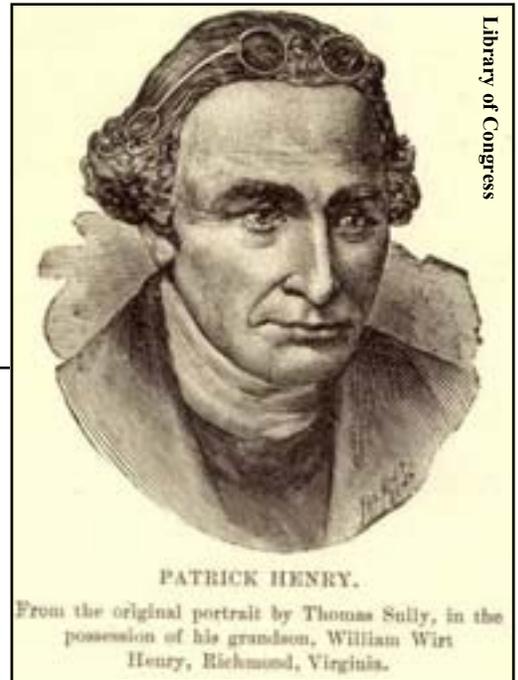


## Teaching Guide

### SEGMENT 4, WEBISODE 1

Please note: Each segment in this Webisode has its own Teaching Guide



### Segment Overview

Many colonists, or at least their parents or grandparents, had risked all to start a new life of freedom in the North American colonies. Even those who had not come from England expected to have the freedom and rights of Englishmen. Now King George and Parliament were denying them those rights. They were imposing taxes without the consent of the colonists and they were punishing those who protested. Patrick Henry of Virginia expressed the indignation of many who until this time considered themselves British subjects. Patrick Henry called for colonists to place their loyalties and their lives on the line for liberty.

### Teacher Directions

1. Determine what the students know about the Boston Tea Party and the Intolerable Acts by asking the following question.

What significant events took place in Boston in 1773 and 1774?

2. Discuss with the students.

After the Boston Tea Party in 1773, in which patriots disguised as Indians dumped British tea into the harbor to protest the tax on tea, the British closed the Boston harbor. Many citizens of Boston lost their means of making a living. The British even banned fishing. British soldiers patrolled the city. These events made patriots in other colonies take notice and sympathize with the Massachusetts colony.

3. Ask the students the following questions.
  - Was Britain really threatening the colonists with chains and slavery?
  - What was the real threat?
4. Make sure that the students understand that Britain's threat to the colonists came nowhere near slavery. The colonists objected to paying taxes to Britain when they had no representatives in Parliament, which passed the tax laws.



### Let's Discuss



### Teacher Directions

1. Distribute the Student Sheet: *A Visit to Red Hill* or have the students visit the web site at <http://www.inmind.com/schools/lessons/patrickhenry/tour.html>. Red Hill is Patrick Henry's plantation in Charlotte County, Virginia.
2. Students examine the photographs of Red Hill and read the descriptions.
3. Ask the students the following questions.
  - What can you tell about Patrick Henry from his home? From the other buildings?
  - Was he wealthy?
  - What was important to him?
  - Do you think he had a big family?
4. Direct the students to use the clues from Red Hill to write a brief paragraph about Patrick Henry or use the clues for a class discussion.
5. Share with the students the following information.

Although the buildings at Red Hill look modest, Patrick Henry was among the one hundred wealthiest landowners in Virginia. The plantation covered seven hundred acres when he first purchased it, but through further purchases, it grew to almost three thousand acres. Tobacco was Red Hill's major crop. Obviously, from the size of his plantation and the work growing tobacco requires, Patrick Henry owned more slaves than the cook and coachman whose cabin you have seen. The study and practice of law seems the most important thing to Patrick Henry. He had a separate building for his law office. Patrick Henry traveled often in his law practice (Red Hill has a big coach house), arguing cases in Charlotte, Prince Edward, and New London courthouses. Could you guess from the size of his house that he had seventeen children, and at one time as many as twenty family members lived there? Some clues at Red Hill are very misleading.

