



### UNIT THREE: IDEALISTS & INDIVIDUALISTS

**Practice** and **enrich** ELA skills  
through **models** of American  
**ART, CULTURE & *History.***

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Welcome to the Art of English, Unit Three: *Idealists and Individualists*  
This unit introduces you to a new way of learning English through activities based on the art, culture and traditions of the first European people to settle what is now the United States.

Art of English is a multi-layered approach to learning language. It connects models of art, music, poetry, drama and historical writings to learning reading, vocabulary, pronunciation, writing and comprehension skills.

Art of English uses three little verbs: *Model, Practice, Enrich* to guide you into learning a second language the way you learned your first. It engages your senses and evokes feelings. Our first activity will demonstrate...

**MODEL: WRITE.** Study the picture on the front of this unit. Write down as many words as you can to describe what you see! These are literal descriptions. *Examples: men in boat, man with flag.* Second, Study the picture again and write down as many ideas as you can that come to mind. *Examples: men going to fight, George Washington is the leader..* These are interpretations.

#### LITERAL DESCRIPTIONS

#### INTERPRETATIONS

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**PRACTICE: WRITE. READ. SPEAK. LISTEN.** Write down your favorite description and interpretation on the board. Listen to the instructor pronounce each word/phrase and repeat what you hear. After all the students have written on the board, discuss the similarities and differences in the descriptions and interpretations.

**ENRICH: READ.WRITE.** Choose *three* descriptions or interpretations you like best from the list on the board. Add a verb to the description or interpretation and arrange the three into a three line stanza to make an original *poem* inspired by the painting. Write the *poem* here then read it to the class. Example: *fighting men navigate/icy river carries them/surprise attack is coming* .

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**SPEAK. LISTEN:** Read your *poem* to the class. Listen to others read their poems.  
**Discuss:** What makes your writing a poem. What new vocabulary words did you learn from listening to others? What language skills did you learn from this lesson?



## CHAPTER THREE: IDEALISTS & INDIVIDUALISTS

### Historic Time Line: Historic events, Arts & Letters

#### North America++++++1700-1800++++++Western Europe

1702-1713 Queen Anne's War	War of the Spanish Succession
1704 Boston News Letter – 1 <sup>st</sup> newspaper in America	Bach writes his first cantata
1729	Isaac Newton's <i>Principia</i> translated into English
1732 Benjamin Franklin's writes Poor Richard's Almanac	
1735 John Peter Zenger acquitted of libel: establishing freedom of the press in America	
1740-1748 King George's War	War of the Austrian Succession
1751	Publication of <i>Encyclopedie</i> in France
	<i>Age of Enlightenment</i> begins
1755 Postal service established	Great Earthquake-Portugal:60,000 die
1756-1763 French-Indian War	Seven Years War
1756	France loses North American colonies;
	Spain cedes Florida to England for Cuba
1765 England imposes stamp act on colonies	James Watt invents the steam engine
1770 (March) Boston Massacre	
1773 (December) Boston Tea Party	
1774 (September-October) First Continental Congress In Philadelphia	
1775 (April) British attack Concord Paul Revere's ride	
1776 (January) Thomas Paine publishes <i>Common Sense</i> (July) Declaration of Independence (Christmas) Washington crosses the Delaware	
1778	James Cook "discovers" Hawaii
1781 British defeated at Yorktown, Virginia	Planet Uranus is discovered
1783 Treaty of Paris is signed – official end of the American Revolution	
1787 U.S. Constitution is adopted	Mozart writes <i>Don Giovanni</i>
1789 George Washington elected first president John Adams, vice president	French Revolution starts – Fall of Bastille
1791 Bill of Rights ratified	
1793	Louis XVI & Marie Antoinette executed Reign of Terror in France Eli Whitney invents cotton gin
1796 John Adams elected second president Thomas Jefferson, vice president	
1799	Napoleon Bonaparte takes power in France
1800 U.S. government moves to Washington	

**PRE-TEST: See how many of the following questions you can answer before beginning this Unit: “IDEALISTS & INDIVIDUALISTS”**

1. What is the fourth of July?
2. What is the date of Independence Day?
3. Independence from whom?
4. What country did we fight during the Revolutionary War?
5. Who was the first President of the United State?
6. Who elects the President of the United States?
7. What is the Constitution?
8. Can the Constitution be changed?
9. What do we call a change to the Constitution?
10. How many branches are there in our government?
11. What are the branches of the government called?
12. Who makes the laws in the United States?
13. What is Congress?
14. What are the duties of Congress?
15. Who elects Congress?
16. What are the duties of the executive branch of government?
17. What are the duties of the judicial branch of government?
18. What is the Supreme Court?
19. How many judges are there in the Supreme Court?
20. What is the supreme law of the United States?
21. What is the Bill of Rights?
22. Who said, “Give me liberty or give me death.”?
23. Who selects the Supreme Court justices?
24. Who was the main writer of the Declaration of Independence?
25. When was the Declaration of Independence adopted?
26. What is the basic belief of the Declaration of Independence?
27. Where does freedom of speech come from?
28. Who signs bills into law?
29. What is the highest court in the United States?
30. Which president is called the “Father of our Country”?
31. Name three rights or freedoms guaranteed by the Bill of Rights
32. Who has the power to declare war?
33. What kind of government does the United States have?
34. In what year was the Constitution written?
35. What are the first ten amendments to the Constitution called?
36. Whose rights are guaranteed by the Constitution and the Bill of Rights?
37. What is the introduction to the Constitution called?
38. Name one right guaranteed by the first amendment.
39. Who is the Commander in Chief of the U.S. military?
40. Which president was the first Commander in Chief of the U.S. military?

***These questions can be found on the Immigration / Naturalization Services Citizenship Exam.***

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## MODEL:

## THE FIRST AMERICAN INDIVIDUALIST

**READ, LISTEN, SPEAK:** Listen while the instructor reads the following essay out loud. Follow the words by mouthing them silently.  
Underline all unfamiliar words.

The life of one of the most important and fascinating Americans of the 18<sup>th</sup> century (1706-1790), **Benjamin Franklin**, is full of surprises. The son of a poor immigrant, he did just about every job there was in his early years. **Penniless** at age seventeen, he made enough money to retire by 40.

Franklin left his Boston birthplace and went to New York at 17. When he couldn't find work there, he went to **Philadelphia** where he started as a printer's **apprentice**. He became one of the most skilled printers in the colonies. Among Franklin's other accomplishments were the establishment of the first public library and a **postal system**. He was well known for creating a sense of community in Philadelphia (*Gr. Phila=love; delphos=brother*), **the city of brotherly love**.

Throughout his life, this lively **intellectual** took an strong interest in science. He **fearlessly** conducted a series of experiments including his famous and dangerous **trials** with **kites** which proved that lightning contained electricity; others died in the attempt. Before the revolution, the **articulate** and **elegant** Franklin represented the colonies in the mother country, England. When war seemed **inevitable**, Franklin returned home to help write the Declaration of Independence. After the colonies won the war, he was sent to France where he assisted in working out the **terms** of the peace in the **Treaty** of Paris (1783). He became a great favorite with the French women because of his wit and charm. Franklin's faithful wife Deborah never traveled with him and remained in Philadelphia with their daughter Sally for most of their married life. She expertly managed his many businesses which Franklin praised her for "*I was lucky enough to find a wife...who became a fortune to me.*"

Franklin' wrote "*Poor Richard's **Almanac***" which became a world classic. It is a collection of wise sayings still appropriate today. Some of them are...

*If you'd lose a **troublesome** visitor, lend him money.*

*Anger is never without a reason, but **seldom** with a good one.*

*Nothing brings more pain than too much pleasure.*

*Three may keep a secret if two of them are dead.*

*He that falls in love with himself will have no **rivals**.*

*Blessed is he who expects nothing, he shall never be disappointed.*

*If a man could have half his wishes, he would double his troubles.*



**PRACTICE: READ. SPEAK. LISTEN.** Re-read the essay one student at a time. Circle the words that you have difficulty pronouncing.

**PRACTICE: READ. WRITE:** Answer the following questions about the essay.

1. Where was Franklin born? \_\_\_\_\_
2. How old was he when he left his birthplace? \_\_\_\_\_
3. Why did he leave his birthplace? \_\_\_\_\_
4. What was his first job in Philadelphia? \_\_\_\_\_
5. Which two of Franklin's many accomplishments helped the people of Philadelphia? \_\_\_\_\_
6. What scientific discovery did Franklin make? \_\_\_\_\_
7. Which of the following professions was **not** one of Franklin's?  
(a) diplomat (b) surgeon (c) writer (d) scientist
8. Who did Franklin say helped him become rich enough to retire at 40? \_\_\_\_\_

**GRAMMAR CHECK: READ, WRITE:**

**CONDITIONAL VERBS**

Explain how each of Franklin's *Poor Richard's* writings uses the **conditional**.

1. If you'd lose a troublesome visitor, lend him money.  
\_\_\_\_\_
2. If a man could have half his wishes, he would double his trouble.  
\_\_\_\_\_

**PRACTICE: READ. WRITE. SPEAK. LISTEN.** Define each word, use in a new sentence. Write new sentences on the board. Practice pronouncing each word. from

1. penniless \_\_\_\_\_
2. apprentice \_\_\_\_\_
3. postal system \_\_\_\_\_
4. nationhood \_\_\_\_\_
5. intellectual \_\_\_\_\_
6. fearlessly \_\_\_\_\_
7. trials \_\_\_\_\_
8. kites \_\_\_\_\_
9. articulate \_\_\_\_\_
10. elegant \_\_\_\_\_
11. inevitable \_\_\_\_\_
12. almanac \_\_\_\_\_
13. troublesome \_\_\_\_\_
14. seldom \_\_\_\_\_
15. attend \_\_\_\_\_
16. rivals \_\_\_\_\_

## ENRICH:

## POOR RICHARD'S WISDOM

**SPEAK, LISTEN:** Read *Poor Richard's Almanac's* **wise sayings** and discuss the meaning of each one in a class discussion.

Which one do you like the best? Why? \_\_\_\_\_

**WRITE:** Every culture has its own **wise sayings**. In many Spanish speaking countries they are called “dichos”. Think of one you heard when you were a child and write about how that wise saying or dicho effected your life as a child **and** as an adult. Ask the instructor to correct grammar, spelling mistakes.

