Fourth Grade

DISCOVER AMERICA

Teacher Guide



Foundations of Religious Liberty: Understanding Faith, Freedom, and the Constitution

LITTLEPATRIOTS

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Key Themes

- The Legacy of Religious Freedom
- Religious Freedom vs. Religious Uniformity
- What is "Separation of Church and State"?
- Thomas Jefferson's Role in Religious Liberty



Core Values

- Community
- Life
- Faith
- Liberty

Learning Objectives

Students will be able to

- Explain how American symbols like the Pledge of Allegiance and the phrase "In God We Trust" reflect ideas of freedom and faith in U.S. history.
- Define key vocabulary words such as honor, opportunity, faith, unity, and motto in the context of American symbols.
- Describe the difference between natural rights and government-granted rights using examples from the lesson.
- Identify the purpose of the U.S. Constitution and explain how the Bill of Rights protects individual freedoms.
- Explain the First Amendment and describe the Establishment Clause and Free Exercise Clause in simple terms.
- Describe the origin of the phrase "separation of Church and State."

Key Terms

01 **Anti-Federalists:** people who opposed the Constitution.

02 **clause:** a special part of a law or document that explains one specific rule or idea in detail.

03 **Declaration of Independence:** an important document that declared the colonists' independence in 1776.

04 **faith:** belief in someone or something even when it can't be seen.

05 **Federalists:** people who supported the Constitution.

06 **Founding Fathers:** the leaders who helped create the United States of America.

07 **government:** a system of rules and leaders that help keep people safe and make sure everyone is treated fairly.

08 **honor:** to show deep respect for something.

09 **motto:** a short phrase that represents an important belief or value.

10 **natural rights:** special freedoms that belong to you just because you are a human being.

11 **opportunity:** having the chance to do something or achieve something.

12 **religious freedom:** the right, given by God, to practice your faith however you choose.

13 **unity:** coming together as one, despite our differences.

Introduction

TELL Students 📷🔑

Hello, little patriots! Today, we're going to explore some American symbols that show how faith has always been a part of our country. Let's begin with the Pledge of Allegiance. When we say the Pledge, we stand up tall, place our right hand over our heart, and look at the flag to show **honor**, which means showing deep respect. **[Reference Salute Image]** We honor our country because it gives us freedom, safety, and the opportunity—or chance—to grow. An **opportunity** is when we get to learn new things, try different activities, and work toward becoming the best version of ourselves.

ASK Students

What are some opportunities that you have in our country?

TELL Students 🔑

Maybe you have the opportunity to do chores at home and earn an allowance! Let's take a look at a coin you might have earned. [If possible, give groups of students American currency. If currency is not available, please print and distribute currency images.] You'll see the words "In God We Trust," which is also our country's motto, on the coin. A **motto** is a short phrase that represents an important belief or value. "In God We Trust" reminds us that our country was founded with faith in mind. **Faith** is a belief in someone or something, even if it can't be seen or touched. For example, choosing to follow a certain religion shows faith, even though you may not be able to physically see what you believe in. When we say the Pledge of Allegiance and see our motto on money, it reminds us of the role faith played in our country's founding. Let's honor our country by reciting the Pledge of Allegiance together. [Recite the Pledge of Allegiance with the class.]

ASK Students

What do you think "In God We Trust" means?

TELL Students 📷🔑

"One Nation Under God" means that our country stands together under God's protection and guidance. **Unity** is the idea of people coming together as one, even when we have different backgrounds, beliefs, or ways of speaking. **[Reference Unity Image]**

Introduction

TELL Students (continued)
When we are united, we are stronger and more capable of achieving great things—just like a family or a team of friends who support one another to reach a common goal.

ASK Students
Did you know that the words "under God" were added to the Pledge of Allegiance in 1954 when Dwight D. Eisenhower was president? The change was made to emphasize that the United States believed in God, while communist countries were atheist, which means that the people living in those countries were told that God didn't exist.

