



Teacher's Guide

Central Question:	What can two editions of the same document tell us about Revolutionary America and England?
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Section I: Introductory Materials

Welcome:

Greetings, teachers!

This Teacher's Guide was created specifically for use with the online digital project *Explore Common Sense: The Digital British Edition* of Thomas Paine's seminal revolutionary pamphlet (<http://explorecommonsense.com/>). It was designed based on the belief that you, the teacher, know your students best. Therefore, this guide is structured as a menu for you to choose from and customize, rather than as a script or procedure for you to follow. Suggestions are included about how and when you might wish to use each option, sample materials are included, and ideas for accommodating and modifying lessons to meet the needs of individual students are listed whenever possible. Ultimately, however, you, the teacher, must pick, choose, adapt, modify, and instruct based on the specific needs, skills, and experiences of your students. To that end, this guide is provided in an editable format to allow you to do your job as effectively and painlessly as possible.

We hope you find *Explore Common Sense* and this Teacher's Guide to be valuable resources in your classroom! We would greatly value your feedback on this Guide and invite you to share what worked, what didn't, and your own ideas for using this valuable digital resource as a learning tool for students. Drop us a note at ecsauthors@gmail.com anytime.

Happy Exploring!

-The *Explore Common Sense* Team

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Introduction and Background to the British Edition of Common Sense

First published in Philadelphia in 1776, Thomas Paine's pamphlet *Common Sense* "shifted the political landscape of the patriot movement from reform within the British imperial system to independence from it."¹ "Soon, publication of *Common Sense* spread abroad as well. It was published across Europe, in Paris, Germany, and in London, the heart of the British empire. London publisher John Almon printed *Common Sense* in 1776 along with several other tracts on government at his office, located 'opposite Burlington-House in Piccadilly.' Almon, however, made a handful of additions to the text, and deleted segments concerning the king and the British government that might subject him to accusations of libel or treason."² *Explore Common Sense* is a scholarly digital edition of Almon's first printing of *Common Sense*.

By studying Almon's additions and deletions in combination with the interpretive essays on the *Explore Common Sense* site, students will discover what two different editions of the same document can tell us about Revolutionary America and Britain.

Context for this Lesson

This lesson plan is designed for upper-level high school or lower-division undergraduate students who are already familiar with the American publication of the *Common Sense* pamphlet. This lesson is ideal for:

- A unit on the American Revolution
- A unit on the British Empire
- Units on assessing and analyzing the reliability and historical context of primary source documents

Bloom's Taxonomy

The activities laid out in this guide are sequenced roughly according to the cognitive processes that make up the revised version of Bloom's Taxonomy – from simple to complex, from concrete to abstract. For the most effective lesson, choose activities that will allow your students to address a range of the cognitive processes outlined in the revised taxonomy.

Remember: recall basic facts about the American publication of *Common Sense*

Understand: locate Philadelphia and London on a map, describe the content and purpose of *Common Sense*, identify biographical characteristics of Thomas Paine

Apply: demonstrate an understanding of the process of censorship, "censor" a document based on certain interests and requirements

Analyze: Compare, contrast and question the differences between the editions of *Common Sense*, draw connections between these differences and British law/custom

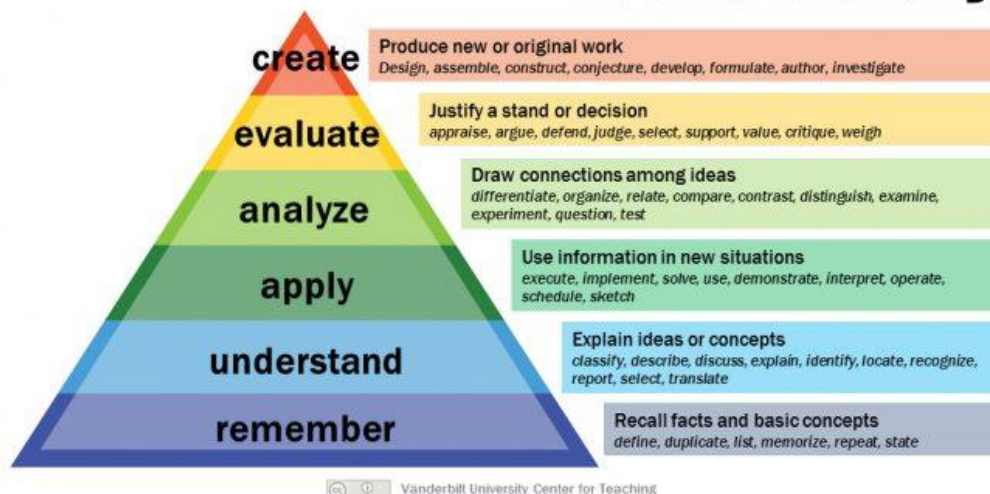
Evaluate: Critique the additions and deletions in the Almon's edition of *Common Sense*, build a case against Almon based on the deleted edition

Create: create a digital edition of a different text, create a "censored" version of a text given a particular topic and motivation

¹ Common Sense: The rhetoric of popular democracy

² Explore Common Sense

Bloom's Taxonomy



Materials Needed:

- Internet-connected computers for each student
- Teacher(s) and students should register for accounts on the Hypothesis annotation platform*

*A note about Online Discussion with Hypothes.is

Hypothes.is is an online discussion tool integrated into the *Explore Common Sense* site. Be sure you and your students are aware of the platform's privacy policy and terms of service before use. You are responsible for ensuring that you and your students understand and comply with these policies before using the platform, and that these policies are compatible with your school's policies on student privacy and data access. Your good judgement and technical savvy as a teacher are essential to facilitating a positive experience for your students in any online environment and Hypothes.is is no exception. Please see appendix G for details on setting up Hypothes.is for your classroom!

Section II: Menu of Activities

Activity A: Bell Ringer / Starter ideas

Students should already be familiar with Thomas Paine's American edition of "Common Sense." The following are introductory questions designed to stimulate student recognition and recall. They can offer a good way to begin a class session, whether students respond silently in their notebooks, verbally in class discussion, or on the Hypothes.is platform integrated into explorecommonsense.com (see appendix G for details on setting up Hypothes.is for your classroom).

- Write down any specific details you can remember about Thomas Paine's *Common Sense* (who was Paine? Why did he write it? When? Where? etc).
- How might colonists living in America have felt upon reading *Common Sense*? Why? How might people's reactions differ, and depending upon what?
- How might British subjects living in England have felt if they were to read a copy of *Common Sense*? Why? How might their reactions differ, and depending on what?
 - If you were a British subject living in England, would you want to own a copy of *Common Sense*? Why or why not? Would you carry it around with you?
- How would King George III have responded upon reading Paine's *Common Sense*?
- If you were King George III, would you try to stop the publication of *Common Sense*? Why or why not? How might people react if you did?
- Can an idea be dangerous? Explain why, or why not, and try to think of examples.
- What can you remember about King George III? Particularly,
 - How did he come to power?
 - What types of issues did he face during his rule?
 - *Displaying an image of King George III during this discussion may be useful, there is one available in the annotations on explorecommonsense.com, at <https://goo.gl/seq6BT>*
- What is a "tyrant?" Where have you heard or seen this word used before?
- What type of government did England have around the time of the American Revolution?
- What were some of the problems or grievances American colonists like Thomas Paine held against King George III and the English crown?