[illegible]


EDIT: \_\_\_\_\_

[illegible]

**READ. SPEAK. LISTEN.** Read the edited writing to the class. Take your time and pronounce the words slowly and clearly. Listen to your classmates read theirs.



## THE POWER OF THE PRESS and *graphic art*

**MODEL:**  **READ, WRITE:** Examine Paul Revere's color engraving (*etching-drawing*) which shows a real event that happened in Boston on March 5<sup>th</sup>, 1770. Before reading about the history of the event, answer the questions below.



1. Describe what you **see** in this engraving. (Only what you can see **literally**.)

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2. Describe your **reactions** (*thoughts and feelings*) to this engraving.  
**Interpret** what is happening.

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**PRACTICE: READ, SPEAK, LISTEN:** This event happened when some panicky British officers fired into a Boston mob, killing five and wounding six. A month later, Revere’s color engraving was distributed to the people of Boston under the sensational title “The Bloody Massacre”. This engraving was so well known to the people of Boston that the judge who tried the British soldiers warned the jurors not to be **swayed** (*influenced*) by “the prints exhibited in our houses.”

**TALKING CIRCLE:** Become either a colonist or a British soldier and discuss one or more of the following ideas using the **TALKING CIRCLE** technique.

1. Colonists should not be permitted to gather in large groups during these times.
2. British soldiers should not be armed and quartered in our houses.
3. Colonists should have the right to assemble whenever and wherever they want.
4. British soldiers have the right to protect their colony with force if need be.

**ENRICH: WRITE:** Write an **eyewitness** (*from a person who was there*) newspaper article reporting this event from the point of view of either a colonist **or** a British officer. Be sure the first paragraph of the article includes all necessary information about the event: who, what, when, where.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

**SPEAK, LISTEN:** Read your article to the class. Listen to others read their articles. Discuss the differences in opinions.

**Do you think Revere's "The Bloody Massacre" can be called propaganda? Why? Why not?**

**MODEL: READ, SPEAK, LISTEN:** Listen while the instructor reads the following essay out loud. Follow the words by mouthing them silently. Underline all unfamiliar words.

### **THE POWER OF THE PEOPLE**

Although it proved to be one of the most **effective wake-up calls** leading to the **revolt** of the British colonies in America, Revere's engraving was not the **incentive** for Boston's colonists to take action against their rulers. The night after the "massacre", more than a thousand angry people **gathered** in Boston's Old South Meeting House, a church which was not only a place of worship, but a court of law and a social center. That first group of **activists** succeeded in getting the British governor to agree to keep British soldiers in their barracks, out of the colonists' way.

That meeting and the meeting house itself became the "cradle" for revolutionaries like Samuel Adams. Samuel was a second cousin of John Adams who would become the second president of the new country. Samuel Adams was a genuine **rabble-rouser** and led the most dramatic and **impudent** example of colonial protest against their English rulers: **The Boston Tea Party**.

The "Tea Party" took place in December 1773 in Boston harbor on ships from the **prosperous** East India Company. A group of 50 men, led by Adams, dressed in feathers, their bodies and faces **smear**ed with red **ocher** to look like Indians, threw more than 300 **chests** of tea from the cargo ships into the harbor. Why tea? The colonists had recently been taxed threepence a pound on tea and were **rightfully outraged** at the English **abuse** of power. Other seaport cities like New York, Philadelphia and Charleston, protested the tax by refusing to **unload** the goods from the ships. As a result, the English punished only the city of Boston by closing its port to all commerce.

Even worse, four English regiments were sent to Boston under the command of General Thomas Gage, a veteran of the French-Indian wars. Even the loyal Gage recognized the "great **folly**" of once again **quartering** troops in Boston's private houses and setting up **tents** in parks and gardens in the city. He said **prophetically**, "I fear the people will **resist** to the death and soon." They did!

### **PRACTICE: READ, WRITE:**

A. Define the following **nouns** and use them in new sentences.

1. revolt \_\_\_\_\_
2. incentive \_\_\_\_\_
3. activist \_\_\_\_\_
4. rabble-rouser \_\_\_\_\_
5. abuse \_\_\_\_\_
6. folly \_\_\_\_\_
7. tents \_\_\_\_\_

B. Define the following **verbs** and use them in new sentences.

1. gathered \_\_\_\_\_
2. smeared \_\_\_\_\_
3. outraged \_\_\_\_\_
4. unload \_\_\_\_\_
5. resist \_\_\_\_\_

C. Define the following **adjectives or adverbs** and use them in new sentences.

1. effective \_\_\_\_\_
2. impudent \_\_\_\_\_
3. prosperous \_\_\_\_\_
4. rightfully \_\_\_\_\_
5. prophetically \_\_\_\_\_

**GRAMMAR CHECK: WRITE.** Write five questions about the reading using the 5 W's.

- (a) Who \_\_\_\_\_?
- (b) What \_\_\_\_\_?
- (c) When \_\_\_\_\_?
- (d) Where \_\_\_\_\_?
- (e) Why \_\_\_\_\_?

**READ.** Read your classmates questions and write the answers on the lines provided.

Ask a classmate to write the answers to your questions on the lines below:

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_

**GRAMMAR CHECK: READ, WRITE:**

### THE POWER OF PREPOSITIONS

Locate the prepositions in the essay **The Power of the People**. Write each as it appears. What are the different uses for same pronoun.

**Example:** of the most (selection) ; the revolt of (ownership);

in America (place); in December 1773 (time);

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## ENRICH: THE BOSTON TEA PARTY

## AN ARTISTIC INTERPRETATION

**DRAW** a cartoon of what took place at the Boston Tea Party **or**

**WRITE** a humorous poem about it.

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### MODEL: READ, SPEAK, LISTEN:

Each student reads one line as indicated to dramatize the way the colonists experienced the build-up to war in the 18<sup>th</sup> century.

#### CAUSE

1. British over-tax colonists on imported tea
3. The **Intolerable** Acts: General Gage with 4,000 British troops sent to Boston to be quartered and fed by the colonists
5. General Gage tries to prevent revolution by raiding **arsenals**, arresting leaders
7. April 18, 1775...700 British soldiers march on Concord, go past Lexington.
9. Concord men, warned by minutemen, using **guerilla** tactics kill 78 and wound 174 British soldiers: a victory for colonists.

#### EFFECT

2. The Boston Tea Party 1773
4. Philadelphia 1774: The First Continental Congress meets with 56 delegates including Samuel Adams & Patrick Henry. They **boycott** British goods, declare the rights of colonists
6. Boston, Massachusetts: Adams, Revere. Hancock and others organize the Sons of Liberty also know as the Minutemen
8. Paul Revere rides to warn them. Lexington men “fire shot heard round the world.”
10. Second Continental Congress June 1775. Names George Washington leader of military.

**PRACTICE READ, WRITE:** Using the historic cause and effect chart, write five questions about the events that led up to the American Revolution.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**SPEAK, LISTEN:** Ask a classmate to answer your questions.

**GRAMMAR (CHECK: READ. WRITE. SPEAK. LISTEN) (CONDITIONAL TENSE)**

Fill in the blanks with the appropriate **noun** or **adjective** from this list:

activist, rabble-rouser, engraving, incentive, cradle, propaganda, impudent, revolt, intolerable, boycott, arsenals

Underline and note the conditional tense in each sentence.

**Example: Samuel Adams would be called an \_\_\_\_\_ today. (activist)**

1. Colonists wondered, would Paul Revere's \_\_\_\_\_ be enough of an \_\_\_\_\_ to go to war?
2. Since 1770, Boston would always claim the title: \_\_\_\_\_ of freedom.
3. Boston patriots dressing up as Indians might be considered \_\_\_\_\_ behavior for grown men in their \_\_\_\_\_ against the high English taxes.
4. Patriots in other seaports would simply \_\_\_\_\_ English goods.
5. English soldiers would have rightly feared what was in Boston's \_\_\_\_\_.

Complete these sentences that use the conditional tense and a new vocabulary word.

**Example: It would be intolerable for me to... fight in a war.**

1. The effect of a U.S. boycott on goods imported from my country would be \_\_\_\_\_
2. If English soldiers were asked why they raided Boston's arsenals they would say \_\_\_\_\_
3. Patriots like Samuel Adams might have been called rabble-rousers because \_\_\_\_\_
4. Today people would be called activists if they \_\_\_\_\_
5. \_\_\_\_\_ could be considered propaganda today.

## ENRICH:



**READ, SPEAK, LISTEN:** The popular American song, Yankee Doodle, was first sung by British soldiers who made fun of the rag-tag colonist army (Sons of Liberty, the Minutemen). Unlike the well-trained and properly uniformed British, the colonists had no uniforms and used hide and seek, guerilla tactics. But the colonists turned the tables on the British and made it their “get even” song.

Read, then speak the words in rhythm. Finally, learn the melody and sing along:

## YANKEE DOODLE

Yankee Doodle \* went to town  
A-riding on a pony\*  
He stuck a feather in his cap  
And called it macaroni\*  
Yankee Doodle, keep it up  
Yankee Doodle dandy\*  
Mind the music \* and the step\*  
And with the girls be handy.

\* an insult: stupid, moron

\*not a full grown horse

\*not pasta, the gold braid  
on officer uniforms

\* another insult, fop, wimp

\* British marched to battle

And there was Captain Washington\*  
Upon a snow-white stallion  
A-giving orders to his men  
I guess there was a million  
Yankee Doodles, keep it up  
Yankee Doodles dandy.  
Mind the music and the step  
And with the girls be handy.