TELL Students
This change was also made to remind us that our nation is built on faith and freedom. While these two ideas are different, they are closely related. **Religious freedom** means everyone has the right to practice their faith in their own way, whether that means praying, going to a religious service, or reading a holy book like the Bible. **[Reference Bible Image]** This is an individual, personal freedom since it concerns how we think. It is important because it ensures people can fully express and practice their beliefs without fear or being told what to do.

ASK Students
Why do you think it's so important for everyone to have the right to practice their faith in their own way?

TELL Students
Think about how excited you are when you find out that you made a good grade on a test you studied hard for. You can't wait to get home and tell your parents about it! Now, imagine believing in something that was just as exciting and important to you, but never being allowed to share it with others. You would still believe it in your heart, but it would be both difficult and lonely to practice your faith when you cannot talk about it. Sadly, in some countries, people cannot openly talk about their beliefs. However, here in the United States, we are fortunate to have the freedom to express our faith.

Introduction

ASK Students
How would you feel if you were not allowed to talk about something you believe in or are excited about?

TELL Students
This freedom of speech is one of our **natural rights**, which are special freedoms everyone is born with simply because they are human. Remember, our **Declaration of Independence**, which said the colonists were no longer ruled by Great Britain, states that every person has the right to life, liberty, and the pursuit of happiness. **[Reference Declaration of Independence Image]** The **Founding Fathers**—the leaders who helped create the United States of America, such as George Washington and Thomas Jefferson—believed these rights came from God, not from any person or government. **[Reference Washington and Jefferson Images]** Religious freedom is one natural right, and it makes our country unique. It allows us to openly practice our faith without fear. When we say the Pledge of Allegiance or notice our motto, "In God We Trust," on our money, we're reminded that faith and freedom have always been central to American life.

ASK Students
Why do you think it's so important that religious freedom is considered a "natural right," rather than something that comes from a king or government? [Give students three minutes to discuss with their neighbor and then discuss as a class.]

TELL Students
Natural rights are special freedoms that come from God, meaning no one can take them away or give them away. Every person has these rights simply by being human. Just like you are born breathing, crying, and sensing the world around you, you are born with the "natural right" to live freely, speak freely, and follow your faith with your mind and heart. Religious freedom is the natural right that allows each person to worship in the way that feels right to them. **[Reference Worship Image]** In the United States, we have religious liberty. No one can tell us how to practice our faith because religious freedom is a God-given right, not something that a king or a government can give or take away. This freedom was central to America from the very beginning, and it is something that makes our country special today.

Introduction

ASK Students
Who should protect our natural rights?

TELL Students 📷🔑
Though the government doesn't give us our rights, it's important for the government to protect our rights, such as religious freedom, so that everyone can live freely and fairly. A **government** is a system of rules and leaders who help keep people safe and make sure everyone is treated fairly. **[Reference Government Image]** It makes decisions about what we can do without being punished, and decides what happens when rules are broken. One of the government's most important jobs is to protect our rights, like the right to practice our faith. In some other countries, people aren't allowed to worship freely or may face punishment for following their beliefs. Here in the United States, our government helps safeguard religious freedom so we can follow our faith without fear.

ASK Students
What do you remember about the colonists?

TELL Students 📷
When we talk about why the government should protect our rights, it's helpful to remember why the United States was founded. Remember, the colonists felt their rights were being taken away by England, which made laws and imposed taxes without giving them a say. **[Reference King George III Image]** They believed this was unfair, especially when it came to decisions about their faith and worship. Many colonists first came to America for religious freedom from the Church of England. The colonists understood that natural rights, like being free to practice one's faith in any way you choose, come from God and should not be taken away by anyone, not even a king or government. When these rights weren't respected, the colonists decided to break away from England and build a new nation where everyone could make their own choices and worship freely.

ASK Students
We are learning about religious freedom. Sometimes this freedom is called by another name—do you know what that is?