Activity B: Class Discussion

The following narrative attempts to anticipate and guide students in a class discussion to begin thinking critically about what a British edition of “Common Sense” might mean and how it might differ from the “standard,” American edition. Obviously, this process is highly contingent upon your students and the sequence of instruction you’ve already completed with your class. As with any class discussion, your flexibility, knowledge of your students, and ability to manage the discussion in a way that allows full student participation will be critical!

To encourage accountability and participation, you may wish to have your students write some of their responses on the Hypothes.is platform integrated into explorecommonsense.com. See appendix G for more details on setting up Hypothes.is for your classroom.

Engage with students in a discussion recalling the relationship of England and the American colonies when *Common Sense* was written just before the American Revolution. It may be helpful to have students imagine themselves as the British monarch around this time. What benefits do they gain from the American colonies? What inconveniences or troubles have the colonies caused? The colonies have provided new trade goods, markets, tax income, and prestige on the world stage. They have also attacked your officials (see this USHistory.org page exploring persecution of Loyalists living in the colonies just before the war), dumped your tea and profits into the Boston Harbor (see the Boston Tea Party), and are even talking about revolting against the Crown!

Prompt students to recall the content and tone of *Common Sense*. Previous class assignments or materials may be useful here. Discuss with students **how George III may have reacted to reading or learning about the existence of *Common Sense***. If they were in George III’s position and read the pamphlet, how would they respond? Why? If students have a printed edition of the pamphlet or internet access (an ad-free version of the US edition can be found at <http://www.let.rug.nl/usa/documents/1776-1785/thomas-paine-common-sense/>), you may ask students to find examples of passages which they, as British monarch, would object to.

As students express the monarch’s displeasure with *Common Sense*, it may be useful to push back on students and ask “but don’t we have freedom of speech and press?” Guide students into recalling that the US Constitution that enshrined these rights would not be created and ratified for over a decade after the publication of *Common Sense*. This is a good time to reinforce the **restrictive nature of the British crown’s relationship with the colonies** and get students thinking about how legal and social standards may have differed in revolutionary Britain. Depending on your class’s experience, specifics (e.g. Stamp Act) may usefully be brought into the discussion here.

Students may suggest the idea of George III banning, destroying, discrediting, or otherwise suppressing the pamphlet. Turn the discussion toward the British people, say, those living in London (Why London? Remind students that London is the capital city and so where George would spend most of his time. Having a map of St James’s Palace to display would be useful here or, if students have internet access, ask them to find the Palace on a map service like Google Maps or OpenStreetMap). Would George be pleased if these people, his subjects, read *Common Sense*? What might he do about it?

Bring the conversation toward the ideas of censorship and libel. It may be useful to prompt students to remember which form of government (monarchy) existed in Britain and compare it to other forms of government. While libel laws exist in America today, they are not used to prosecute public criticism or name-calling of the chief executive.

Compare this to the idea of “seditious libel” that would have applied to 18th-century British subjects. From the interpretive essay on *Explore Common Sense*:

In the eighteenth century, the term “seditious libel” referred to an intentionally defamatory or malicious statement aimed at a particular person. To be labeled as seditious libel, these statements either had to be published, or the person accused had to have the intent to publish them. The victims of libel were often those in power, “persons in a public capacity,” who were supposed to be treated with respect, rather than subject to vicious attacks in print. Authority figures worried that if printers were allowed to print slanders against those in power, it would create “a dislike of their governors” in the people. Thus, criticizing government policy was permissible, but direct attacks on individuals, especially the King, were not.³

This is a great opportunity to wrap up the discussion and transition into your next activity!

³ <http://explorecommonsense.com/exhibits/show/essay1/essay1>

Activity C: Mapping and visualizing (pairs or individuals)

*This activity emphasizes the physical proximity of J. Almon's publishing house "**opposite Burlington-House in Piccadilly**," to the king who could have arrested Almon for one libelous sentence. Version C1 of this worksheet asks students to use several customization options on Google Maps as a digital literacy exercise. Version C2 omits much of this map customization. Use whichever version is the best fit for your class objectives or use the two versions to differentiate for individual student needs.*

The essay "Who Was J. Almon?" (<http://explorecommonsense.com/exhibits/show/almon/almon>) may provide useful context for this activity. Your students can also use the Hypothes.is discussion tool integrated into explorecommonsense.com to discuss this activity. Please see appendix G for details on setting up Hypothes.is for your classroom.

Use Student Handout C1 and/or C2 for this activity.

Students, working individually or in pairs, will:

- Find the following on Google Maps: **Burlington House, Buckingham Palace, St James's Palace, 10 Downing St.** Save each location to a custom map.
- Research to discover and briefly and simply state, what is the significance of these locations? Type these brief notes (and their attribution links) into your custom map notes for each location.
- Move the map to Washington DC, and locate: **the White House, and the US Capitol Building** for perspective. Add them to your custom map, using different color layers.
- Use the tools in My Maps to draw a straight line between the White House and the Capitol Building. Record the distance. Use the "directions" feature of Maps to estimate how long it would take to walk from one location to another. While you are there, take a look at Street View and spend a minute playing virtual tourist.
- Repeat the process in England: use the tools in My Maps to measure the straight-line distance from Burlington House to St. James's Palace(?). Use the "directions" feature to estimate how long it would take to walk from one location to another. Imagine: this is how long it would have taken the king's soldiers to march to Almon's publishing house and seize him, had King George given the order.
- What can you infer about Almon, given this exercise?

Activity D: Small Group Censors

This activity asks students to play the role of censors as they assess the rhetorical and specific word choices of a selection of documents.

First, students role-play as censors from the fictional nation of Arstotska, tasked with removing past-tense words from a selection. This familiarizes students with the process of censorship and the importance of even single words in a text.

Next, students role-play as censors working for King George III, looking out for statements that could be considered “seditious libel” in “Common Sense” itself. Other contemporary texts are also included as an extension activity or can be used to differentiate your instruction for students with varying needs.

This activity lends itself well to the use of the Hypothes.is discussion platform integrated into explorecommonsense.com. Students can highlight and annotate their redactions on the digital British edition of “Common Sense” instead of or in addition to Handout D3. Please see appendix G for details on setting up Hypothes.is for your classroom.

Part 1: Censoring past-tense words:

- Divide students into groups of 2-4 students each, or students may work individually.
- Distribute one copy of Student Handout D1: Arstotskan Censor's Briefing to each student, and have them read instructions silently or aloud to the class. Ensure that students understand the assignment, taking questions if needed.
- Give each student or group a document or set of documents (depending on the time you wish to spend) to censor. The only necessary criterion is that the text contain some past-tense words, so feel free to use something from the day's news, a topic of special interest to your students, or any other text you choose.
- Circulate to monitor, assist, and discuss while students work on their censorship task. Feel free to add additional censorship criteria if students find this activity too simple. The goal is simply to make redactions based on objective criteria.
- When students are finished or you are ready to move on, discuss the activity with the class. Was it easy or difficult? Useful or silly? Why? In this example, censoring past-tense words seems silly, but it may be worth noting that in 2018 China's Weibo microblogging service banned terms like “I disagree” and images of Winnie the Pooh.^{4,5}

Part 2: Censoring “Common Sense” and other real-world texts

- Adjust student groups if needed. Distribute a copy of Handout D2: British Censor's Briefing to each group, and a copy of Handout D3: British Censor's Report to each student.
- Explain that now students will role-play as a censor from a real time and place in history: Colonial-era Britain. Hand out to each student/group a copy of Handout D4: “The Constitutional Courant” and/or D5: “No Stamped Paper to be had.” Each publication is based on criticism of the Stamp Act, so it may be helpful to briefly review the purpose and function of the Stamp Act as your class begins this activity.

