move to **slide 18**. Ask for several volunteers to share their thoughts about the colonists revolting against the British and hold a brief class discussion. Ask students to think about the ways in which conflict can lead to lasting change. Consider discussing the following questions:

- How does conflict create change?
- How do you think people influence public opinion in the world today?
- In what ways can you influence change within your community?

Teacher's Note: Help Students Make Meaningful Connections

As a facilitator, this is an excellent opportunity to make learning more impactful for your students by encouraging them to think about these questions within a more modern context. Consider using follow-up questions that ask students to think critically about what is going on in the world today and how those events impact students or their community.

25 minutes

Evaluate

Display **slide 19** and pass out the attached **RAFT** handout. Read aloud and explain the Roles, Audience, Format, and Topic (RAFT) choices for the RAFT activity. Ask students to each pick one of the four writing formats (letter, speech, illustration, or news report) and place themselves in the role of the writer. On a blank sheet of paper, students will write about the topic shown and to the audience described on the handout.

Students are to use their Inside Out handout, the Give, Get, Reflect handout, and highlighted excerpts as information to support their writing.

Resources

- The Colonial Williamsburg Foundation. *Patrick Henry by Thomas Sully, 1815* [WWW Document], 2020. The American Revolution Institute. https://www.americanrevolutioninstitute.org/asset/patrick-henry-by-thomas-sully-1815/
- Historic St. John's Church. *240th anniversary of Patrick Henry's liberty or death speech (2015)* [Video]. Youtube. https://www.youtube.com/watch?v=DbghWFMLyiA
- K20 Center. (Sept. 21, 2021). 3 minute timer [Video]. Youtube. https://www.youtube.com/watch?v=ilSP02KPau0
- K20 Center. (n.d.). Categorical highlighting. Strategies. https://learn.k20center.ou.edu/strategy/192
- K20 Center. (n.d.). Commit and toss. Strategies. https://learn.k20center.ou.edu/strategy/119
- K20 Center. (n.d.). Give, get, reflect. Strategies. https://learn.k20center.ou.edu/strategy/2184
- K20 Center. (n.d.) Inside out. Strategies. https://learn.k20center.ou.edu/strategy/93
- K20 Center. (n.d.). RAFT. Strategies. https://learn.k20center.ou.edu/strategy/158
- Henry, P. (1775). *Patrick Henry, give me liberty or give me death* [Text]. 18th century documents collection. Avalon project: Yale Law School. http://avalon.law.yale.edu/18th_century/patrick.asp
- Paine, T. (1776). Common sense manuscript. The Gilder Lehrman Institute of American History. http://gilderlehrman.pastperfect-online.com/33267cgi/mweb.exe?request=record;id=407F8541-C845-4A05-B1CD-201253887840;type=301