Introduction

TELL Students

That is right! Sometimes religious freedom is also called freedom of religion. This freedom is an individual freedom, because it deals with what a person believes and thinks is true and important enough to worship. This right, often called "America's first freedom," was one of the most important things the Founding Fathers wanted to protect, because it helps support all other freedoms in our country. **[Reference United States Flag]** When people can choose their beliefs, they are also free to speak, act, and live according to what they think is right. Everything about how we speak, behave, and live begins with what we think and believe, so that must be the first freedom to protect! This important freedom, however, is often misunderstood. One phrase in particular, written by President Thomas Jefferson, is often misunderstood. Let's watch a Star Spangled Adventures cartoon to learn more about this phrase and religious liberty!

WATCH

Star Spangled Adventures Cartoon
Ep. 40: Thomas Jefferson/Religious Liberty

Lesson

TELL Students 📷

To understand what we learned in the cartoon even better, let's start by talking about a very important document, the United States Constitution. **[Reference U.S. Constitution Image]** The Constitution is the document that explains how our government is organized and how it works. When the U.S. Constitution was ratified (or approved) in 1788, it created a framework for how the federal government would operate. It includes the Bill of Rights, which is the first ten changes (called amendments) to the Constitution. These amendments are very important because they protect our individual freedoms within a strong federal government.

The federal government is the national government of the entire United States, and the capital is in Washington, D.C. Each state also has its own state government that manages local laws and decisions within that state. Your state has its own state capital, too! An important part of the Constitution is that it explains the relationship between the federal government and the state governments.

ASK Students

What is the federal government? How does it differ from a state government?

TELL Students 📷

The Constitution explains that the federal government is divided into three branches so that power is shared and balanced:

- The legislative branch makes the laws. This is Congress, which includes the House of Representatives and the Senate. **[Reference Legislative Branch Image]**
- The executive branch carries out and enforces the laws. This branch is led by the President. **[Reference Executive Branch Image]**
- The judicial branch interprets the laws and explains what they mean. This includes the Supreme Court and other federal courts. **[Reference Judicial Branch Image]** These three branches work together, but each has its own job. This system helps make sure no single part of the government becomes too powerful.

Lesson

ASK Students

Why do you think people would want rules in the Constitution that not only organize the government, but also make sure every person is protected and treated fairly?

TELL Students

Remember that when the Constitution was ratified in 1788, it created a framework (kind of like a "how-to-guide") for the federal government, but it said very little about the rights of individual citizens (we talked about those, too — they are the "natural rights" we all have!). Many people worried that the new government would become too powerful and take away their basic freedoms. After winning independence from Great Britain, the states were afraid that the new U.S. federal (national) government that was set up in the Constitution would have too much power over individual freedoms, just like a strong central authority in the British monarchy. **[Reference King George III Image]** People who supported the Constitution were called **Federalists**, and those who opposed it were called **Anti-Federalists**. Leaders like Patrick Henry argued that the Constitution might create "a great and mighty empire." Since he was concerned about the Constitution giving too much power to the federal government, he was an Anti-Federalist. Many thought that concerns like his needed to be addressed.

ASK Students

What concerns did some people have about the Constitution?

TELL Students

Because of these concerns, debates happened all across the country as the Constitutional Convention leaders within each state discussed whether or not their state would ratify (or accept) the Constitution. **[Reference Debate Image]** Many Americans believed that having a Bill of Rights would protect their freedoms, and so when the Constitution was ratified, the Federalists promised that one of the first acts of the new government would be to add one.

ASK Students

What is the Bill of Rights?

Lesson

TELL Students 🔑

That's right! You probably remember that the Bill of Rights is the first ten changes (called amendments) to the Constitution. The First Amendment protects our first freedom: religion! That's probably why it is right at the top of the list. The First Amendment protects five important freedoms: religion, speech, press, assembly, and petition. Today, we are focusing on the part that deals with religion. The First Amendment has two important clauses about religion. A **clause** is a special part of a law or document that explains one specific rule or idea in detail. The two clauses that deal with religion are:

- Establishment Clause – This means the government cannot "establish" or create a national religion or say that one religion is better than another. In other words, the government cannot pick a "favorite" religion or force people to follow one.
- Free Exercise Clause – This means the government cannot stop people from practicing their religion. Everyone is free to believe in God (or not) and to worship in the way they choose.