⁴ <http://www.newsweek.com/chinas-weibo-it-forbidden-disagree-president-xi-jinpings-plan-rule-822052>

⁵ <http://www.businessinsider.com/winnie-the-pooh-memes-china-censored-xi-jinping-2018-2>

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These are challenging texts, with wording and letter forms (such as the long-S) that might be unfamiliar to students.

- To condense the lesson, you may wish to instead have students use Handout D6: “Common Sense Excerpts,” but note that this same selection of text is used in Activity F, and so will be a repetition if you plan to deliver that lesson as written.
- Students should record their censoring decisions on Handout D3, listing the text they excised and an explanation for each example.
- You may choose to have students/groups present their findings to the class, turn them in to you for a grade, or discuss their responses in your class Hypothes.is group. See Appendix G for details on setting up Hypothes.is for your classroom.

Activity E: Analysis of the Text and Interpretive Essay

This activity asks students to do a close reading of an essay by one of the explorecommonsense.com authors and discover how and why publisher J. Almon made his decisions about what text to censor from the British version of “Common Sense.”

Based on your class, you should specify to students what level of response is required and appropriate. For example, make your expectations clear about whether students directly quoting from the explorecommonsense.com site is acceptable in your classroom or not, and if so, how students should cite the source.

The Hypothes.is discussion platform is available from the page containing the essay, so if you wish, students may use Hypothes.is to respond to the questions and to one another. See Appendix G for more details on setting up Hypothes.is for your classroom.

Students should each receive a copy of Handout E and answer the questions in the format of your choosing, based on the essay at <http://explorecommonsense.com/exhibits/show/essay1/essay1>.

Sample appropriate responses:

1. students can easily find the author's name, but should look more closely at the site to find her brief bio – this should be an integral part of students' use of online sources
2. the “about” page of the ECS project website.
3. students may identify that as a trained and educated historian, the author could be expected to have minimal bias. Students may also identify that the author is American-educated and interested in early American history, so may naturally feel inclined to support the publication of *Common Sense* against the wishes of the British who held America as a colony.
4. The explosion of literacy, the expansion of printing to keep pace, and the resultant growth of a “literary culture” gave birth to new literary forms like the political pamphlet in general and *Common Sense* in particular (para. 1)
5. Parliament allowed the Licensing Act to lapse in 1695, ending the requirement that any published document be licensed by crown or church (para. 2)
6. The default google definition of “seditious” as of this writing is perfect and specifically mentions rebelling against a monarch. Students should mention “publication” in their description of libel (classrooms with existing procedures for handling new vocabulary words will want to add “libel” to their lists) (para. 3)
7. Only recommended for classrooms with extensive experience navigating online sources, as this touches on a present-day hot button issue: If desired, teachers can extend this to a discussion of President Trump's comments and Tweets about altering libel laws.⁶ Only recommended for Twitter-savvy teachers, presents an opportunity for students to use Twitter for bona fide classwork.

⁶ <https://www.politico.com/story/2017/03/donald-trump-new-york-times-libel-laws-236694>

Activity F: Two-Sided Role Play

In this activity, students will work with the text of “Common Sense” and make deletions in the text to avoid a charge of seditious libel. This will assess students’ understanding of the concept of censorship as well as the specific circumstances in which Almon published “Common Sense.”

Note that if you used Handout D6, this text will be a repeat of the text from that handout.

This activity will work best with students working individually or in pairs.

1. Assign students their roles:

Give half of your students handout H1, and the other half handout H2.

H1 has students role play as the monarch of Britain.

H2 has students role play as publisher J. Almon.

2. Independent work

In both cases, students are tasked with **identifying three deletions they would expect might violate the laws against seditious libel**. For the monarch, this is a matter of preserving your reign – you can’t have such awful things printed about you in your own capital! For the publisher, this is a matter of self-preservation – you believe in what you’re printing, but you don’t want to get sent to jail for it. With a little clever editing, you think you can avoid arrest but still get your point across.

3. Pair-share: compare your notes

As they finish, ask students to partner with someone who played the opposite role – monarchs pair up with publishers. Students should compare notes. Did they identify the same deletions? If they were different, each student should explain their reason behind their decisions. Students may change their deletions if they are sufficiently persuaded by their partner’s reasoning.

4. Check the real British Edition

Finally, send students to explorecommonsense.com on an internet-enabled device. They should click one of the links that reads “British Edition of Common Sense,” then find and click the thumbnail image for “page 24” (<http://explorecommonsense.com/items/show/35>). The text on this page matches the text of their handout. In their pairs or individually, students should compare their own deletions to those made by Almon in the British edition of Common Sense. You may wish to have students discuss how well they matched the real text on Hypothes.is. See appendix G for details about setting up Hypothes.is for your classroom.

5. Reflection

Students will then write a reflection outlining their experience:

- which role were they assigned?
- what deletions did they make?
- where, specifically, did they agree or disagree with their counterpart?
- where, specifically, did they agree or disagree with the decisions made by the real Almon in the British Edition of *Common Sense*?

Appendices

The remaining pages are handouts that you can print extra copies of and distribute to your students.

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Student Handout C1: Mapping and Visualizing

Name: _____ Period/Block #: _____ Date: _____

In this assignment, you'll use Google Maps to explore the location where the British edition of *Common Sense* was published, and make inferences about the publisher.

1. Go to Google Maps. Open the menu and select "Your Places." Select the MAPS tab, and click "CREATE MAP" at the bottom of the menu. When your new "untitled map" loads, click its name and change the "Map title" to 'Common Sense.'
2. Find the following on Google Maps: Burlington House, Buckingham Palace, St James's Palace, 10 Downing St. Save each location to your custom map (use the "+Add to map" button).
3. Research to discover and briefly and simply state, what is the significance of these locations? Type these brief notes (and their attribution links) into your custom map notes for each location (click the pencil icon to edit the description of each building on your custom map).
4. Move the map to Washington DC, and locate: the White House, and the US Capitol Building for perspective. Add them to your custom map, using different color layers.
5. Use the tools in My Maps to draw a straight line between the White House and the Capitol Building. Record the distance. Use the "directions" feature of Maps to estimate how long it would take to walk from one location to another. While you are there, take a look at Street View and spend a minute playing virtual tourist.
6. Repeat the process in England: use the tools in My Maps to measure the straight-line distance from Burlington House to St. James's Palace(?). Use the "directions" feature to estimate how long it would take to walk from one location to another. Imagine: this is how long it would have taken the king's soldiers to march to Almon's publishing house and seize him, had George given the order.
7. What can you infer about Almon, given this exercise?

Explore Common Sense Teacher's Guide
Student Handout C2: Mapping and Visualizing

Name: _____ Period/Block #: _____ Date: _____

In this assignment, you'll use Google Maps to discover what publisher J Almon's street address tells us about Common Sense. Number and record your answers on a separate sheet or document.