\*the colonists probably  
added this verse

## MODEL, PRACTICE, ENRICH:



## READ. WRITE. SPEAK. LISTEN:

Study the painting by Grant Wood on the following page and read the lines from Henry Wadsworth Longfellow’s famous poem. Both works of art were created 100 years after Revere’s famous ride. Revere is the same Paul Revere who created the Boston Massacre engraving. Wood’s painting was created for the centennial celebration of Revere’s midnight ride. What year would that have been? \_\_\_\_\_

Literal details: List what you see in the painting: \_\_\_\_\_

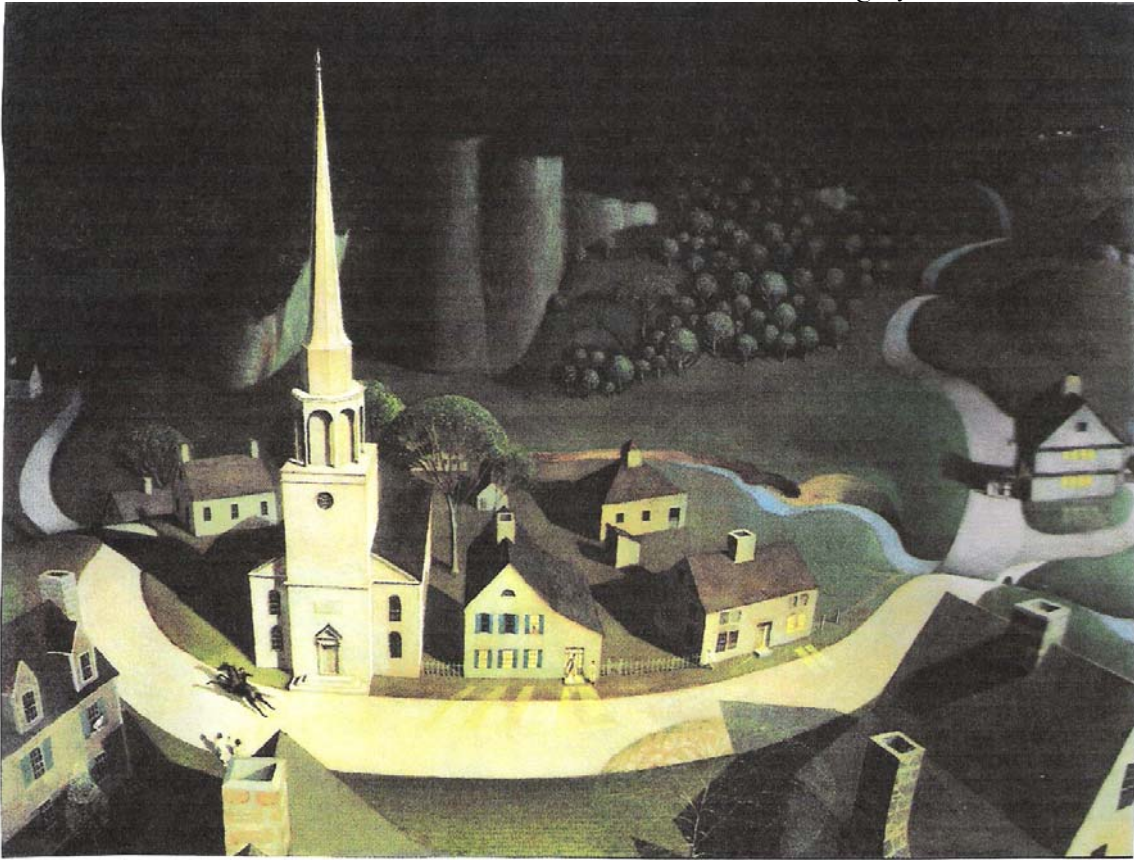
Interpretation: What is happening in the painting? \_\_\_\_\_

What makes the painting’s perspective so unusual? \_\_\_\_\_



**THE MIDNIGHT RIDE OF PAUL REVERE**

Painting by Grant Wood



**SPEAK. LISTEN:** Practice pronouncing the words to this famous 19<sup>th</sup> century poem, *“Paul Revere’s Ride”* by Henry Wadsworth Longfellow

Listen, my children and you shall hear  
Of the midnight ride of Paul Revere  
On the eighteenth of April in Seventy-five  
Hardly a man is now alive  
Who remembers that famous day and year.

He said to his friend, “If the British march  
By land or sea from the town to-night,  
Hang a lantern **aloft** in the **belfry** arch  
Of the North Church tower as a signal light,-  
One if by land, two if by sea;  
And I on the opposite shore will be,  
Ready to ride and spread the **alarm**  
Through every Middlesex village and farm,  
For the country folk to be up and to arm.”

aloft=high up  
belfry=church tower

alarm=warning

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**MODEL: PATRIOTIC VOICES: READ, SPEAK, LISTEN:** The following are some of the most famous words spoken about the times in which these men lived. Listen several times to the actor's voice and his different interpretations. Repeat the words out loud for pronunciation practice. Then discuss the different ideas they express.

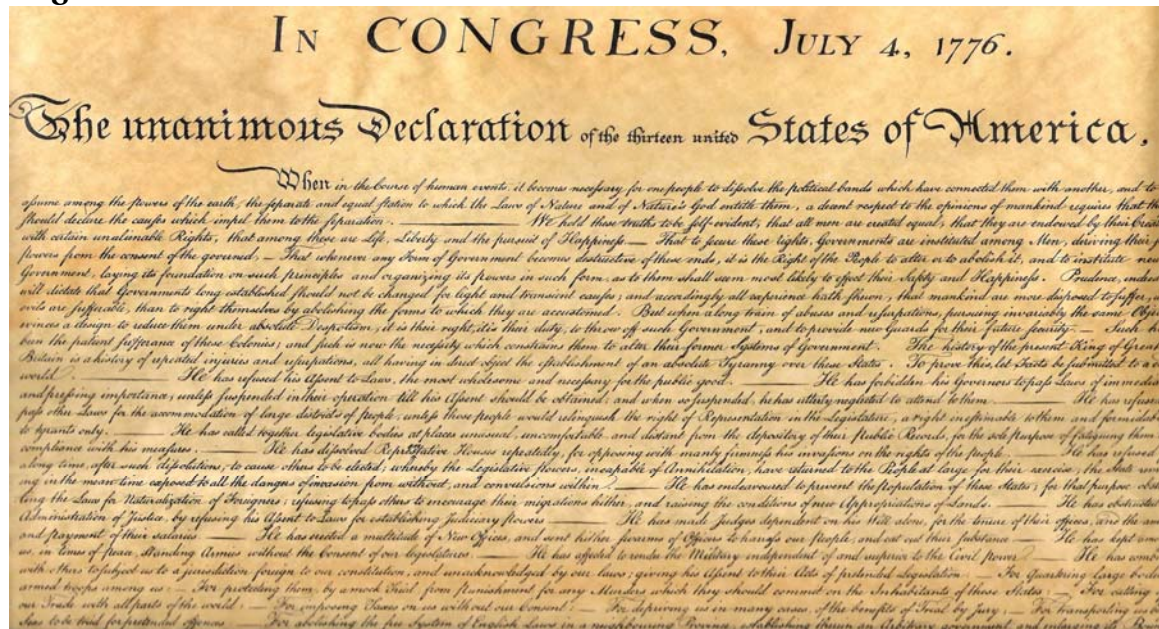
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**John Adams**, before the first Continental Congress:

*We have not men fit for the times. We are deficient in genius, in education, in travel, in fortune, in everything.*

**Patrick Henry**, after the first Continental Congress. He was reporting to the Virginia House of Burgesses (Representatives)

*Is life so dear or peace so sweet as to be purchased at the price of chains and slavery?..I know not what course others may take, but as for me, **give me liberty or give me death.**"*



**Thomas Jefferson**, the Declaration of Independence... July fourth 1776

*When in the course of human events, it becomes necessary for one people to dissolve the political bonds which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the Separation... **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.***

**PRACTICE: READ. WRITE. SPEAK. LISTEN:** Write your answers to the following questions about the ideas expressed in *Patriotic Voices*. Read your answers to the class and discuss the different opinions you hear.

1. Why would John Adams, a leader of those who wanted to fight against the English to gain independence, say what he did about his own people? \_\_\_\_\_

2. Who are the people fighting in America's wars today? Do they fit Adams's description of his fellow Americans? \_\_\_\_\_

2. Patrick Henry's words became the war-cry for the American Revolution. Who were the people who had the most to gain by fighting for independence from England? \_\_\_\_\_

3. Who were the people who had the most to lose by fighting for independence from England? \_\_\_\_\_

4. Which people in today's world might use Patrick Henry's words as their war-cry? \_\_\_\_\_

**PRACTICE: READ. WRITE. SPEAK. LISTEN.**

**DECLARING INDEPENDENCE**

Thomas Jefferson is considered the author of the Declaration of Independence. Most of the people living in the 13 colonies would have been unable to read the words he used to declare the colonies free of British rule. Analyze each of the following phrases and put into more understandable language.

*When in the course of human events* \_\_\_\_\_  
*it becomes necessary for one people to dissolve the political bonds which have connected them with another* \_\_\_\_\_

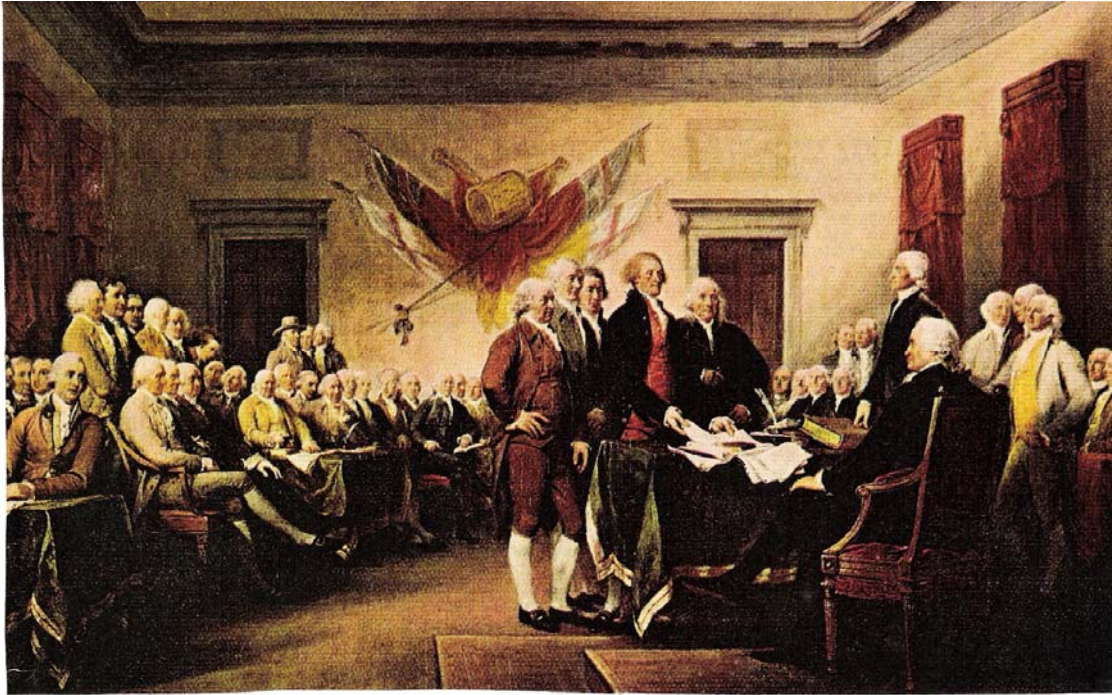
*and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and Nature's God entitle them,* \_\_\_\_\_


*a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the Separation* \_\_\_\_\_

*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.* \_\_\_\_\_





**ENRICH:**  **SPEAK. LISTEN:** Study this painting and list as many literal details as you can to use in writing about this famous painting by artist John Trumbull.