6. Tell the students that they can see more of Red Hill by visiting the web site Touring Red Hill @ <http://www.inmind.com/schools/lessons/Patrick Henry/life.html>.

### Teacher Directions

1. Students, in small teams, discuss the following situation.

You are a peace-loving farmer in western Virginia; you like to mind your own business. Lately news has come from Williamsburg of passionate speeches of protest against King George and Parliament and the taxes they have tried to impose on British citizens in the colonies. Some men think that Virginians should worry about what happens to citizens as far away as Boston. What do you think?





Moving Toward  
Freedom



Connections

### Teacher Directions

1. Ask the students.  
Do you think that Patrick Henry deserved his title “Orator of Liberty”?
2. Distribute the Student Sheet: *Patrick Henry, “Orator of Liberty”*?
3. Discuss the information on the Student Sheet with the students. Accept any well-supported opinion about Patrick Henry deserving or not deserving the title.
4. Students form teams to debate the above question. After the debate, take a class vote.

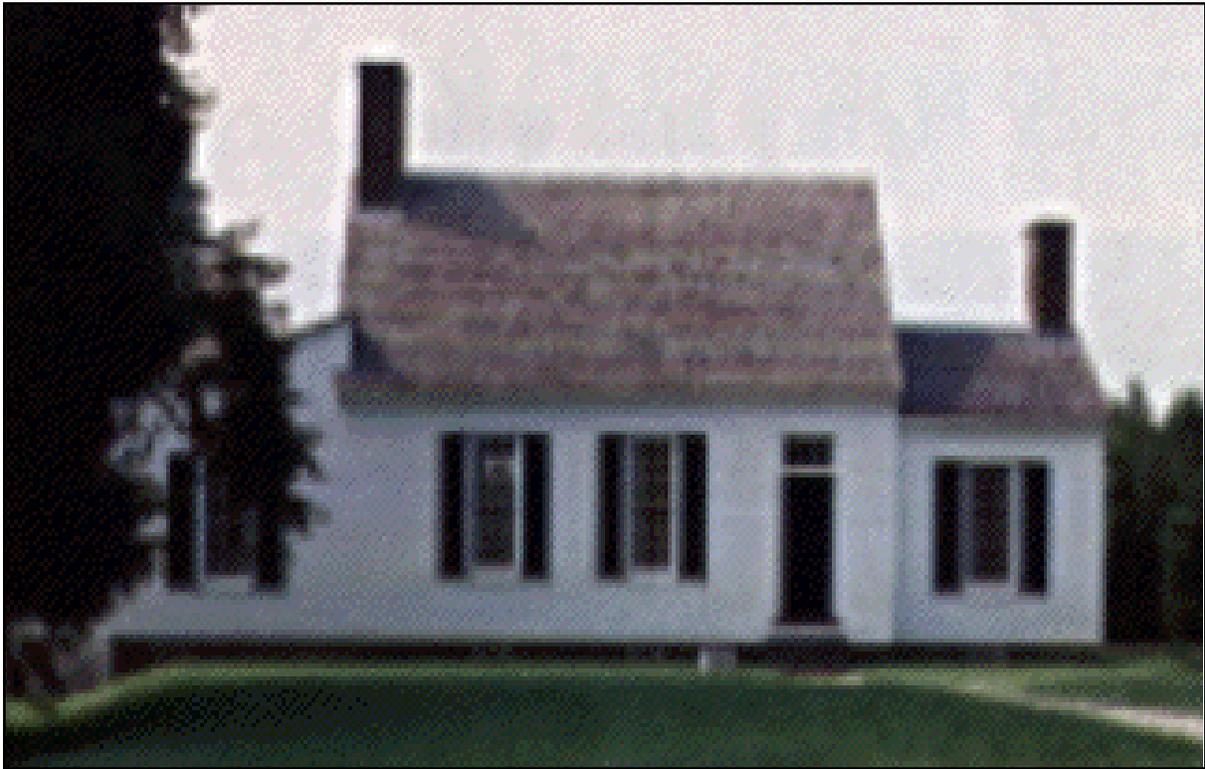
### Teacher Directions

Use the following activities with your students.