1. Find the following on Google Maps: Burlington House, Buckingham Palace, St James's Palace, 10 Downing St. About how far apart are they from one another? (hint: there should be a scale in the bottom-right corner of your screen)
2. Based on what you find, what is the significance of these locations? Other than present-day Burlington House, what do all of these addresses have in common?
3. Use Google Street View (drag the orange person in the bottom-right onto the map) to take a virtual walk around two of the addresses above. Describe the neighborhood – what do you notice about the buildings, people, streets or sidewalks? Compare the neighborhood to your own, or your school's.
4. Move the map to Washington, DC and locate: The White House and the US Capitol Building for perspective. About how apart are they from one another?
5. Based on the map, which city seems like it would be easier to get around in, or find your way if you got lost? Why might this be?

Navigate to explorecommonsense.com and click one of the purple links that says "British Edition of Common Sense," then open "page i" (explorecommonsense.com/items/show/3)

6. Looking at "page i," the title page for the British Edition of Common Sense, where was the book published (no exact address, but pretty specific)?
7. What can you infer about Almon, given this exercise?

Explore Common Sense Teacher's Guide
Student Handout D1: Arstotzkan Censor's Briefing

Name: _____ Period/Block#: _____ Date: _____

Greetings, worker!

Welcome to the Arstotzka Department of Information Control. We are confident you will work hard in your new position of **CENSOR**.

As you know, we are always on the lookout for rebels. We must be sure that no one publish any information that will inflame these rebels and embolden them to fight against Arstotzka. These rebels are known as TENSERS because they are always using past-tense words, which of course are against regulations.

For your first assignment, use the Media Packet you will receive from your instructor. The files inside are full of past-tense words that threaten to destabilize our glorious government. Work with your team to censor out all past-tense words in these files.

You will give a presentation to your instructor, who will assess your abilities as censor. Every member of your team must assist with censorship and every member of your team must contribute to your presentation.

Sincerely,

T. _____

Minister of Information Control

Name: _____ Period/Block#: _____ Date: _____

His Majesty's Office of Colonial Affairs

10 December, 1775

Greetings, loyal subject!

Congratulations on your assignment to the important role of Censor. Your service is greatly appreciated by His Majesty King George III.

As you know, many of His Majesty's subjects love to read. England's many fine printing presses are always busy churning out excellent and informative books, pamphlets, etc. In addition, England's global empire means printed materials from across the world can be found and read here in London. These imported texts enlighten our people while providing needed tax revenue to the Crown.

However, some of these printed works coming from overseas contain **seditionous libel** against His Majesty King George III. These filthy lies threaten The Crown and our very way of life! As CENSOR, you will be given samples of materials printed overseas. Your job is to **identify and remove** any and all cases of **seditionous libel** from these texts! Only once these libelous statements are removed can the text be sold in England.

In addition, you are required to **record and explain** each instance of seditious libel that you find! This allows His Majesty's government to root out rebels and traitors and maintain peace across England's majestic empire.

On His Majesty's Royal Service,

The Right Honourable Lord George Germain, Secretary of State for the Colonies

Title of document	Date	Author/publisher
Libelous statement:		
Explanation:		

Title of document	Date	Author/publisher
Libelous statement:		
Explanation:		

Title of document	Date	Author/publisher
Libelous statement:		
Explanation:		

SATURDAY, September 21, 1765.

The Constitutional

Containing Matters interesting to LIBERTY,

JOIN OR DIE.



[NUMB. 1.]

COURANT:

and no wife repugnant to LOYALTY.

To the PUBLIC.

WHEN a new public Paper makes its appearance, the reader will naturally be curious to know from whence it came, the publisher, and the design of it. To gratify that curiosity, know reader, that the publisher having formerly acquired a competent knowledge of the Printing-business, for his amusement furnished himself with a set of proper materials;—and the authors of the following pieces having acquainted him that they applied to the printers in York, who refused to publish them in their newspapers;—not because they disapproved them, or were apprehensive of danger, but purely because several of their friends had been anxious on their account, and particularly desired them to be careful not to publish any thing that might give the enemies of liberty an advantage, which they would be glad to take, over them; and as these pieces are thought to be wrote with greater freedom than any thing that has yet appeared in the public prints, they thought proper to shew so much complaisance to the advice of their friends, as to desire to be excused, and to return the copies: But I, who am under no fear of disobligeing either friends or enemies, was pleased with the opportunity of turning my private amusements to the public good; I not only undertook to publish them, but now inform my countrymen, that I shall occasionally publish any thing else that falls in my way, which appears to me to be calculated to promote the cause of liberty, of virtue, of religion and my country, of love and reverence to its laws and constitution, and unshaken loyalty to the King.—And so I bid you heartily farewell.

Andrew Marvel.

AT a time when our dearest privileges are torn from us, and the foundation of all our liberty subverted, every one who has the least spark of love to his country, must feel the deepest anxiety about our approaching fate. The hearts of all who have a just value for freedom, must burn within them, when they see the chains of abject slavery just ready to be riveted about our necks. It has been undeniably demonstrated, by the various authors who have dared to assert the cause of these injured colonies, that no Englishman can be taxed, agreeable to the known principles of our constitution, but by his own consent, given either by himself or his representatives;—that these colonies are not in any sense at all represented in the British parliament;—that the first adventurers into these uncultivated deserts, were, in every colony, either by royal charters, or royal concessions, in the most express terms possible, assured, that all their rights and privileges, as British subjects, should be preserved to them unimpaired;—that these original concessions have been repeatedly allowed by the crown, and have never been controverted till this memorable period. The arguments by which these points have been established beyond all dispute, I need not repeat; their evidence is such as must flash conviction into the minds of all but the vile minions of tyranny and arbitrary power. The tremendous conclusion, therefore, forces itself upon us, that the public faith of the nation, in which, till now, we thought we might securely confide, is violated, and we robbed of our dearest rights by the late law erecting a stamp-office among us.

What then is to be done? Shall we sit down quietly, while the yoke of slavery is wreathing about our necks? He that is stupid enough to plead for this, deserves to be a slave. Shall we not hope still that some resource is left us in the royal care and benevolence? We have the happiness to be governed by one of the best of kings, who is our common father, and must be supposed to be under no temptations to sacrifice the rights of one part of his subjects to the caprice of another.

The power of executing the laws is, by the constitution, vested in the crown. We never can suppose that our sovereign, when our state is properly represented to him, will employ that power to execute a law so evidently iniquitous and unreasonable,

especially when a method of answering the same ends, (as far as they ought to be answered) perfectly agreeable to the constitution, so readily offers itself. Let us then besiege the throne with petitions and humble remonstrances, and not doubt of a favorable issue in the result.

It must certainly give the most sensible pleasure to every American that loves this his native country, to find a proposal set on foot for all the colonies to lay before his majesty a united representation of their grievances, and pray a redress. Such a representation as this, in the name of so large and respectable a body of his subjects, must have great weight and influence in the royal councils. That so excellent a scheme is likely to be so generally complied with, raises our hopes, and demonstrates that the sons of America are not afraid nor ashamed to be her advocates against tyranny and oppression, tho' obtruding themselves under the sanction of a law. But what are we to think of a set of mushroom patriots, who have refused to concur in so noble an attempt? In what light can we view this conduct? Shall they who by office and profession engage to assert the cause of public liberty, own themselves such dastards as to be afraid to speak, when their country is injured in her most sacred rights, yea, enslaved, lest they provoke her oppressors? 'Tell it not in Gath!'—Liberty and property are necessarily connected together: He that deprives of the latter without our consent, deprives of the former. What is a slave, but one who depends upon the will of another for the enjoyment of his life and property? This surely is a very precarious tenure. He that assumes to himself a right to deprive me of any part of my estate (however small that part may be) on certain occasions, of which he is to be the sole judge, may with equal reason deprive me of the whole, when he thinks proper: And he that thinks he has a right to strip me of all my property, when he sees fit, may with equal justice deprive me of my life, when he thinks his own interest requires it. If a king, tho' invested with lawful authority, adopts these principles, none will hesitate to pronounce him a tyrant. But where is the difference between a prince who treats his subjects in this manner, and a number of fellow-subjects who usurp such a power over others? All that I can see, is, that in the former case we should groan under the oppression of one man; but in the latter, under that of a great body of men, which will generally be by far the most intolerable, as it is much better to have only one tyrant than several hundreds.