Example: meeting house, armchair, flags, wigs, long jackets, vests, knee high pants, documents on table, men sitting, men standing, two doors, two windows.

This painting shows the moment when the Declaration of Independence was signed in July 1776. Jefferson is the tallest with the red vest. Franklin is next to him on his left. John Adams stands with right hand on his hip to far right of Jefferson.

**WRITE:** Write a **monologue** in the voice of one of the men in the painting.

**READ. SPEAK. LISTEN.:** Read your monologue to classmates. Listen to theirs.

**INDEPENDENCE DAY, JULY FOURTH 1776**

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## MODEL: LISTEN. WRITE

## WASHINGTON, THE FIRST COMMANDER IN CHIEF

**LISTEN, WRITE:** Listen to the teacher dictate Washington's words about when he was first given command of the colonial army. Write them below.

A. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Listen to the teacher dictate Washington's words about the Minutemen. Write them.

B. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PRACTICE: SPEAK, LISTEN:** Discuss the words of Washington. What do they reveal about him? Do they remind you of those of John Adams? Why? Why not?

**WRITE:** List as many adjectives as you can to describe Washington's personality.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ENRICH: READ, SPEAK, LISTEN:** Read the following descriptions of the man George Washington by his contemporaries, define unfamiliar words and discuss.

### THE REAL GEORGE WASHINGTON

"He looks every inch a general. A big man, heavily **muscled** (6 feet 2 inches, 200 pounds), he has a strong, square face lightly marked by **small pox**. At 44, he is in perfect condition but for several missing teeth. He dresses in a fine uniform of dark blue faced with **buff**, set off by brass buttons. He is a great horseman, some say the best in Virginia."

A member of Congress wrote, "the general most earnestly requires and expects a **due observance** of those articles of war which forbid **profane** cursing, swearing and drunkenness." Washington "wrote numerous letters to Congress asking for \$100,000. and **munitions**" for the "**rabble in arms**".

Governor Patrick Henry praised his "solid information and sound judgment, but he sometimes shows a lighter side with the ladies ." One of Washington's lady friends wrote to another, "he can be downright **impudent** sometimes, such impudence as you and I like."

But, who knows a man better than his wife? Martha Custis, a widow with two children when she married Washington, wrote from the desolate army camps she often visited, "the poor general was so unhappy that it distresses me exceedingly."

**MODEL & PRACTICE READ, SPEAK, LISTEN:** Read Washington's words out loud for pronunciation practice. Compare to your written dictation on the previous page.


**A. I do not think myself equal to the command I am honored with...From the day I enter upon the command of the American armies, I date my fall and the ruin of my reputation.**

**B. I daresay the men would fight very well if properly officered, although they are an exceedingly dirty and nasty people.**



**WASHINGTON CROSSING THE DELAWARE**

Emanuel Gottlieb Leutze

**ENRICH:**  **READ, WRITE, SPEAK, LISTEN:** With the instructor as recorder, write a group story that describes the who, what, where, when and why of this famous painting of the American Revolution. Write it on the board so everyone can copy it. When it is finished to everyone's liking, write the final version here.

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**ENRICH: READ. SPEAK. LISTEN:** Listen to classmates read their group stories aloud to the class. Discuss the differences and similarities in theirs and your group's. Then, read the following stories from two groups of former ESL students.

(1) *Once upon a time on a freezing cold night in winter, there was a brave general named George Washington struggling with his troops to get across a river named Delaware. That was the only way they could defeat their enemies, going through the river, because there weren't any British soldiers to guard it.*

*The river had huge **slabs** of ice which made it harder to cross. The poor troops suffered a lot. They were hungry, thirsty and most important of all, they weren't properly dressed for the weather. Their hands were stiff and frozen, but they **persisted** in that **brazen** action because they were ready to fight, all ready to attack at dawn.*

(2) *George Washington decided to go to another place to continue with the battle against the British, but to get to the other place, maybe it was New Jersey, they had to cross the Delaware River.*

*But there was a big problem, it was winter and it was too cold, extremely cold. The water was frozen, a lot of big ice blocks were floating on the river, also all was dark around, perhaps it was midnight and crossing the river was too difficult. But again, liberty to them, to their families, to all the country, to live with freedom and peace was the wish of all of them, so they had an old boat, and took it*

*And everyone got in the boat and began to row, to remove the ice blocks and cross the river. Despite those problems and with the flag on high, the American colonists were crossing the Delaware River.*

**GRAMMAR CHECK: READ. WRITE PUNCTUATION & MEANING.**

Answer the following questions. Correct the story that is most in need of correction.

1. Which story is easier to understand? \_\_\_\_\_ Why is it easier than the other one?

2. Which story has run-on sentences? \_\_\_\_\_ What is a run-on sentence?

3. Write an example of a run-on sentence here \_\_\_\_\_

**Change all the run-on sentences into simple grammatically correct ones.**

**MODEL: READ:** After writing the group story about the painting of *Washington Crossing the Delaware*, read this historical account of what happened in the real event. The German artist Leutze painted his artistic vision of the historical event 80 years after it happened.

### WASHINGTON CROSSING THE DELAWARE

In the fall of 1776, George Washington, unable to **capture** New York from British rule, was forced south across the Delaware River with his band of **ragged**, hungry and discouraged men. They had been promised **release** from their **enlistment** on January first 1777, but *if Washington were to continue the colonists' struggle for independence*, he had to **strike a blow** to the British armies – and win!

The British army lay comfortably in Trenton, across the Delaware River, which was so **blocked** with ice that they had not even **bothered** to defend its **shores**. On Christmas Eve, 1776, Washington managed to get his men and horses **ferried** across the **frozen** Delaware by **polling** and by **grappling** the ice blocks. He **chased** the surprised British to Princeton and defeated them there. Now he was free to **dig in** until spring in friendly Morristown. He had turned the tide of history.

This painting has **epitomized** the struggle for independence for Americans since Leutze painted it in Dusseldorf, Germany in 1851. The artist's student posed as Washington in an **authentic** uniform, but the flag was not designed until six months after the crossing (late 1777). It can be seen in the Metropolitan Museum of Art in New York City.

**PRACTICE: READ, WRITE:** Write each bold word, define and use in a new sentence

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

### PRACTICE: READ. WRITE.

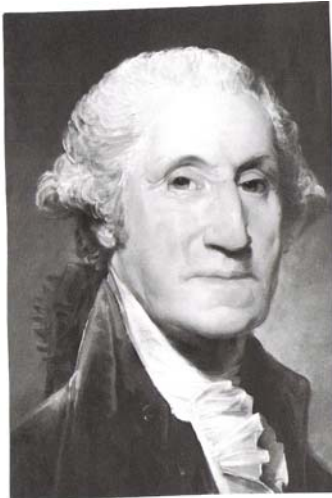
Fill in the blanks with the appropriate **verb** taken from the historic account.

1. Ice slabs \_\_\_\_\_ the river that December night.
2. The men \_\_\_\_\_ themselves across the Delaware River.
3. George Washington \_\_\_\_\_ the British army to New Jersey.
4. The troops were happy to \_\_\_\_\_ until spring.
5. None of the soldiers were able to be \_\_\_\_\_ from their January first enlistment deadline.
6. Washington \_\_\_\_\_ the brave and fearless leader for everyone.

**GRAMMAR CHECK: READ, SPEAK, LISTEN, WRITE:** Note the structure of the phrase: *if Washington were able to continue the colonists' struggle for independence*. Why is the verb "were" used in this phrase when the subject "Washington" is singular? Discuss this unusual grammatical structure and write a rule for it here \_\_\_\_\_

Use this grammatical structure in three new phrases

1. If \_\_\_\_\_ were \_\_\_\_\_
2. If \_\_\_\_\_ were \_\_\_\_\_
3. If \_\_\_\_\_ were \_\_\_\_\_



**[ENRICH:READ. WRITE:]** Read the following accounts of Washington's life from the time he took office as the first and only unanimously elected president (1789) until his death at his beloved Mount Vernon in December 1799. Washington's words are in *italics*.

*April 16, 1789 – About ten o'clock I bade adieu to Mount Vernon, to private life, and to domestic felicity, and with a mind oppressed with more anxious and painful sensations than I have words to express, set out for New York.*

Washington was inaugurated as first president in New York City, the provisional seat of the new government.

Washington was a popular leader from the start and the only one who could have united the new republic. But his duties as president were not fully designated so Washington had to decide what sort of office the presidency was to be.

*January 8, 1790 – At eleven o'clock, I set out for City Hall in my coach followed by the Chief Justice of the United States and the Secretary of the Treasury and War Departments in their respective carriages and in the order they are named. At the outer door of the hall I was met by the door-keepers of the Senate and House, and conducted to the door of the Senate Chamber... the whole (Congress) rising as I entered.*

*February 23, 1790 – After dinner, Mrs. Washington, myself and children\* removed and lodged at our new habitation.*

*March 16, 1790 — Visited by a Mr. Warner Mifflin, one of the people called Quakers. He used arguments to show the immorality, injustice, and impolicy of keeping these people in a state of slavery; with declarations, however, that he did not wish for more than a gradual abolition, or to see any infraction of the Constitution. To these I replied that as it was a matter that might come before me for official decision, I was not inclined to express any sentiments on the merits of the question.*

Washington's dignified behavior won respect from foreign nations although Thomas Jefferson accused him of being too aristocratic and anti-democratic. In his farewell address to the nation (1796) Washington prophetically warned of the need to preserve unity in the new republic: *In contemplating the causes which may disturb our Union, it occurs as a matter of serious concern, that any ground should be furnished for characterizing parties by geographical discriminations: Northern and Southern, Atlantic and Western.*

*December 13, 1799 Mount Vernon, Virginia – Morning. Snowing and about 3 inches deep. Continuing snowing until 1 o'clock and about 4 it became perfectly clear. Wind in the same place, but not hard. Mercury 28 at night."* In a funeral oration, Washington was immortalized as, *"First in war, first in peace, first in the hearts of his countrymen."*

Example: *New York City*. What was the first seat of the new government?