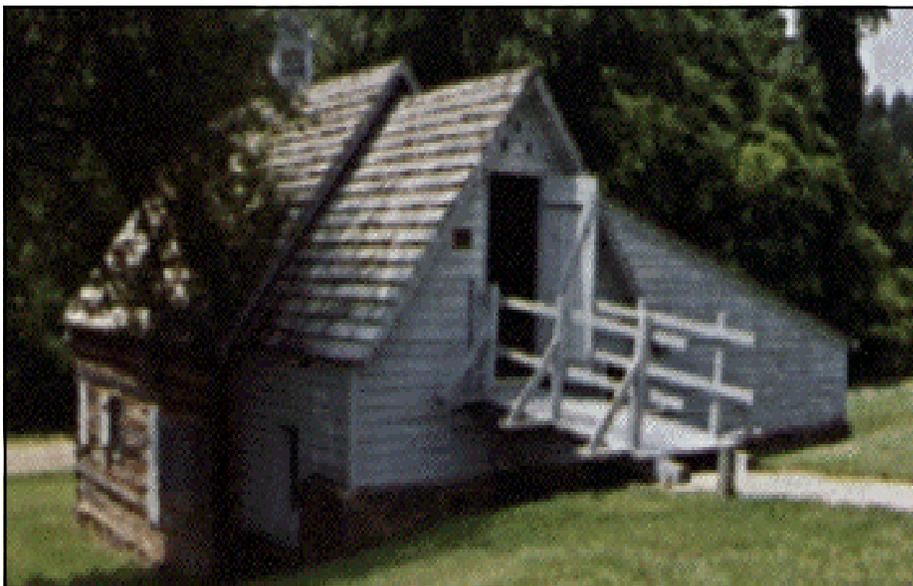
**Language Arts** — Students read all of Patrick Henry’s famous “Give Me Liberty or Give Me Death” speech from the Student Sheet. Assign paragraphs to teams or student pairs who take turns reading it aloud. Ask students if they understand why people who heard Patrick Henry became excited about the cause of liberty.

**Geography/Mathematics** — Students research the distance between Boston, Massachusetts, and Richmond, Virginia. If a horseback rider could cover about twenty miles in a day and a coach could travel four to six miles per hour in ten mile stages with rests in between, how long would a traveler take to travel between the two cities? How many miles separate Charleston, South Carolina, and New York City? How long would a trip between the two cities take? What other method of transportation might be available? Ask students why some colonists might have thought what happened in other colonies did not concern them.

## *A Visit to Red Hill*



**Main House** — The real main house burned in 1919; this reconstruction follows the original blueprints and sits on the original foundation. The first floor has three rooms. The second floor has two rooms for children. Patrick Henry added a bedroom addition to the first floor so that he could hear the sound of rain on the roof.



**Carriage House** — The carriage house, reconstructed on its original site, has two stories. It had room on the first level for carriages, buggies, and riding horses and on the second floor for harness, saddles, and other equipment.



**Law Office** — When Patrick Henry retired from public life he resumed his private law practice in this building. He saw clients here and also taught law to three of his sons, one grandson, and a nephew. Patrick Henry's library of 150 books contained no works of fiction.