This, my countrymen, is our unhappy lot: The same principles on which the vile minions of tyranny vindicate the present tax, will vindicate the most oppressive laws conceivable. They need only boldly assert, that we are virtually represented in the British parliament, that they are the properest judges of the sums necessary to be raised, and of our ability to pay them, therefore such a tax is equitable, be it what it will, tho' it reduces nine-tenths of us to infant beggary. If we throw in petitions against them, they need only say, 'tis against the known rules of this house to admit petitions against money bills, and so forever deny us the liberty of being heard. Was there ever a wider door opened for the entrance of arbitrary power, with all its horrors? Can the annals of Turkey produce its parallel? Even there, where tyranny has long established her gloomy throne, the subject is frequently indulged the liberty of complaining under grievances, and often uses that liberty with success. Poor America! the bootless privilege of complaining, always allowed to the vilest criminals on the rack, is denied thee!

Let none censure these free thoughts as treasonable: I know they will be called so by those who would gladly transform these flourishing colonies into the howling seats of thralldom and wretchedness; but the sentiments of such miscreants are little to be regarded. We cherish the most unfeigned loyalty to our rightful sovereign; we have a high veneration for the British parliament; we consider them as the most august assembly on earth; but the wisest of kings

may be misled; some persons they must trust for the information they receive; those persons are generally such, whose interest it is to represent all things to them in false lights; so that it is rather to be admired that they are not oftener misled than they are. Parliaments also are liable to mistakes, yea, sometimes fall into capital errors, and frame laws the most oppressive to the subject, yea, sometimes take such steps, which, if persisted in, would soon unhinge the whole constitution. Our histories bear innumerable attestations to the truth of this. It cannot be treason to point out such mistakes and the consequences of them, yea to set them in the most glaring light, to alarm the subject. By acting on this principle, our ancestors have transmitted to us our privileges inviolated; let us therefore prosecute the same glorious plan. Let the British parliament be treated with all possible respect, while they treat us as fellow-subjects; but if they transgress the bounds prescribed them by the constitution, if they usurp a jurisdiction, to which they have no right; if they infringe our liberties, and pursue such measures as will infallibly end in a Turkish despotism; if they violate the public faith, and destroy our confidence in the royal promises, let us boldly deny all such usurped jurisdiction; we owe them no more submission, in this respect, than the Divan of Constantinople; to seem to acknowledge such a claim, would be to court our chains. Be assured, my countrymen, whatever spirit we manifest on this juncture, it cannot be offensive to our sovereign: He glories in being King of freemen, and not of slaves. To shew that we are freemen, and resolve to continue so, cannot displease, but must endear us to him. It must endear us also to all the true sons of liberty in Great-Britain, to see that we have carried over the Atlantic the genuine spirit of our ancestors. We can offend none but a set of the blackest villains, and these we must always offend, unless we will tamely suffer them to tread down our rights at pleasure. With them, liberty is always treason, and an advocate for the people's rights, a fower of sedition. Let it be our honor, let it be our boast, to be odious to these foes to human kind; let us shew them that we consider them only as beasts of prey, formed to devour; that tho' full of loyalty to the best of kings, and ready to spill the last drop of our blood in his service, yet we dare bid defiance to all who are betraying the sovereign, and sacrificing his people.

While too many of the Well-wishers are thinking of nothing but tamely yielding their necks to the yoke, it revives the courage of all who wish well to their country, to see such a noble spirit prevailing in the eastern colonies. There the gentlemen, appointed to serve as tools to enslave their countrymen, have some of them gloriously disdained the dirty employments; they have scorned to raise their own fortunes by such detestable means; they have shewn that they esteem the public good, infinitely above all private emolument; in short, they have proved themselves TRUE LOVERS OF THEIR COUNTRY. Let their names be enrolled in the annals of fame; let them be embalmed to all posterity, and serve as examples to fire the breasts of patriots yet unborn. Others, we find, have been intimidated into a resignation, by those hardy sons of liberty, and have the mortification to see all their vile schemes of enriching themselves out of the plunder of their fellow-subjects, blasted in an instant. But what name shall we give those miscreants who still resolve to keep the detested office? How hard must that heart be, which is insensible of the dearest and tenderest of all obligations; which feels no sympathy for a native country, oppressed and ruined? but can please itself with the hellish prospect of increasing private wealth by bar spoils? Ye blots and stains of America! Ye vipers of human kind! Your names shall be blasted with infamy, the public execration shall pursue you while living, and your memories shall rot, when death has disabled you from propagating vassalage and misery any further: Your crimes shall haunt you like spectres, and take vengeance for the crimes of distressed innocence.

No Stamped Paper to be had.

B O S T O N, *October 28.*
W e hear from Halifax, in the province of Nova-Scotia, that on Sunday, the 13th inst. in the morning, was discovered hanging on the gallows behind the Citadel Hill, the effigies of a stampman, accompanied with a boot and devil, together with labels suitable to the occasion (which we cannot infer, not being favoured with the fame) this we are informed gave great pleasure and satisfaction to all the friends of liberty and their country there, as they hope from this instance of their zeal, the neighbouring colonies will be charitable enough to believe that nothing but their dependent situation, prevents them from heartily and sincerely opposing a tax unconstitutional in its nature, and of so destructive a tendency as must infallibly entail poverty and beggary on us and our posterity, if carried in execution.

On the 23d instant the Great and General Court met here, according to adjournment; and we hear that almost every member of the honourable house of representatives have received instructions from their constituents; and that they are of the same import with those already published.

We hear that the merchants and friends to America in England, were determined to use their utmost endeavours the next session of Parliament, in order to get the stamp act repealed.

N E W - Y O R K, November 4.

The late extraordinary and unprecedented preparations in Fort George, and the securing of the stamped paper in that garrison, having greatly alarmed and displeased the inhabitants of this city, a vast number of them assembled last Friday evening in the commons, from whence they marched down the Fly (preceded by a number of lights) and having stopped a few minutes at the Coffee-house, proceeded to the Fort walls, where they broke open the stable of the L----- G-----, took out his coach, and after carrying the same through the principal streets of the city, in triumph marched to the commons, where a gallows was erected, on one end of which was suspended the effigy of the person whose property the coach was; in his right hand he held a stamped bill of lading, and on his breast was affixed a paper with the following inscription, *The rebel drummer in the year 1715: At his back was fixed a drum, the badge of his profession; at the other end of the gallows hung the figure of the devil, a proper companion for the other, as 'tis supposed it was intirely at his instigation he acted: After they had hung there a considerable time, they carried the effigies, with the gallows intire, being preceded by the coach in a grand procession to the gate of the Fort, where it remained for some time, from whence it was removed to the Bowling green, under the muzzles of the Fort guns, where a bonfire was immediately made, and the drummer, devil, coach, &c. were consumed amidst the acclamations of some thousand spectators, and we make no doubt, but the L----- G-----, and his friends, had the mortification of viewing the whole proceeding from the ramparts of the Fort: But the business of the night not being yet concluded, the whole body proceeded with the greatest decency and good order to Vaux-Hall, the House of M----- J-----, who, it was reported, was a friend to the stamp act, and had been over officious in his duty, from whence they took every individual article, to a very considerable amount; and having made another bon fire, the whole was consumed in the flames, to the great satisfaction of every person present; after which they dispersed, and every man went to his respective habitation. The whole affair was conducted with such decorum, that not the least accident happened. The next evening another very considerable body assembled at the same place, having been informed that the L----- G----- had qualified himself for the distribution of the stamped paper, were determined to march to the Fort, in order to insist upon his delivering it into their hands, or to declare that he would not undertake to distribute the same; but before this resolution could be executed, the minds of the people were calmed by the L----- G-----'s sending the following declaration from the Fort, viz.*

T H E Lieutenant Governor declares he will do nothing in relation to the stamps, but leave it to Sir Henry Moore, to do as he pleases on his arrival.