ASK Students

What is the Establishment Clause? What is the Free Exercise Clause?

TELL Students 📷

These are important clauses that can be tricky to remember! Let's think of it this way: the Establishment Clause means no favorites, and the Free Exercise Clause means free to practice. Let's try to remember these two words— silent thumbs up every time you hear "establish" or "exercise." Now, let's turn back to our cartoon to see why this matters. In the cartoon, we see leaders, also called elders, from the Danbury Baptist Church. The Danbury Baptist Church was just one type of church in Connecticut. **[Reference Congregationalist Church Image]** At that time, Connecticut had a state-supported church called the Congregational Church. People who lived in Connecticut had to pay required taxes to support this church, even if they did not attend it or belonged to a different church. People who were not Congregationalists, such as the Baptists, had to ask state officials for permission to be excused from paying these taxes or supporting it as the "established" church. The Baptists felt this was not fair, and they were worried that their freedom to practice or "exercise" their own religion (their religious freedom!) could eventually be taken away.

Lesson

ASK Students
Do you think it is fair for a state government to have a state-supported church?

TELL Students
The Danbury Baptist elders did not think this was fair either! The colonists had seen this before in Europe, where governments chose one official religion and expected people to follow it. The colonists were familiar with how government-supported or "established" churches operated in Europe and knew that they did not want that to happen in America. Remember—limiting how someone practices their faith is not an example of religious freedom or free exercise.

ASK Students
How would it feel if you were told you could not practice your beliefs the way you wanted?

TELL Students 📷
The elders explain that religious freedom is a right, not a privilege. Remember when we talked about natural rights? Natural rights are something every person is born with, and no government can take them away or give them away. Because they were concerned that the state of Connecticut could try to take away their right to worship freely, the Danbury Baptists wrote a letter to newly elected President Thomas Jefferson in 1801. **[Reference Thomas Jefferson Image]**

ASK Students
What did the Danbury Baptist elders decide to do?

TELL Students
That's right! The Danbury Baptists wrote to Thomas Jefferson, the new president, because they were worried that the government might interfere with their free exercise of religion. They believed their religious rights were being treated like something the government could allow or take away, instead of unalienable rights that every person is born with and should always have. In other words, they felt their freedom depended on whether the government decided to permit it, rather than being a guaranteed right. Even though this situation was happening in their state of Connecticut and not directly with the federal government, they still wrote to President Jefferson.

Lesson

TELL Students (continued)

They hoped he would listen to their concerns and use his influence to help. You see, even though Thomas Jefferson was President of the United States in 1801, the Baptists recalled his "past services…in a course of more than 30 years," during which time he had already been asked by Virginians whether or not an individual state could take away someone's right to religious freedom. President Jefferson's famous answer was *absolutely not!*

ASK Students

Why did the Danbury Baptists write a letter to President Jefferson?

TELL Students

Before this, in 1785, Thomas Jefferson had been asked to help protect the religious freedom of the Baptists and Presbyterians during his time in the Virginia House of Delegates. With his mentor George Wythe, Jefferson wrote an important document called the Virginia Statute for Religious Freedom. In January of 1786, James Madison, one of Jefferson's closest friends and neighbors, wrote to him that the Statute had passed and was now a law! Madison, who was a great champion of religious freedom, excitedly wrote that the law had "extinguished forever the ambitious hope of making law for the human mind."

This law said that:

- Everyone has the right to believe what they want
- The government cannot control what you believe
- You are free to practice your faith without interference

This law protects the idea that your faith is your own choice, and no one—not even the government—can tell you what to believe.

ASK Students

What is the Virginia Statute for Religious Freedom, and who authored it?

Lesson

TELL Students 📷

In the cartoon, we also see James Madison, who wrote the Bill of Rights. Madison is reminding President Jefferson how important the protections in the Bill of Rights are for keeping people's individual freedoms safe. Madison was with Jefferson 15 years earlier when Jefferson was working on the Statute in Virginia, so we know how strongly they both felt about individual liberty. **[Reference James Madison Image]** Remember, the First Amendment is part of the Bill of Rights. It protects religious freedom in two important ways:

- The Establishment Clause means the government cannot create an official national religion or favor one religion over another.
- The Free Exercise Clause means the government cannot stop people from practicing their religion.