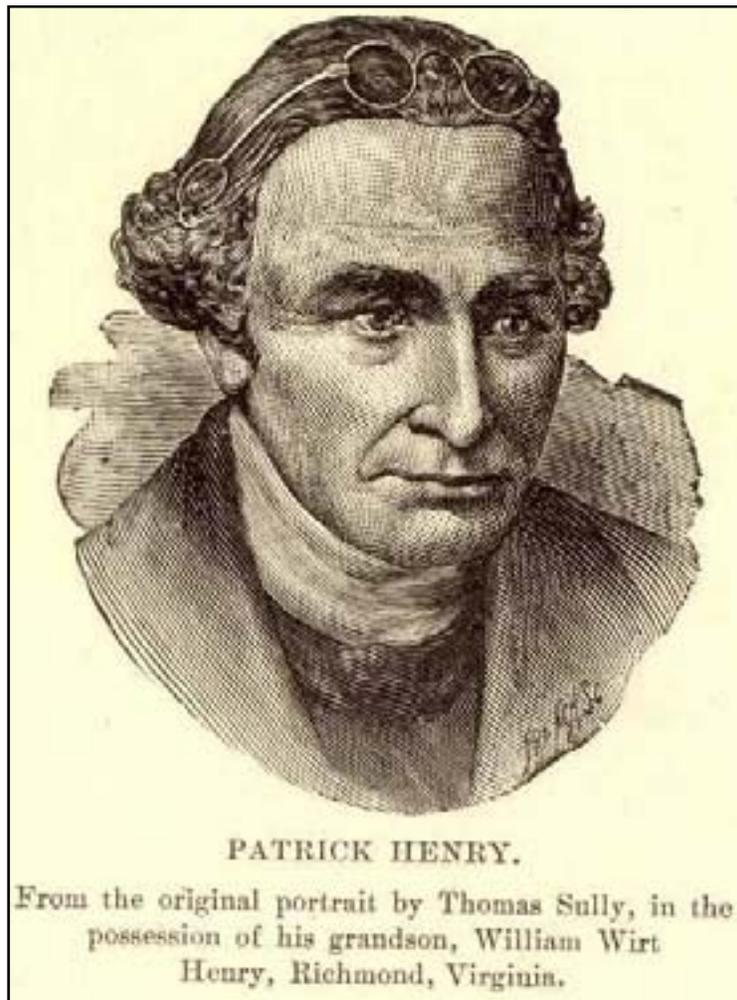


**Cook's Cabin** — Two enslaved people, Milly the cook and Harrison the coachman, lived in a two-story log cabin. This reconstruction uses the original logs from their cabin. Both Milly and Harrison continued to work at Red Hill after they gained their freedom.



## ***Patrick Henry, “Orator of Liberty”?***

Despite his title as “Orator of Liberty,” Patrick Henry owned sixty-six slaves. Liberty for him, and for many of the patriots of the American Revolution, applied only to white males. Lord Dunmore offered enslaved Africans their freedom if they would join the British in the fight against the colonists. Some Africans ran away to take this offer, but terrible conditions and smallpox in the British camps soon sent most home. General Washington did not want African Americans to join the Continental Army at first, but he finally changed his mind.



Library of Congress

## *Give Me Liberty or Give Me Death*



This is how an artist imagined Patrick Henry's 1765 speech against the Stamp Act to Virginia's House of Burgesses. On the floor in front he has thrown down a gauntlet—a glove—which is a traditional challenge to fight.

No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the house. But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen if, entertaining as I do opinions of a character very opposite to theirs, I shall speak forth my sentiments freely and without reserve. This is no time for ceremony.

The question before the house is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at the truth, and fulfill the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offense, I should consider myself as guilty of treason towards my country, and of an act of disloyalty toward the Majesty of Heaven, which I revere above all earthly kings.

Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren till

she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the numbers of those who, having eyes, see not, and, having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth, to know the worst, and to provide for it.

I have but one lamp by which my feet are guided, and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years to justify those hopes with which gentlemen have been pleased to solace themselves and the House. Is it that insidious smile with which our petition has been lately received?

Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition comports with those warlike preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation; the last arguments to which kings resort. I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us: they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves. Sir, we have done everything that could be done to avert the storm which is now coming on.

We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult;

our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne! In vain, after these things, may we indulge the fond hope of peace and reconciliation.

There is no longer any room for hope. If we wish to be free--if we mean to preserve inviolate those inestimable privileges for which we have been so long contending--if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained--we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of hosts is all that is left us! They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength but irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak if we make a proper use of those means which the God of nature hath placed in our power. The millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone.

There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable--and let it come! I repeat it, sir, let it come.

It is in vain, sir, to extenuate the matter. Gentlemen may cry, Peace, Peace--but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!