Council-Chamber,

New-York, November 2, 1765.

By Order of his Honour,
G W. BANYAR, D. Cl. Con.

We have certain information from Boston, that the printers there intend to continue their papers, and to risk the penalties--- and that if any of them were to stop on account of the stamp act, their offices would be in danger from the enraged people.

At a general meeting of the Freemen, inhabitants of the county of Essex, in New-Jersey, at the free Borough of Elizabeth, on the 25th day of October, in the year of our Lord 1765, being the anniversary of the happy accession of his present Majesty King

George the Third, to the crown of Great-Britain, &c. upon which occasion the said freemen unanimously, and with one voice declared, first. That they have at all times heretofore, and ever would bear true allegiance to his Majesty King George the Third, and his royal predecessors, and wished to be governed agreeable to the laws of the land, and the British constitution, to which they ever had, and for ever most cheerfully would submit.

Secondly. That the stamp act, prepared for the British colonies in America, in their opinion, is unconstitutional; and should the same take place, agreeable to the tenor of it, would be a manifest destruction and overthrow of their long enjoyed, boasted and invaluable liberties and privileges.

Thirdly. That they will, by all lawful ways and means, endeavour to preserve and transmit to posterity, their liberty and property, in as full and ample manner as they received the same from their ancestors.

Fourthly. That they will discountenance and discourage, by all lawful measures, the execution and effect of the stamp act.

Fifthly. That they will detest, abhor, and hold in the utmost contempt, all and every person or persons, who shall meanly accept of any employment or office, relating to the stamp act, or shall take any shelter or advantage from the same; and all and every stamp pimp, informer, favourer and encourager of the execution of the said act; and that they will have no communication with any such person, nor speak to them on any occasion, unless it be to inform them of their villainies.

C I T Y O F N E W - Y O R K, October 31, 1765.

A T a general Meeting of the Merchants of the City of New-York, trading to Great-Britain, at the House of Mr. George Burns, of the said City, Innholder, to consider what was necessary to be done in the present Situation of Affairs, with respect to the STAMP ACT, and the melancholy State of the North-American Commerce, to greatly restricted by the Impositions and Duties established by the late Acts of Trade: They came to the following Resolutions, viz.

FIRST. That in all Orders they send out to Great-Britain, for Goods or Merchandise, of any Nature, Kind or Quality whatsoever, usually imported from Great-Britain, they will direct their Correspondents not to ship them, unless the STAMP ACT be repealed: It is nevertheless agreed, that all such Merchants as are Owners of, and have Vessels already gone, and now cleared out for Great-Britain, shall be at Liberty to bring back in them, on their own Accounts, Crates and Casks of Earthen Ware, Glass, Pipes, and such other bulky Articles, as Owners usually fill up their Vessels with.

SECONDLY. It is further unanimously agreed, that all Orders already sent Home, shall be countermanded by the very first Conveyance; and the Goods and Merchandise thereby ordered, not to be sent, unless upon the Condition mentioned in the foregoing Resolution.

THIRDLY. It is further unanimously agreed, that no Merchant will vend any Goods or Merchandise sent upon Commission from Great Britain, that shall be shipped from thence after the first Day of January next, unless upon the Condition mentioned in the first Resolution.

FOURTHLY. It is further unanimously agreed, that the foregoing Resolutions shall be binding until the same are abrogated at a general Meeting hereafter to be held for that Purpose.

In Witness whereof we have hereunto respectively subscribed our Names.

(This was subscribed by upwards of Two Hundred principal Merchants.)
In Consequence of the foregoing Resolutions, the Retailers of Goods, of the City of New-York, subscribed a Paper, in the Words following, viz.

W E the under-written, Retailers of Goods, do hereby promise and oblige ourselves not to buy any Goods, Wares, or Merchandises, of any Person or Persons whatsoever, that shall be shipped from Great-Britain, after the first Day of January next, unless the STAMP ACT shall be repealed.---As Witnesses our Hands.

Octo 31, 1765.

Extract of a Letter from a principal House in England to a Gentleman in New-York.
THE present Situation of the Colonies is really alarming to every Person who has large Shares in our Trade. We feel the Force of the late Act, in a very sensible Manner, being obliged to our Wits to find a way to pay our Trade-men, agreeable to the late Act, is a very great Burden to us; and if a Method is not taken, diametrically opposite to the former, you and we, and indeed every Person of Property, must unavoidably sink under the present Restrictions. The Colonies at this present Moment, owe us One Hundred Thousand Pounds and upwards, to be a sum to be kept out of above two Years, and no Remittances; and though this is a great sum, it is arrived at London from New-York, the whole Remittance was a single Hundred Pounds. This is what we cannot bear, therefore we are determined to stop our Hands in the Export Way, and will not ship off a single Shilling's Worth, but to Persons who can and will pay us: In this cruel Act is not repealed, we shall be great Sufferers, and our Manufacturers thrown on their Elbows, for want of Support, whilst People who employed them, will not be in a much better Situation. The Account of Remittances are stopped with you, and Trade, the Light and Foundation of England's Wealth, is entirely shut up. We dread the Consequence, and know not to what Fatality we are destined.

P H I L A D E L P H I A, November 7.

An Agreement of the same Kind, with that under the New-York Head, relating to the Importation of Dry Goods, &c. from England, is now on Foot here.

On Friday and Saturday last, the DEAFUT FIRST and SECOND Days of November, our Bells were rung muffled, and other Demonstrations of Grief shewn. From Lisbon we learn, that they had Advice there of Molezing, a Settlement belonging to the Portuguese, on the Coast of Barbary, being besieged by a strong Body of Moors.

Captain Steel, from Leith, on the 11th of September, in Lat. 48:30, Long. 27, spoke the Brig Olive Branch, Captain Robinson, from this Place for Rotterdam, out 29 Days, all well. On the 11th of October, in Lat. 36:25, Long. 57:30, he spoke the Schooner Indulger, Captain Davis, from Boston for Dominick, out 21 Days. In Lat. 27:30, Captain Steel met with a Ship belonging to Egg-Harbour, that had been blown off the Coast, without a Navigator on board, and brought her safe in with him.

Captain Adams, from Barbados, on the 19th ult. off Sinepuxent, spoke a Schooner from Rhode-Island, bound to Virginia.---Captain Adams left Bridgetown the 11th of October, when the Stamped Paper for that Island was not arrived.