1. April, 1789 \_\_\_\_\_
2. Mount Vernon, Virginia \_\_\_\_\_
3. A sore throat \_\_\_\_\_
4. A coach and 6 white horses \_\_\_\_\_
5. \$555,491.71 \_\_\_\_\_

**MODEL, PRACTICE: READ.WRITE** a research paper (essay) that uses what you have learned about George Washington. Choose **one** of the following topics as your theme.

A. George Washington set a strong example for other presidents.

- A. George Washington set a strong example for other presidents.  
B. George Washington was unique as a military leader and president.  
C. George Washington sacrificed personal happiness for his country.  
D. George Washington was more like a king than a president.

Use at least three quotes to support your theme in a four paragraph style: 1) Introduction 2) & 3) Examples to support theme 4) Conclusion

RESEARCH ESSAY:      GEORGE WASHINGTON, FIRST PRESIDENT      FIRST DRAFT

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Ask teacher to correct spelling, grammatical mistakes. Then re-write below:

**FINAL DRAFT**

[illegible]

**ENRICH: READ, LISTEN, SPEAK:** Read the following essay written by a former ESL class with the instructor acting as recorder on the board.

TITLE: \_\_\_\_\_

*Introductory Paragraph*

George Washington was unique as a military leader and president. He was the only one in American history to be immortalized by the words, “first in war, first in peace, first in the hearts of his countrymen.” Washington was the most revered during his time by the whole country and respected by his enemies. The following examples will help explain why.

*Second Paragraph*

Although his soldiers were ragged, dirty and inexperienced, Washington took command of the military and made the men work as a team. They respected him because he “forbid profane cursing, swearing and drunkenness”. In addition to being a respected military leader, he was brave and a good strategist. In spite of losing so many battles in New York, the cold weather and the frozen river, and his fearful depressed militia, Washington decided to surprise the British by crossing the Delaware River and attacking the enemy and winning.

*Third Paragraph*

For all the bravery and courage Washington demonstrated in winning battles against the British, Washington was unanimously elected in 1789 as the first president of the United States. He created the protocol for the executive branch of the government that we still observe today. Finally, Washington decided what sort of office the presidency would be. He was the only person who could have united the new republic.

*Concluding paragraph*

In conclusion, when we analyze Washington’s life and heritage, we can see a brave, unique intelligent leader. These are the reasons America immortalizes him as the “Father of our country.”

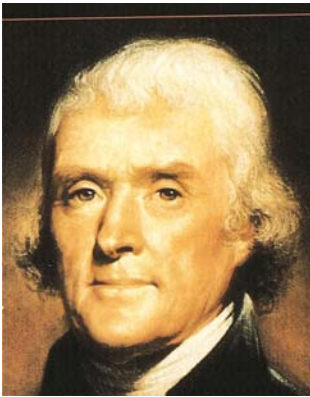
Which one of the following topics (theses) can be used as a title for this essay?

- A. *George Washington set a strong example for other presidents.*
- B. *George Washington was unique as a military leader and president.*
- C. *George Washington sacrificed personal happiness for his country.*
- D. *George Washington was more like a king than a president.*

Write the title on the line above the essay.



**MODEL: READ, SPEAK, LISTEN:** Listen to the instructor read the following essay about Thomas Jefferson (1743-1826). Mouth the words as they are being read.



### **THOMAS JEFFERSON, A MAN OF MANY PARTS**

A key figure in the **formation** of the United States, Thomas Jefferson was one of the nation's **founding** fathers and its third president. The Virginia born Jefferson is featured **prominently** in the painting *The Signing of the Declaration of Independence*, along with Boston's John Adams and Philadelphia's Benjamin Franklin because he wrote the famous words of the document that is considered America's birth **certificate**

Jefferson was a man of many parts: a **statesman** – he was minister to France and secretary of state under President Washington; a scientist – he kept an entire room in the White House filled with **fossil** bones for study; an architect – he designed his home, Monticello, in Virginia and helped plan the city of Washington, D.C.

Like Washington, Jefferson was **reluctant** to leave his home in Virginia for service to his country. In early 1776 he was named a delegate to the Congressional Convention in Philadelphia, an obligation that kept him away from his beloved wife, Martha Wayles and his young daughters. Fellow delegate and future president of the United States, John Adams, **recounted** a conversation between the two men that **illustrates** both their characters.

**Adams:**        *You should write the document.*

**Jefferson:**    *Why will you not? You ought to do it.*

**Adams:**        *Reasons enough.*

**Jefferson:**    *What can be your reasons?*

**Adams:**        *Reason first. You are a Virginian and a Virginia ought to be 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.*

**Jefferson:**    *Well, if you are decided, I will do as well as I can.*

Thomas Jefferson's presidency was **highlighted** by the Louisiana Purchase in 1801 in which he paid Napoleon the **amazingly** low price of 15 million dollars for an area larger than all the 13 original colonies combined. It **doubled** the size of the United States and started a migration of settlers into the land of the indigenous people that was to **set off** a century of cultural **clashes**.

**PRACTICE: READ. SPEAK. LISTEN. WRITE:** Pronounce each of the following words, write its definition and part of speech on the lines.

1. formation \_\_\_\_\_
2. founding \_\_\_\_\_
3. prominently \_\_\_\_\_
4. certificate \_\_\_\_\_
5. reluctant \_\_\_\_\_
6. recounted \_\_\_\_\_
7. highlighted \_\_\_\_\_
8. amazingly \_\_\_\_\_
9. doubled \_\_\_\_\_
10. set off \_\_\_\_\_
11. clashes \_\_\_\_\_
12. fossil \_\_\_\_\_
13. statesman \_\_\_\_\_

**PRACTICE: READ. WRITE:** Write the answers the following questions in complete sentences. *Example: What is Jefferson called? Jefferson is called a “man of many parts”.*

1. Where was Jefferson born? \_\_\_\_\_
2. Which two other prominent men were involved in writing the Declaration?  
\_\_\_\_\_
3. When was Jefferson named a delegate to the Congressional Convention? \_\_\_\_\_
4. What was the name of Jefferson’s wife? \_\_\_\_\_
5. What was the highlight of Jefferson’s presidency? \_\_\_\_\_
6. Why can Jefferson be called a “man of many parts”? \_\_\_\_\_

**ENRICH: LISTEN. READ.**

### *My Jefferson Connection*

I still can’t remember why I read Fawn Brodie’s powerful biography of Thomas Jefferson, but I **do** remember when I read it: 1975, the year before the bicentennial of the Declaration of Independence. The morning after I finished the book, I awoke with motion-picture like images of a dream I had: A ship docked in 1789 France. Jefferson and his family boarding for their return to America. His teenage daughters, Martha (Patsy), Maria (Polly) are helped up the gangplank by the ship’s officer. Jefferson follows, gently guiding a beautiful young dark-skinned woman onto the ship’s deck. It is Sally Hemings, Jefferson’s wife’s half sister, who has been a servant to his family. From that dream, the musical **Thomas J.** was born. It was presented as a celebration for the Bicentennial in Westchester County and Lincoln Center. Two scenes follow that dramatically reveal this “man of many parts”.



## *Thomas J...A musical portrait*



**READ, SPEAK, LISTEN:** Read the two scenes from an original musical by Camille Linen and Donna Cribari,

***Thomas J.*** is based on the life of Thomas Jefferson and his family during the years 1784-88 when Jefferson was ambassador to France for the new American government.

Read the scenes from ***Thomas J.*** as you would a script from a play. Alternate roles.

- (1) **Narrator** - reads the stage directions in **parenthesis** and **italics**
- (2) **Captain LaBarbe** – Captain of ship Ceres on which Jefferson and family sailed
- (3) **Thomas Jefferson** – Patriot, now diplomat, early 40's. (*center in picture*)
- (4) **James Hemings** - Jefferson's 19 year old valet-slave. (*far left in picture*)
- (5) **Martha (Patsy) Jefferson** -Jefferson's 12 year old daughter (*far right*)
- (6) **Maria (Polly) Jefferson** – Jefferson's 10 year old daughter (*second from left*)
- (7) **Sally Hemings** – Polly's 14 year old servant, James's sister (*second from right*)

## ***Thomas J....Prologue***

NARRATOR

*It is early morning, July fourth, 1784 on a dock in Boston harbor. The Ship Ceres is being readied for an ocean voyage. Thomas Jefferson, his daughter Patsy, his valet James Hemings are in the middle of a crowd of friends who have come to see them off.*

*A boatswain's whistle is heard and Captain LaBarbe enters.*

CAPTAIN:

(*sings*) Ahoy, good sirs and gentle dames, I pipe aboard each one.  
Attend us, look and listen to this tale of Jefferson.  
Our ship, like young America, is **launched**, her anchor's free.  
The **scuttlebutt** is that her course is set for Liberty.

CAPTAIN:

Welcome to the Ceres, Mr. Jefferson. I am honored to have our new delegate to France, the noted Thomas Jefferson of Virginia, as a passenger.

JEFFERSON:

Thank you, Captain. But I must correct you, sir. I no longer represent the sovereign state of Virginia exclusively, I represent all people, the American people.

*(sings)* Virginians or Bostonians, we answered freedom's call  
I bring it now to Europe's shore, I represent you all.  
American people, strong and free, changing the course of history.  
American voices, loud and clear, singing of freedom for all to hear.

ENSEMBLE:

*(sing)* American people, strong and free, changing the course of history.  
American voices, loud and clear, singing of freedom for all to hear.

JAMES:

*(sings)* A new and strange horizon is **beckoning**, I see.  
It frees me from my **shackled** past yet still it frightens me.

JEFFERSON & ENSEMBLE:

*(sings)* American people, proud and grand loving life in our new land.  
American voices, loud and clear, singing of freedom for all to hear.

PATSY:

*(sings)* Wherever father travels through rough or **balmy** sea  
To hear him speak or see him smile, I'll follow faithfully.