Together, these protections help make sure that people are free to believe and worship in their own way without government control. This is why it is so important to learn about and follow the Constitution. It structures how we protect our freedoms, and it helps protect the rights of all people.

ASK Students

Who put the Bill of Rights into the United States Constitution?

TELL Students

In response to the Danbury Baptists, President Jefferson wrote a very important message. He said: "Believing with you that religion is a matter which lies solely between Man and his God, that he owes account to none other for his faith or his worship, that the legitimate powers of government reach actions only, and not opinions, I contemplate with sovereign reverence that act of the whole American people which declared that their legislature should 'make no law respecting an establishment of religion, or prohibiting the free exercise thereof,' thus building a wall of separation between Church and State." Let's break that down.

Jefferson is explaining that religion is something personal—it is between each person and God. He says that the government should not control what people believe or how they worship. Instead, the government's job is only to manage actions and laws, not people's thoughts or faith.

Lesson

ASK Students

Where did the phrase "wall of separation between Church and State" come from?

TELL Students 📷

That's right! This phrase came from a letter that Jefferson wrote to the Danbury Baptists. This phrase is not in the U.S. Constitution. When Jefferson refers to a "wall of separation between Church and State," he is using a word picture, which means he is using simple words to create an image in our minds that helps explain an idea. **[Reference Wall Image]** We also know from Jefferson's Virginia Statute that he believed "God...created the mind free...making it altogether insusceptible of restraint." This phrase isn't in the Constitution either, but both phrases make it clear that Jefferson held that the State should not control one's beliefs or religion, which is the Church. What is actually in the U.S. Constitution is the First Amendment, written by Madison based on these same ideas. The amendment is made up of two important clauses. The Establishment Clause means the government cannot create an official religion or favor one religion over another. The Free Exercise Clause means the government cannot stop people from practicing their religion. **[Reference U.S. Constitution Image]** These two clauses still have the power to protect religious freedom for all Americans, just as Jefferson and Madison intended.



Poetic Patriots: Faith, Freedom, and Founding Fathers

Objective

Fourth-grade students will create a short poem that describes how the United States was founded on faith and freedom and explains the role of religious liberty in our country.

Materials Needed

- Large sheets of paper or writing journals
- Markers, crayons, or colored pencils (for illustrations)
- Pre-written poetry prompts (optional)
- Sample rhyming words (optional)
- Inspirational quotes from the Founding Fathers about faith and religious freedom

Introduction & Discussion

1. Warm-Up Question: Ask students, "How do you think faith and freedom worked together to help build our country?"
2. Quick Review: Discuss how the Pilgrims, Puritans, and Founding Fathers saw faith and religious liberty as important parts of the new nation.
3. Introduce the Activity: Explain that students will write a short poem about faith and freedom. Poetry can be rhyming (e.g., "We stand together, strong and free, / With faith in God for all to see.") or free verse (non-rhyming).

Brainstorming

1. Word Web: Write the words “Faith” and “Freedom” on the board.
2. Group Discussion: Have students brainstorm words related to these topics (e.g., hope, worship, prayer, choice, belief, trust, unity, justice).
3. Historical Connections: Ask:
    - How did faith help the Pilgrims when they came to the New World?
    - Why did the Founding Fathers believe religious freedom was important?
    - How does religious liberty help people today?
4. Quote Inspiration: Share a quote from Thomas Jefferson or James Madison about religious freedom to spark ideas.



Poetic Patriots: Faith, Freedom, and Founding Fathers

Writing the Poem

1. Choose a Format:
   - Acrostic Poem: Write "FAITH" or "FREEDOM" vertically and have each letter start a sentence.
   - Rhyming Couplets: Every two lines should rhyme (e.g., "America was built on faith so strong, / With liberty to worship all life long.")
   - Free Verse: No rhyming required—just express their thoughts freely.
2. Provide Poetry Starters (Optional):
   - "Faith and freedom go hand in hand..."
   - "Our country was built on a dream so true..."
   - "With courage, the Pilgrims sailed the sea..."