Captain Hunter, from Lisbon, on the 24th of last Month, in Lat. 27:43, Long. 67, spoke two Sloops, from New-London for Barbados, out three Days; a third Sloop was in Company, but he did not speak with her.

Captain Keith, from London-derry, on the 11th ult. in Lat. 44:47, spoke a Brig from Philadelphia for Glasgow. And on the 25th, in Lat. 38:51, spoke a Snow from Boston for South-Carolina.

We hear from Georgia, that neither the Stamp Master, nor Stamp Paper, had arrived there the 20th ult.

From Bermuda we have Advice, that Captain Crepperthorn, in a Ship from Virginia for London, having lost her Main-mast, ran ashore, the Sixth of September, on the Rocks of that Island, when the Vessel was entirely lost, but the People, and Part of the Cargo, saved.

Arrived, Captain Hervey at Barbados, and Captain Aldborough at Jamaica, both from this Port. And Captain Thompson, at Jamaica, from New-York.

Student Handout D6: "Common Sense" Excerpt

I rejected the hardened, sullen tempered Pharoah of England forever; and disdain the wretch, that with the pretended title of FATHER OF HIS PEOPLE can unfeelingly hear of their slaughter, and composedly sleep with their blood upon his soul. But admitting that matters were now made up, what would be the event? I answer, the ruin of the continent.--- And that for several reasons.

First, The powers of governing still remaining in the hands of the king, he will have a negative over the whole legislation of this continent. And as he hath shewn himself such an inveterate enemy to liberty, and discovered such a thirst for arbitrary power, is he, or is he not, a proper man to say to these colonies, "You shall make no laws but what I please?" And is there any inhabitant in American so ignorant, as not to know, that according to what is called the present constitution, that this continent can make no laws but what the king gives leave to? and is there any man so unwise as not to see, that (considering what has happened) he will suffer no law to be made here, but such as suits his purpose? We may be effectually enslaved by the want of laws in America, as by submitting to laws made for us in England. After matters are made up (as it is called) can there be any doubt, but the whole power of the crown will be exerted to keep this continent as low and as humble as possible? Instead of going forward, we shall go backward, or be perpetually quarrelling or ridiculously petitioning.— We are already greater than the King wishes us to be, and will he not hereafter endeavour to make us less.

To bring the matter to one point. Is the power who is jealous of our prosperity, a proper power to govern us? Whoever says No to this question, is an independent; for independency means no more, than whether we shall make our own laws, or whether the King, the greatest enemy this Continent hath, or can have, shall tell us, "there shall be no laws but such "as I like."

Student Handout E: "Holes in the Cloth" interpretive essay

Name: _____ Class/block#: _____ Date: _____

Use the site explorecommonsense.com, and especially the interpretive essay, "Holes in the Cloth: What Got Left Out of the British Edition of Common Sense?" by Marie Pellissier (<http://explorecommonsense.com/exhibits/show/essay1/essay1>) to answer the following questions:

1. Who wrote this essay?
2. What is your source for that information?
3. How reliable do you find this author? Might she have a bias one way or another? For or against whom? Why?
4. The essay describes *Common Sense* as a child. Of whom (or what)? Explain this metaphor in your own words (what was expanding, how did it "give birth" to *Common Sense*?)
5. Specifically, how were conditions for publishers in England and her colonies different before and after 1695 (not technologically, but politically)? What changed? What was the result of the change?
6. Explain "seditious libel" in the context of eighteenth-century England according to the essay. What qualified? What didn't? It may help to quickly look up "seditious" and "libel."
7. Do you think there are laws right now in the US like those the essay talks about?
8. Find and explain this phrase in the essay: "Paine initially kept the pamphlet anonymous for similar reasons." What does it mean to be "anonymous?" What "reasons" did Paine have for doing this?
9. In which section of *Common Sense* were most of Almon's deletions made? Why do you think this might be, what was important or special about this section compared to the others?
10. Something about *Common Sense* meant that "the worst fears of the Tudors and the Stuarts had come true." What was this fear, and how had it come true?
11. When was the whole, un-censored "Common Sense" pamphlet printed in London? How long after the initial 1776 publication was this? Why do you think the pamphlet was acceptable to print at that time (what had changed)?

Explore Common Sense Teacher's Guide
Student Handout F1: "Self-Censorship"

Name: _____ Period/block#: _____ Date: _____

Congratulations! You're the reigning monarch of England and her colonies. Tax income pours in from across the globe, along with imports like sugar, tobacco, tea, and more.

Unfortunately, instead of simply paying their taxes like good subjects, your colonists in America have been growing increasingly rebellious... your advisers have brought you a book, recently published in America, that contains accusations against you and criticizes your rule! Even worse, your advisers warn you that this book will soon be published at home here in England!

Your advisers have brought a page from the book and requested that you show them the most seditious and treasonous parts so they know what to look for when the full book arrives. Where do you draw the line for what is allowed and what is treason?

I rejected the hardened, sullen tempered Pharoah of England forever; and disdain the wretch, that with the pretended title of FATHER OF HIS PEOPLE can unfeelingly hear of their slaughter, and composedly sleep with their blood upon his soul. But admitting that matters were now made up, what would be the event? I answer, the ruin of the continent.--- And that for several reasons.

First, The powers of governing still remaining in the hands of the king, he will have a negative over the whole legislation of this continent. And as he hath shewn himself such an inveterate enemy to liberty, and discovered such a thirst for arbitrary power, is he, or is he not, a proper man to say to these colonies, "You shall make no laws but what I please?" And is there any inhabitant in American so ignorant, as not to know, that according to what is called the present constitution, that this continent can make no laws but what the king gives leave to? and is there any man so unwise as not to see, that (considering what has happened) he will suffer no law to be made here, but such as suits his purpose? We may be effectually enslaved by the want of laws in America, as by submitting to laws made for us in England. After matters are made up (as it is called) can there be any doubt, but the whole power of the crown will be exerted to keep this continent as low and as humble as possible? Instead of going forward, we shall go backward, or be perpetually quarrelling or ridiculously petitioning. — We are already greater than the King wishes us to be, and will he not hereafter endeavour to make us less.

To bring the matter to one point. Is the power who is jealous of our prosperity, a proper power to govern us? Whoever says No to this question, is an independent; for independency means no more, than whether we shall make our own laws, or whether the King, the greatest enemy this Continent hath, or can have, shall tell us, "there shall be no laws but such "as I like."

Make at least 3 deletions, annotating and explaining each one. Your deletions can be as short as single words or as long as whole sentences (but none longer than a whole sentence). Keep the definition of "seditious libel" in mind! When you're done, check in with your teacher, then visit <http://explorecommonsense.com/items/show/35> to see whether the real-life Almon agreed with you! For each of *your* deletions, compare it to one of Almon's. Did you overlap at all or were you way off? Now that you know what he deleted, try to imagine his thought process. How did it differ from yours? Any idea why that might be? Answer these for each of your deletions, so 3x total.

Explore Common Sense Teacher's Guide
Student Handout F2: "Self-Censorship"

Name: _____ Period/block#: _____ Date: _____

Congratulations! You are a successful publisher of books and other printed materials in 1776 London, England. Publishing and reading are more popular than ever, and business is booming!

You have just received an exciting new text from a client. This work was very popular in America, so you are confident you can make a good profit from publishing it. The trouble is, the pamphlet insults and attacks King George III, and you are concerned that publishing these insults could land you in prison – or worse.

