

LIBERTY BY REBECCA HINSON

(HISTORY/NONFICTION)

Questions for *Liberty* by Rebecca Hinson

LEVEL 1: What does it say?

General Understanding

- Quote accurately from the text when explaining why the colonists fought for liberty.

Key Details

- What events led up to the creation of the Declaration of Independence?
- How does the text characterize the determination of the Americans?
- Explain the interactions between the Americans, the British, the French, the Spanish, and the Dutch which led to an American victory.

LEVEL 2: How does it work?

Vocabulary

- Determine the meaning of liberty, territories, levied, imports, taxes, stationed, harasses, enrages, harbor, Parliament, revolt, militia, rebels, fortified, abandon, proclaims, adopted, God-given, pursuit, mock, defeat, enemy, capturing, surrenders, quarters, allies, fierce, campaign, Continental Army, resigns, supreme, welfare, secure, and blessings.

Structure

- Compare and contrast the chronology of major events which led to the Act of Independence of Haiti in *Independence* and the Declaration of Independence of the United States of America in *Liberty*.

Author's Craft

- By the time of the American Revolution, "Yankee Doodle" had up to 190 verses. Analyze accounts of the song in *Liberty* and in the *The Real History of the American Revolution* (below), noting how the points of view are different and similar. What person is the actual song written in?

The Real History of the American Revolution:

We call the most famous song of the American Revolution “Yankee Doodle,” but its original title was “The Farmer and His Son’s Return from a Visit to the Camp.” The song originated with the redcoats and was meant to make fun of the unpolished, untrained, and ill-equipped Patriot militiamen, but was soon taken up by the very objects of the intended ridicule.

Yankee Doodle

Father and I went down to camp
Along with Captain Gooding
And there we saw the men and boys
As thick as hasty pudding. . . .

Chorus

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

LEVEL 3: What does it mean?

Author’s Purpose

- Explain how the author uses reasons and evidence to support her assertion that a disagreement over taxes on imports was the match which ignited the American Revolution.

Intertextual Connections

- Draw on information from the following sources to learn about George Washington.

http://www.pbs.org/ktca/liberty/popup_washington.html

<http://americanhistory.si.edu/treasures/revolution>

<https://www.youtube.com/watch?v=RpE-4KdqmwA>

<https://www.varsitytutors.com/earlyamerica/lives-early-america/ramsays-life-washington/life-george-washington-david-ramsay-chapter-one>

LEVEL 4: What does it inspire you to do?

Opinion with Evidence or Argument

- Integrate information from the following links to learn how our forefathers protected liberty for future generations through the creation of the Charters of Freedom, the Declaration of Independence, the United States Constitution, and the Bill of Rights.

<https://www.archives.gov/museum/visit/rotunda.html>

<https://www.archives.gov/founding-docs>

<https://www.youtube.com/watch?v=yb7MI8NQLoo>

<https://www.youtube.com/watch?v=LKJMWHCUoiw>

https://www.youtube.com/watch?v=uihNc_tdGbk

<https://www.youtube.com/watch?v=yYEFm5dLMQ>

<https://www.youtube.com/watch?v=ETroXvRFoKY>

<https://www.youtube.com/watch?v=GDZp5-w-fZ8>

<https://www.archives.gov/founding-docs/declaration-transcript>

<https://www.archives.gov/founding-docs/constitution-transcript>

<https://www.archives.gov/founding-docs/bill-of-rights-transcript>

<https://www.youtube.com/watch?v=xsMNViBztF0>

Sources

Alan Axelrod, *The Real History of the American Revolution*

National Archives

Public Broadcasting Service

Varsity Tutors

Rebecca Hinson, *Independence*

Youtube

The National Museum of American History