Illustrating and Sharing

1. Decorate: Have students add a simple drawing or symbol to their poem, like a flag, church, or open hands representing freedom.
2. Gallery Walk: Tape all poems to the walls or desks and allow students to walk around, read each other's work, and leave positive comments on sticky notes.
3. Sharing: Invite a few volunteers to read their poem aloud to the class.

Reflection & Wrap-Up

- Discussion Questions:
  - What was your favorite part of writing about faith and freedom?
  - Why do you think religious liberty is important today?
  - How does poetry help us express ideas about history and values?
- Closing Thought: Remind students that just like the Founding Fathers used words to shape the nation, they have used their own words to celebrate faith and freedom.

Outcome

Students will creatively express their understanding of faith and religious liberty through poetry, deepening their appreciation for these values in American history.

True/False Quiz

NAME: _____ DATE: _____

Directions: Read each statement carefully. Circle **True** if the statement is correct or **False** if it is not.

1. The Pledge of Allegiance includes the phrase "One Nation Under God."
   True / False

2. A motto is a long story about a country's history.
   True / False

3. The words "In God We Trust" can be found on American money.
   True / False

4. Faith means believing in something even if you can't see or touch it.
   True / False

5. The United States was founded without any religious beliefs or values.
   True / False

6. Religious freedom means that people can choose how they worship and practice their faith.
   True / False

7. The words "under God" were added to the Pledge of Allegiance in 1954.
   True / False

8. Freedom of religion means the government can force people to follow one specific religion.
   True / False

9. Thomas Jefferson wrote a letter to the Danbury Baptists to explain religious freedom.
   True / False

10. The First Amendment protects people's right to worship freely.
    True / False

11. The Founding Fathers believed that religious freedom was a natural right given by the government.
    True / False

12. Saying the Pledge of Allegiance and recognizing "In God We Trust" reminds us of the faith that helped shape our country.
    True / False

Answer Key: True/False Quiz

1. The Pledge of Allegiance includes the phrase "One Nation Under God."
   True

2. A motto is a long story about a country's history.
   False

3. The words "In God We Trust" can be found on American money.
   True

4. Faith means believing in something even if you can't see or touch it.
   True

5. The United States was founded without any religious beliefs or values.
   False

6. Religious freedom means that people can choose how they worship and practice their faith.
   True

7. The words "under God" were added to the Pledge of Allegiance in 1954.
   True

8. Freedom of religion means the government can force people to follow one specific religion.
   False

9. Thomas Jefferson wrote a letter to the Danbury Baptists to explain religious freedom.
   True

10. The First Amendment protects people's right to worship freely.
    True

11. The Founding Fathers believed that religious freedom was a natural right given by the government.
    False

12. Saying the Pledge of Allegiance and recognizing "In God We Trust" reminds us of the faith that helped shape our country.
    True

Resources

- https://founders.archives.gov/documents/Hamilton/01-01-02-0057
- https://minio.la.utexas.edu/webeditor-files/coretexts/pdf/163020model20of20christian20charity.pdf
- https://www.biblegateway.com/passage/?search=Matthew%205%3A13-15&version=KJ21
  https://www.history.com/news/pilgrims-puritans-differences
- https://encyclopediavirginia.org/entries/church-of-england-in-virginia/
- https://www.history.com/news/religion-13-colonies-america
- https://education.nationalgeographic.org/resource/gods-mosaic/
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- James Madison, "From James Madison to Thomas Jefferson, 22 January 1786," National Archives, https://founders.archives.gov/documents/Madison/01-08-02-0249.
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Images