JEFFERSON & ENSEMBLE:

*(sing)* American people, having our say,  
On our glorious birthday...our independence day.

PATSY:

Are all these people your friends, papa?

JEFFERSON:

Yes, Patsy, they're starting their Independence Day celebration early by coming to wish us a smooth sailing. We're leaving America on her birthday.

PATSY:

I wish Polly was here. I'm going to miss her and Lucy and aunt Elizabeth.

JEFFERSON:

So will I, dear, but Polly and Lucy are too young to travel. They'll be better off at home in Monticello. We'll only be in France a year. You're old enough to appreciate another culture and the French...

NARRATOR:

*James carries the last case of wine onto the deck of the ship.*

JAMES:

I believe that was the last case, Mr. Jefferson. The other three are safely aboard, sir.

JEFFERSON:

Excellent, James. Captain, we are assured of a fine **vintage** wine for however long the trip is. Four cases of wine might even last six weeks or more if need be.

NARRATOR:

*The Boat's whistle blows . "All ashore that's going' ashore!"*

CAPTAIN:

You underestimate the Ceres, sir. This voyage promises to be smooth and straight and swift. *(To Patsy)* Miss Jefferson, may I see you to your cabin?

PATSY:

*(nervously)* Papa?

NARRATOR:

*Jefferson nods to her, but continues to pay attention to friends who are leaving the ship*

CAPTAIN:

We'll be pulling anchor in five minutes now, Mr. Jefferson.

NARRATOR:

*The Captain pinches Patsy's cheek, she winces, James notices and stands next to her protectively.*

CAPTAIN:

It will be a lucky trip with you and this lovely little lady aboard.

NARRATOR:

*Patsy runs to her father's side to get away from the Captain. They wave goodbye as they sing.*

JEFFERSON & PATSY:

*(sing)* American people, proud and grand loving life in our new land.  
American people having our say.

ENSEMBLE:

*(sings)* On our glorious birthday, our Independence Day!

***End of prologue***

***Thomas J....Act 2, Scene 7...Paris, 1787***

NARRATOR:

Jefferson and his family have been living in Paris for two years. His ten year old daughter Polly has joined Jefferson and Patsy. She was forced to sail from Virginia to Europe under the care of Sally Hemings, James 14 year old sister. Jefferson's daughters attend private boarding school. In this scene Jefferson is trying to play the violin in spite of an injury to his wrist. Jefferson and Sally are alone together.



JEFFERSON:

*(puts violin down, sits at his desk)* After all this time, my wrist is **stiffer** than ever.

SALLY:

*(sits on edge of desk, close to Jefferson)* You mustn't be so hard on yourself, Thomas. Anyone can have an accident. The doctor says if you keep up the exercises, you'll, I mean your wrist, will be as good as new.

JEFFERSON:

I'm afraid I'm beyond the age when anything will be as good as new, Sally.

SALLY:

Some wounds take a little longer to heal, Thomas. You never gave it a chance. You write document after document, day and night. You expect the impossible.

JEFFERSON:

Everything is impossible these days, Sally. A **rushing tide** is **sweeping** over us, over Paris.

SALLY:

*(stands behind him, gently **massages** his shoulders)* I know, Thomas. Maybe it's best you've been called home.

JEFFERSON:

Yes. Home. My beautiful Monticello. Patsy and Polly were so excited when I told them. I wish I shared their excitement.

SALLY:

You don't want to go back to Monticello, do you, Thomas?



JEFFERSON:

*(stands and pulls her into a fatherly embrace)* How can you imagine what Monticello means to me, Sally. You were a babe when Martha died. It's, it's the memories...

SALLY:

It's easy to forget here in Paris. It has been for me. I've learned what it means to be free. Free to love you.

JEFFERSON:

*(kisses her sweetly)* And here I am free to love you. But, how can I expect you to understand? You're so young, filled with the future, free from the **burdens** of the past. *(He becomes somber, remote)*

SALLY:

*(with strength)* Let the dead be, Thomas. The earth belongs to the living, remember? They're your words...

JAMES:

*(At James' entrance, Jefferson and Sally are self-conscious)* Excuse me, Mister Jefferson. I have something I would like to discuss with you, sir. It's important, sir.

JEFFERSON:

Of course, James, sit down please.

JAMES:

Thank you, sir. I'll stand. You're always so busy and all. I don't like to take up your time. *(Sally starts to leave)* No, Sally, don't leave. I want you to stay.

JEFFERSON:

What is it you want to discuss, James?

JAMES:

I'd like to stay here in Paris when you go back to Virginia, Mister Jefferson. *(Jefferson does not react, James grows agitated)* I can have a good position as a patissiere. It will bring me a fine salary. Most important, sir, I'll be a free man.

JEFFERSON:

*(waits for a moment)* Yes, James, I fully expected this and I am not totally opposed to such a plan. Both you and Sally are free as long as you remain in France.

JAMES:

If we return to Virginia, we'll be bound by American laws. We'll be slaves still.

JEFFERSON:

We? Do you want to stay too, Sally?

SALLY:

*(unable to look at Jefferson)* I want to be free to come and go as I please and I have been here. But I don't want to leave Polly or... Patsy ... or... you.

JEFFERSON:

And, I don't want to lose you...either of you. We must consider what is best for all. *(after a long pause)* I will free you, James...

JAMES:

...Yes, Mister Jefferson. Thank you, sir, I knew you felt that way about it, sir.....

JEFFERSON:

...after you have returned to Monticello and instructed one of the young men in your **culinary** arts. I believe that is a fair arrangement.

JAMES:

*(taken aback)* I suppose it is fair, you paid for my lessons and all. But it isn't what I meant.

POLLY:

*(runs in with Patsy, excitedly)* Papa, papa. The worst thing. A big crowd, all kinds of scary looking men...running up and down the streets, screaming and yelling. Come see, papa, please.

PATSY:

What's happening, papa? I'm scared.

POLLY:

Me too, papa. Come and see...

JEFFERSON:

Go to your rooms, girls. I'll send for the Marquis, he'll know what's happening.

*(Jefferson, Patsy, Polly exit)*

SALLY:

What Thomas suggested seems fair, James.

JAMES:

Yes, Sally, everything Master Thomas says sounds fair. But I don't need him to know what's best for me anymore.

SALLY:

You know how he feels about us, James. We're special to him, to the family.

JAMES:

Special, yes. We're Hemings. Made to feel right up there, better than the others. Mrs. Jefferson's father was my father, he was your father too. I feel so, so...

SALLY:

Confused? James? Confused? Which side do we choose?

JAMES:

I've known for a long time, Sally. But you, you don't have a choice anymore, do you?

SALLY:

*(stares at James for a moment)* I'm going to see about the girls. *(She exits)*

**PRACTICE: READ, SPEAK, LISTEN:** Listen to the instructor pronounce the following words from *Thomas J.* Identify each one's part of speech and define.

1. launched \_\_\_\_\_
2. scuttlebutt \_\_\_\_\_
3. beckoning \_\_\_\_\_
4. shackled \_\_\_\_\_
5. balmy \_\_\_\_\_
6. assured \_\_\_\_\_
7. vintage \_\_\_\_\_
8. stiffer \_\_\_\_\_
9. rushing \_\_\_\_\_
10. tide \_\_\_\_\_
11. sweeping \_\_\_\_\_
12. massages \_\_\_\_\_
13. fatherly \_\_\_\_\_
14. embrace \_\_\_\_\_
15. burdens \_\_\_\_\_
16. somber \_\_\_\_\_
17. remote \_\_\_\_\_
18. self-conscious \_\_\_\_\_
19. agitated \_\_\_\_\_
20. culinary \_\_\_\_\_
21. taken aback \_\_\_\_\_
22. stares \_\_\_\_\_

**GRAMMAR CHECK: READ. WRITE.**

**ADJECTIVES**

1. Which words above can be used to describe people's behavior?  
\_\_\_\_\_
2. Which word(s) can be used to describe wine? \_\_\_\_\_
3. Which word(s) can be used to describe weather? \_\_\_\_\_
4. Which word can be used to described cooking? \_\_\_\_\_
5. Which word(s) can be used to describe the ocean? \_\_\_\_\_

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**PRACTICE: READ. WRITE. SPEAK. LISTEN**

The characters in *Thomas J.* are based on historical persons who lived and experienced the events that are acted out in the musical. Notice the underlined words: they were taken from Jefferson's writings. **Discuss** each character by answering the following

1. What are his/her main characteristics (personality traits)?
  2. What does he/she want from others around him/her?
  3. What feelings does he/she express?
-

## PRACTICE: WRITE:

## A Letter to Jefferson

In his mid-40's, Jefferson had a very complicated personal life. Two of his biggest challenges were: how to balance being a single parent with his demanding political career and how to justify owning slaves when he loved and had children by Sally Hemings who was officially a slave at Monticello her whole life. .

Imagine you are a friend of Jefferson's and write him a letter that offers a solution for one of his two challenges.

*My dear friend Thomas,*

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## ENRICH: READ. WRITE. SPEAK. LISTEN *How Thomas Met Sally*

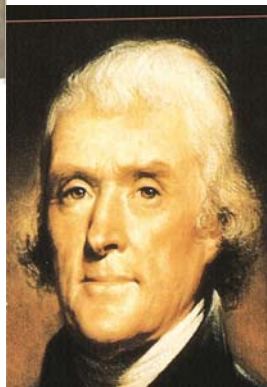
Read the following historical background about the controversial Jefferson-Hemings family. Discuss why historians at Jefferson's Monticello estate and throughout the United States refused to acknowledge Sally and Jefferson's connection until DNA findings recently confirmed that Jefferson was father to Sally's children.



of illness and the depressed and U.S. Minister to James Hemings,

**Sally and**

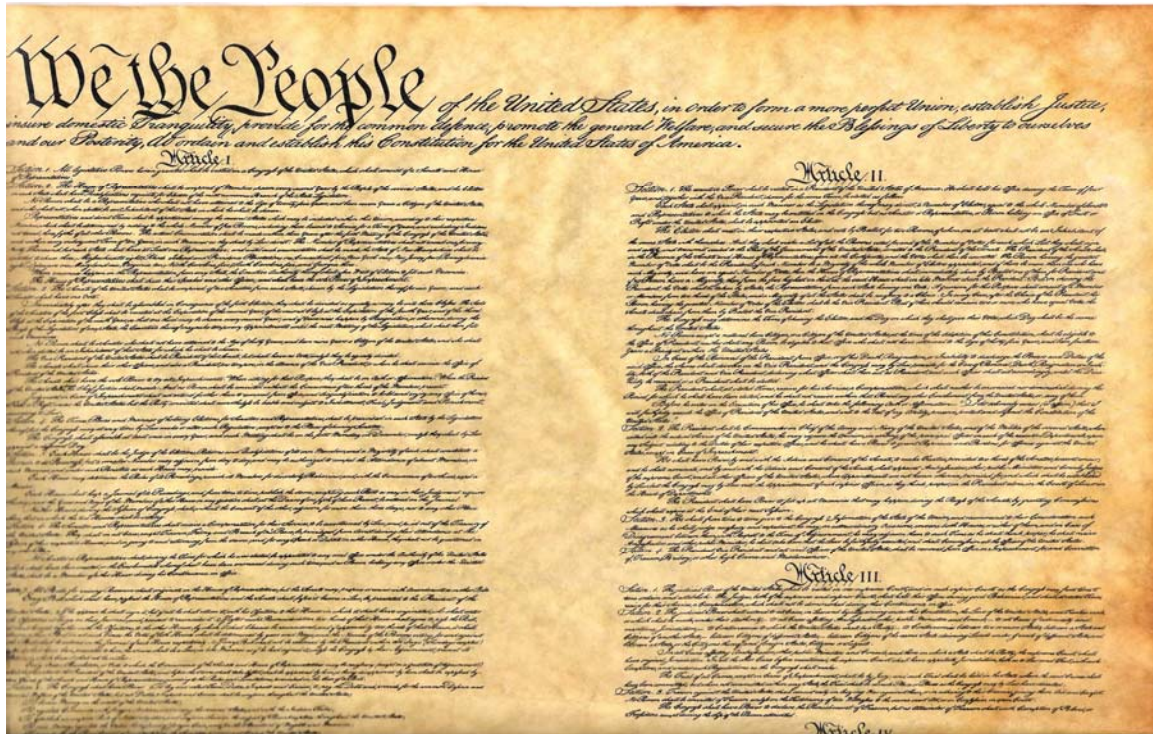
**Sally Heming** was born in 1773 to Elizabeth Hemings, a slave of John Wayles, who owned the plantation on which Sally was born in Charlottesville, Virginia. Wayles was Sally's father. She later became a slave at Jefferson's plantation, Monticello, when Wayles daughter, Martha Wayles, married Thomas Jefferson. Sally was three when she was sent to live with the Jeffersons, fourteen when she accompanied Polly to France. It is believed she resembled her half-sister Martha.



**Thomas Jefferson's** wife, Martha Wayles, died in 1782, following 10 years loss of two infant children. In 1784, the grieving Jefferson accepted the position of France. His two daughters joined him. Sally's older brother, was his valet.

**Thomas met in Paris in 1787.**

# MODEL: THE CONSTITUTION OF THE UNITED STATES OF AMERICA



**LISTEN. WRITE:** Listen to the instructor dictate four questions about the Constitution of the United States of America. Write the questions on the lines:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**READ. SPEAK. LISTEN:** Listen to the instructor read the famous words of the Constitution's **Preamble** (*opening paragraph*) aloud. Define each unfamiliar word. Listen while each student reads the words for pronunciation practice.

**We the People of the United States, in Order to form a more Perfect union, establish justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare and secure the blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.**

**READ. WRITE:** List the six reasons Americans people established the Constitution:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**PRACTICE: READ. WRITE, SPEAK. LISTEN:**

Read the following questions that were dictated on the previous page. Compare them with what you wrote. Then read the answer to each question.

**1. Who wrote the Constitution?** The Constitution was written by fifty five men who were shippers, manufacturers and statesmen from the North; planters, scholars and statesmen from the South. More than half were lawyers, 29 were college graduates and the average age was 42.

**2. When was the Constitution written?** The Constitution was written in the spring and summer of 1787.

**3. Where was the Constitution written?** The Constitution was written in Philadelphia, Pennsylvania.

**4. What does the Constitution guarantee the citizens of the United States?** The Constitution guarantees United States citizens that the government cannot tell them what to think or believe about politics, religion, art, science, literature or anything else. It states that the government is created to serve the people, not the people to serve the government.

**PRACTICE: READ. WRITE. SPEAK. LISTEN:** Read, pronounce, define and write the part of speech for the following words from the Preamble.

1. domestic \_\_\_\_\_
2. tranquility \_\_\_\_\_
3. provide \_\_\_\_\_
4. defence (defense) \_\_\_\_\_
5. welfare \_\_\_\_\_
6. secure \_\_\_\_\_
7. posterity \_\_\_\_\_
8. ordain \_\_\_\_\_

**GRAMMAR CHECK: READ. WRITE.** An **antonym** is a word that means the opposite of another word. For each of the following, write **an antonym**.

1. domestic > \_\_\_\_\_
2. tranquility > \_\_\_\_\_
3. provide > \_\_\_\_\_
4. defense > \_\_\_\_\_
5. secure > \_\_\_\_\_
6. posterity > \_\_\_\_\_

**PRACTICE: READ:** Read the basic *powers* and the *checks and balances (controls)* that the Constitution established for the United States government.

**EXECUTIVE**

*(President)*

**POWERS:**

1. Approves or vetoes bills
2. Carries out federal laws
3. Appoints judges and other high officials
4. Makes foreign treaties
5. Can grant pardons + reprieves to federal offenders
6. Acts as commander-in-chief of armed forces.

**CHECKS:**

1. Congress can over-ride veto with two-thirds majority vote.
2. Senate can refuse to confirm appointments/ treaties
3. Congress can impeach and remove the president.
4. Congress can declare war.
5. Supreme Court can declare executive acts unconstitutional.

**LEGISLATIVE**

*(Congress-House+Senate)(9 judges)*

**POWERS:**

1. Passes federal laws
2. Establishes lower federal courts and number of judges
3. Can over-ride veto of the president with two-thirds vote.

**CHECKS:**

1. President can veto federal bills
2. Supreme Court can rule laws unconstitutional
3. Both houses must pass laws, checking power of Legislature.

**JUDICIAL**

*(9 judges)*

**POWERS:**

1. Interprets laws
2. Applies laws by trying federal cases
3. Can declare laws passed by Congress+ executive actions

**CHECKS:**

1. Congress can propose a constitutional amendment to over turn decisions.
2. Congress can remove federal judge
3. The president appoints judges who must be confirmed by the Senate.

**PRACTICE: READ. WRITE.** Locate each of the following words and try to define it as it is used in context.

1. vetoes \_\_\_\_\_
2. foreign \_\_\_\_\_
3. treaties \_\_\_\_\_
4. pardons \_\_\_\_\_
5. federal \_\_\_\_\_
6. carries out \_\_\_\_\_
7. reprieve \_\_\_\_\_
8. offenders \_\_\_\_\_
9. commander-in-chief \_\_\_\_\_
10. interprets \_\_\_\_\_

**PRACTICE: READ. WRITE. SPEAK, LISTEN.:** Write **five** questions about the information you just read. Ask a classmate to write the answer to each question in your book and you write the answers to his/her **five** questions in his/her book.

**Example: Answer: The House and the Senate. Question: Who passes the laws?**

1. \_\_\_\_\_

Answer: \_\_\_\_\_

2. \_\_\_\_\_

Answer: \_\_\_\_\_

3. \_\_\_\_\_

Answer: \_\_\_\_\_

4. \_\_\_\_\_

Answer: \_\_\_\_\_

5. \_\_\_\_\_

Answer: \_\_\_\_\_

**ENRICH: READ, LISTEN. SPEAK.** Read about how the United States elects its president every four years. Discuss how popular vote + electoral college process.

### **PRESIDENTIAL ELECTIONS: THEN & NOW**

#### **How was the first president of the United States elected?**

1. Each state chose **electors** equal to its congressional representation.  
(House seats + Senate seats) How the electors were chosen was left up to each state.
2. The electors got together and voted for one person. There were no political parties at the time.
3. The winner of the election was the man with the majority of the votes.  
George Washington was the only president in history to be elected unanimously.
4. The man with the second highest number of votes was elected to the office of vice-president.
5. The president took an oath of office: ***“I do solemnly swear that I will faithfully execute the office of president of the United States and will to the best of my ability preserve, protect and defend the constitution of the United States, so help me God.”*** (George Washington added the last four words and they have been customary ever since.)

#### **How is the president of the United States elected today?**

1. By popular vote and **“ratification”** by the electoral college. Ratification= the electoral college votes, reflecting the popular vote, determine the final outcome.
2. The popular vote determines the electors in each state.
3. The state’s electors go to the winner of the popular vote no matter how close.

**By the way...**In 2000 Bush lost the popular vote to Al Gore, but was elected through the electoral college; **Florida’s** popular vote determining the outcome. The



voting practices in **Florida** were questioned and the issue went to the Supreme Court for the first time in history. The Supreme Court decided there had been no illegal election practices in **Florida** so the election results were upheld even though Gore won the popular vote. Many consider Bush's 2000 "election" illegal because of the Supreme Court's involvement in the final decision.

Two other times in history a president lost the popular vote and won the electoral college vote: in 1876 with Hayes and in 1888 with Harrison.

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**MODEL: LISTEN. READ. SPEAK.** Listen to the instructor read the following information. Read it a second time with everyone following the text. Finally, have each student read a section for comprehension and pronunciation.

## THE BILL OF RIGHTS

The Constitution as it was written in 1787 was certainly not a perfect document. Thomas Jefferson who read it in Paris where he was ambassador to the Court of King Louis XVI, wrote to George Washington that he thought it did not protect the people enough. He asked for a Bill of Rights for American citizens. Jefferson's idealism **prevailed** and his friend James Madison brought it to *fruition*. The **Bill of Rights**, the first ten amendments to the Constitution, became law in 1791.

**The Bill of Rights** guarantees....

1. Separation of church and state, freedom to worship, freedom of speech and the press, right to **assemble** and **petition** for change.
2. The right to **bear** arms.
3. The military cannot be housed in private homes without the owner's consent.
4. Private home owners are free from unreasonable search and **seizure**.
5. The right to due process of law: grand jury **indictment**, **double jeopardy** restriction and protection from testifying against oneself.
6. The right to a **speedy**, public trial in the district where the crime has been committed.
7. The right to a trial by jury.
8. Fair **bail** and **imposition** of **fines** by court . Forbids "**cruel and unusual punishment**"
9. All those fundamental rights not specifically set forth in the Constitution.
10. Any powers not specifically delegated to the federal government rest with the states or the people.