Salute



Credit: Canva Pro

United



Credit: Canva Pro

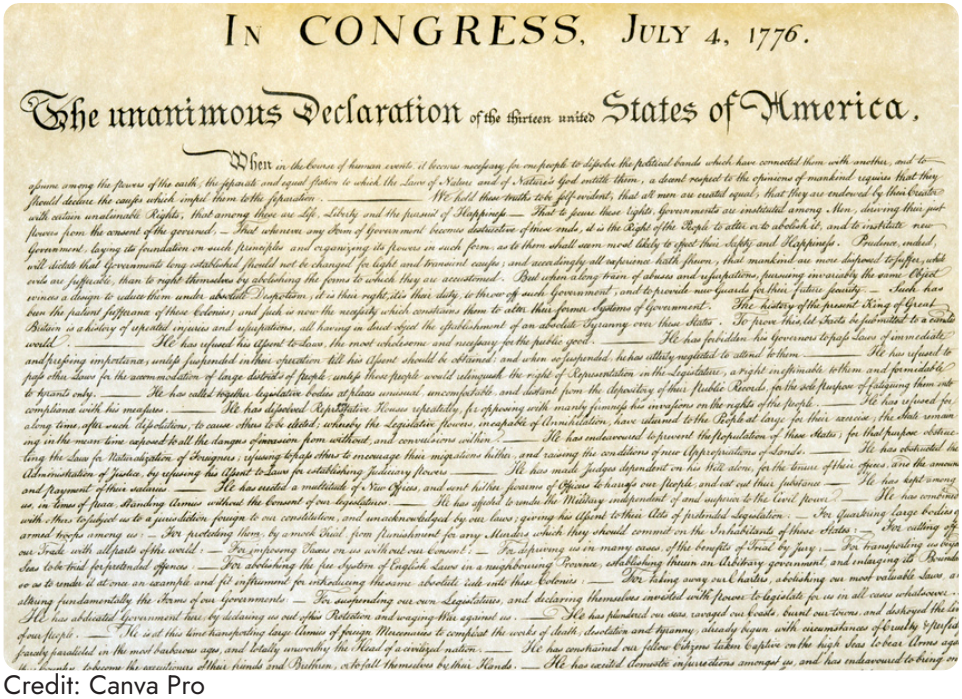
Images

Bible



Credit: Canva Pro

Declaration of Independence


IN CONGRESS, JULY 4, 1776.

The unanimous Declaration of the thirteen united States of America,

When in the course of human events, it becomes necessary for one people to dissolve the political bands 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 of 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. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. — Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world. — He has refused his Assent to Laws, the most wholesome and necessary for the public good. — He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them. — He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only. — He has called together Legislative bodies at places unusual, uncomfortable, and distant from the depository of their Public Records, for the sole purpose of fatiguing them into compliance with his measures. — He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people. — He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within. — He has endeavored to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands. — He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers. — He has made Judges dependent on his will alone, for the tenure of their offices, and the amount and payment of their salaries. — He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our People, and eat out their substance. — He has kept among us, in times of peace, Standing Armies without the Consent of our Legislatures. — He has affected to render the Military independent of and superior to the Civil power. — He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended legislation: — For quartering large bodies of armed troops among us: — For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States: — For cutting off our Trade with all parts of the world: — For imposing Taxes on us without our Consent: — For depriving us in many cases, of the benefits of Trial by jury: — For transporting us beyond Seas to be tried for pretended offences: — For abolishing the free system of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies: — For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments: — For suspending our own Legislatures, and declaring themselves invested with Power to legislate for us in all cases whatsoever. — He has abdicated Government here, by declaring us out of his Protection and waging War against us. — He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people. — He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & Perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation. — He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands. — He has excited domestic insurrections amongst us, and has endeavoured to bring on