**PRACTICE: SPEAK, LISTEN:** Discuss how each of the ten amendments that make up the **Bill of Rights** affects our lives as citizens in 21<sup>st</sup> century America.

**PRACTICE: READ. WRITE, SPEAK. LISTEN:** Listen to the instructor pronounce these words used in the Bill of Rights information. Repeat each one using proper pronunciation. Define them and identify their parts of speech.

1. fruition \_\_\_\_\_
2. prevailed \_\_\_\_\_
3. assemble \_\_\_\_\_
4. petition \_\_\_\_\_
5. bear \_\_\_\_\_
6. seizure \_\_\_\_\_
7. indictment \_\_\_\_\_
8. double jeopardy \_\_\_\_\_
9. speedy \_\_\_\_\_
10. bail \_\_\_\_\_
11. imposition \_\_\_\_\_
12. fines \_\_\_\_\_
13. cruel and unusual punishment \_\_\_\_\_

**GRAMMAR (CHECK: READ. WRITE.**

**NOUNS**

The following nouns are used in legal procedures today in the same way they were used 200 years ago when the Bill of Rights was created. Write a paragraph that shows you understand the meaning of each and its relationship to the law.

petition...indictment...double jeopardy...bail...fine..cruel and unusual punishment

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**ENRICH: WRITE: JOURNAL:** Write about a personal experience that you or someone you know had in which (a) his/her rights **were taken away or** (b) his/her rights **helped him get through or solve a serious problem**

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## IDEALISTS AND INDIVIDUALISTS

## REVIEW TEST

WRITE a newspaper headline in the blank space. WRITE a lead paragraph on the lines below. The lead paragraph should include the answers to the 5 W questions: Who? When? Where? What? Why?



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WRITE a **paragraph** that explains how **one** of first ten amendments to the Constitution (the Bill of Rights) might have helped Anne Hutchinson or Hester Prynne in her struggle for religious freedom.

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## IDEALISTS AND INDIVIDUALISTS

## FACT OR FICTION

READ each of the following sentences. Decide if it is *FACT* or *FICTION* (not true) If it is true, write the word *FACT* next to it. If it is *FICTION*, change the sentence so that it becomes *FACT*.

1. Benjamin Franklin was an architect as well as a statesman. \_\_\_\_\_
  2. Poor Richard's Almanac was one of the first books published in America. \_\_\_\_\_
  3. The three men pictured most prominently in the painting of the *Signing of the Declaration of Independence* are Jefferson, Adams and Washington. \_\_\_\_\_
  4. Benjamin Franklin established the first postal system and public library. \_\_\_\_\_
  5. One of the most famous events that led to the American Revolution was the Boston Massacre in 1781. \_\_\_\_\_
  6. British soldiers dressed as Indians and threw crates of tea in Boston Harbor to protest the taxation on imports from the mother country. \_\_\_\_\_
  7. Paul Revere and Samuel Adams were two of the early leaders in the fight against British rule; they called themselves Minutemen. \_\_\_\_\_
  8. Yankee Doodle was a satiric song that the colonists sang about the British. \_\_\_\_\_
  9. George Washington said "Give me liberty or give me death". \_\_\_\_\_
  10. George Washington and Thomas Jefferson were both Virginians, both over six feet tall, both excellent horsemen and both had wives named Martha. \_\_\_\_\_
  11. The painting of *Washington Crossing the Delaware* was done by one of Washington's officers one year after it happened. \_\_\_\_\_
  12. The first capital of the United States and the place where the first president was inaugurated was New York City. \_\_\_\_\_
  13. George Washington outlined the duties of the presidency, the legislature and the judiciary when he wrote the Constitution. \_\_\_\_\_
  14. American colonists used the same military strategy as the British \_\_\_\_\_
  15. Jefferson was reluctant to become involved in politics because he didn't want to leave his law practice to his partners. \_\_\_\_\_
  16. The Bill of Rights is the first ten amendments to the Constitution. \_\_\_\_\_
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**WORDS, WORDS, WORDS.****Unit Three Vocabulary list****READ. WRITE. SPEAK. LISTEN.**

- 1. Pronunciation Practice:** Listen to the instructor pronounce each word, Repeat the proper pronunciation until it feels comfortable.
- 2. Grammar Check:** Note the part of speech for each word. \* words can be used as more than one part of speech. Be sure you understand how this works.
- 3. Writing Practice:** Use each word in a sentence.

Example: gathered (verb) Activists *gathered* in Boston meetinghouses before 1776.

**ADJECTIVES:**

1. penniless
2. intellectual
3. fearlessly (adverb)
4. articulate \*
5. elegant
6. inevitable
7. troublesome
8. seldom
9. outraged \*
10. elective
11. impudent
12. prosperous
13. ragged
14. authentic
15. founding \*
16. prominently (adverb)
17. reluctant
18. amazingly (adverb)
19. shackled \*
20. balmy
21. assured \*
22. vintage
23. stiffer
24. rushing \*
25. sweeping \*
26. fatherly (adverb)
27. somber
28. remote
29. self-conscious
30. agitated \*
31. culinary
32. domestic
33. foreign
34. federal

**NOUNS:**

1. apprentice
2. postal system
3. nationhood
4. trials
5. kites
6. almanac
7. rivals \*
8. revolt \*
9. incentive
10. activist
11. rabble-rouser
12. abuse \*
13. folly
14. tents
15. release
16. enlistment
17. shores
18. formation
19. certificate
20. clashes \*
21. fossil
22. statesman.
23. scuttlebutt
24. tide
25. massages \*
26. embrace \*
27. burdens \*
28. stares \*
29. tranquility
30. defence (defense)
31. posterity
32. pardons\*
33. reprieve \*
34. fruition
35. indictment
36. seizure
- 37 double jeopardy

**VERBS:**

1. articulate \*
  2. attend
  3. revolt \*
  4. abuse \*
  5. gathered
  6. smeared
  7. rivals \*
  8. outraged \*
  9. unload
  10. resist
  11. capture
  12. strike a blow
  13. blocked
  14. bothered
  15. release \*
  16. ferried
  17. polling
  18. grappling
  19. shackled \*
  20. clashes \*
  21. assured \*
  22. chased
  23. dig in
  24. rushing \*
  25. sweeping \*
  26. epitomized
  27. founding \*
  28. stares \*
  29. recounted
  30. highlighted
  31. set off
  32. launched
  33. pardons \*
  34. reprieve \*
  35. agitated \*
  36. taken aback
  - 37 prevailed
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WORD STRUCTURE:

PREFIXES, ROOTS, SUFFIXES:

1. List four regular **past tense** verbs that share the same suffix with four adjectives:

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2. List three regular **present continuous** verbs that share the same suffix with three adjectives:\_\_\_\_\_

3. Change the following adjectives into adverbs by adding a suffix:

a. elegant\_\_\_\_\_ b. assured \_\_\_\_\_ c. impudent\_\_\_\_\_

d. remote\_\_\_\_\_ e. intellectual\_\_\_\_\_

4. Change the following adverbs into adjectives:

a. fearlessly \_\_\_\_\_ b. prominently\_\_\_\_\_

c. amazingly\_\_\_\_\_

5. List as many words as you can find that use the prefix **re**:

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List three that seem to have a common meaning: \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_

What do they have in common?\_\_\_\_\_

6. Analyze the following verbs. They provide two ideas in one action word. Explain the ideas.

a. outraged \_\_\_\_\_

b. highlighted\_\_\_\_\_

c. unload \_\_\_\_\_

7. Analyze the structure of the nouns “enlist**ment**” and “indict**ment**”.

a. What suffix do they share? \_\_\_\_\_ What do you think it means?\_\_\_\_\_

Before you answer here are other words that use **-ment** as a suffix: government**ment**, retire**ment**, involve**ment**, judgment**ment**. \_\_\_\_\_

b. What do the similar prefixes of the two nouns mean? \_\_\_\_\_

c. Finally, each noun has a different root: **list**, **dict**. Try to guess each noun’s meaning from the sum of its parts.

en+ \_\_\_\_\_ list+ \_\_\_\_\_ ment = \_\_\_\_\_

in+ \_\_\_\_\_ dict+ \_\_\_\_\_ ment= \_\_\_\_\_

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**POST-TEST: See how many of the following questions you can answer upon completing this Unit: “IDEALISTS & INDIVIDUALISTS”**

1. What is the fourth of July?
2. What is the date of Independence Day?
3. Independence from whom?
4. What country did we fight during the Revolutionary War?
5. Who was the first President of the United State?
6. Who elects the President of the United States?
7. What is the Constitution?
8. Can the Constitution be changed?
9. What do we call a change to the Constitution?
10. How many branches are there in our government?
11. What are the branches of the government called?
12. Who makes the laws in the United States?
13. What is Congress?
14. What are the duties of Congress?
15. Who elects Congress?
16. What are the duties of the executive branch of government?
17. What are the duties of the judicial branch of government?
18. What is the Supreme Court?
19. How many judges are there in the Supreme Court?
20. What is the supreme law of the United States?
21. What is the Bill of Rights?
22. Who said, “Give me liberty or give me death.”?
23. Who selects the Supreme Court justices?
24. Who was the main writer of the Declaration of Independence?
25. When was the Declaration of Independence adopted?
26. What is the basic belief of the Declaration of Independence?
27. Where does freedom of speech come from?
28. Who signs bills into law?
29. What is the highest court in the United States?
30. Which president is called the “Father of our Country”?
31. Name three rights or freedoms guaranteed by the Bill of Rights
32. Who has the power to declare war?
33. What kind of government does the United States have?
34. In what year was the Constitution written?
35. What are the first ten amendments to the Constitution called?
36. Whose rights are guaranteed by the Constitution and the Bill of Rights?
37. What is the introduction to the Constitution called?
38. Name one right guaranteed by the first amendment.
39. Who is the Commander in Chief of the U.S. military?
40. Which president was the first Commander in Chief of the U.S. military?

***These questions can be found on the Immigration / Naturalization Services Citizenship Exam.***

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