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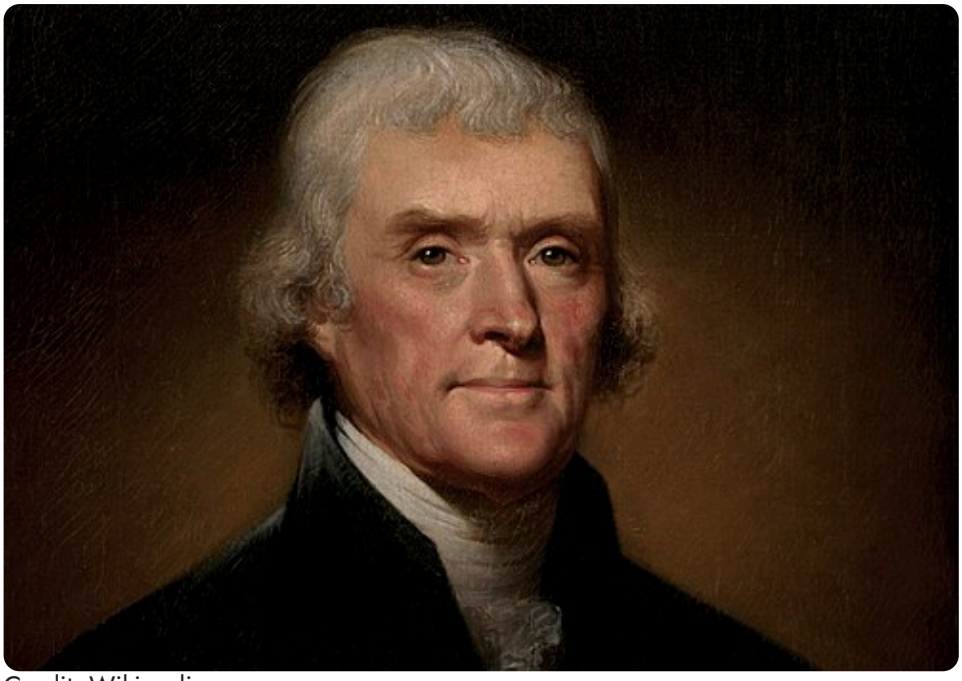
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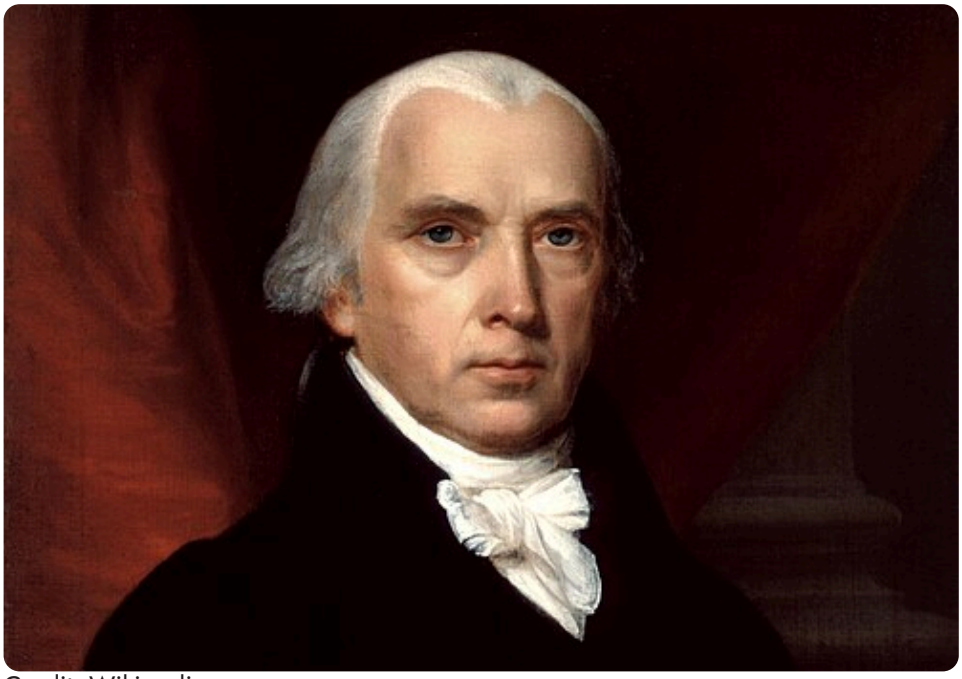
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Notes