You need this contract, but it's not worth being arrested! Where do you draw the line for what is allowed and what is treason? How can you publish enough to get paid without committing a crime?

I rejected the hardened, sullen tempered Pharoah of England forever; and disdain the wretch, that with the pretended title of FATHER OF HIS PEOPLE can unfeelingly hear of their slaughter, and composedly sleep with their blood upon his soul. But admitting that matters were now made up, what would be the event? I answer, the ruin of the continent.--- And that for several reasons.

First, The powers of governing still remaining in the hands of the king, he will have a negative over the whole legislation of this continent. And as he hath shewn himself such an inveterate enemy to liberty, and discovered such a thirst for arbitrary power, is he, or is he not, a proper man to say to these colonies, "You shall make no laws but what I please?" And is there any inhabitant in American so ignorant, as not to know, that according to what is called the present constitution, that this continent can make no laws but what the king gives leave to? and is there any man so unwise as not to see, that (considering what has happened) he will suffer no law to be made here, but such as suits his purpose? We may be effectually enslaved by the want of laws in America, as by submitting to laws made for us in England. After matters are made up (as it is called) can there be any doubt, but the whole power of the crown will be exerted to keep this continent as low and as humble as possible? Instead of going forward, we shall go backward, or be perpetually quarrelling or ridiculously petitioning.— We are already greater than the King wishes us to be, and will he not hereafter endeavour to make us less.

To bring the matter to one point. Is the power who is jealous of our prosperity, a proper power to govern us? Whoever says No to this question, is an independent; for independency means no more, than whether we shall make our own laws, or whether the King, the greatest enemy this Continent hath, or can have, shall tell us, "there shall be no laws but such "as I like."

Make at least 3 deletions, annotating and explaining each one. Your deletions can be as short as single words or as long as whole sentences (but none longer than a whole sentence). Keep the definition of "seditious libel" in mind! When you're done, check in with your teacher, then visit <http://explorecommonsense.com/items/show/35> to see whether the real-life Almon agreed with you! For each of *your* deletions, compare it to one of Almon's. Did you overlap at all or were you way off? Now that you know what he deleted, try to imagine his thought process. How did it differ from yours? Any idea why that might be? Answer these for each of your deletions, so 3x total.

Appendix G: Hypothes.is setup guide

Hypothes.is is a tool to create annotations, highlights, and notes on the web. The *Explore Common Sense* website has Hypothes.is built in, so you can set up a group for your class and share within that group. Here are some quick instructions to get you started in creating a group for your class:

please note: due to the time needed to create accounts and confirm account e-mail addresses, it is recommended that teachers complete steps 1-10 before class.

Get your teacher account and class group set up

1. Navigate to the Explore Common Sense site in your browser (www.explorecommonsense.com)

2. When the site loads, Hypothes.is is hidden on the right-hand side of the screen. Use the left-facing chevron to slide out the Hypothes.is panel.

3. When the panel appears, you will see links to “Sign up / Log in” at the top of the panel. Click “Sign up.”

4. You will be taken to a new web page with the sign-up process for Hypothes.is. Enter your email, and a username and password of your choice.

5. **Check your email**, you will need to click a link in the confirmation email from Hypothes.is before you may use your account (the confirmation email can take several minutes to send)

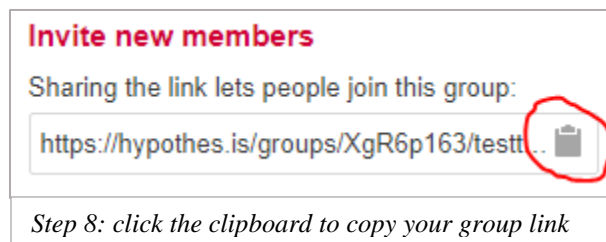
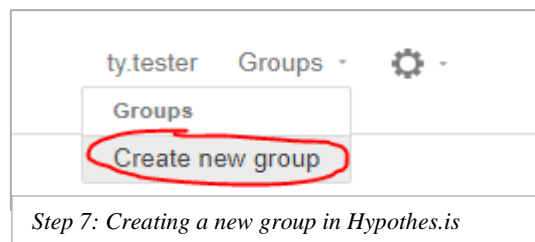
6. Clicking the link in the email should take you back to a Hypothes.is login page. Log in with the username and password you just created.

7. Once logged into Hypothes.is, look for the Groups drop-down menu at the top of the page. Click it and then select “Create new group.” All you need to provide is a name and description for your group – just pick something your class will recognize.

8. Once your group is created, you'll be taken to your group page. Look for the red “Invite New Members” section on the right, and click the gray clipboard next to the link it provides. This will copy the link to join your group to your clipboard.

9. Distribute this link to your students by copy-pasting it in an email address or other clickable message to them. You can also have them hand-type the link, just be aware that it is sensitive to capitalization.

10. You have now successfully created your account and a group! From www.explorecommonsense.com, pull out the Hypothes.is panel again and be sure you can log-in successfully (the log-in link will change to a gray outline of a person's head if you are logged in).



Explore Common Sense Teacher's Guide

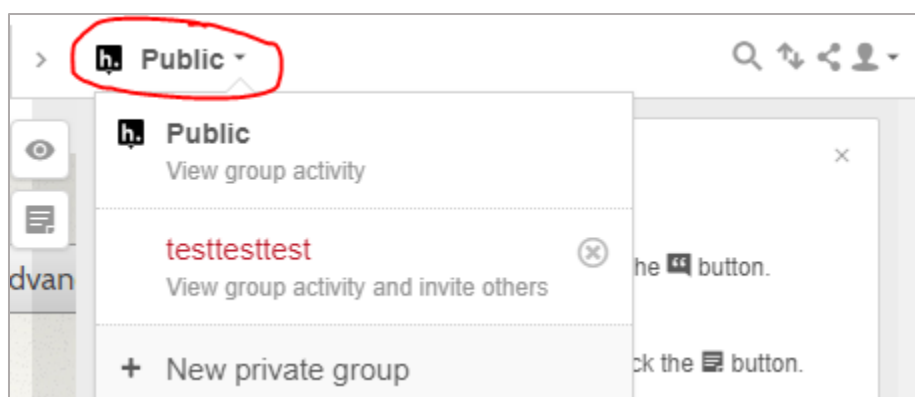
Create student accounts and add them to your group

11. Students should complete steps 1-5 above, creating and verifying their own accounts.
12. Students should click (or type into the address bar of their browser) the link to join the group that you shared with them.
13. If they are already logged in, clicking the link will allow them to join the group directly. If not, they will be prompted to log-in, then they will join the group.
14. Students should visit www.explorecommonsense.com, open the Hypothes.is panel, and attempt to log-in.

Start annotating, highlighting, and commenting

15. Once you have completed all of the above steps, you're ready to begin! Experiment with annotations, highlights, and page notes with your class.

16. **Important: by default, notes, highlights and annotations are shared publicly. Be sure to use the drop-down menu within the Hypothes.is panel on www.explorecommonsense.com to select the private group when using Hypothes.is in the classroom.**



17. Please note that www.explorecommonsense.com and the Hypothes.is features load quite well on most mobile devices, but documents and comments will appear in a vertical scroll, rather than laid out side-by-side as they are intended on a full-size screen.

Step 16: be sure to change your audience from "public" to your private class group

Activity -	Bell ringer/starters	Discussion	Maps	Small Group Censors	Essay response	Self-Censorship
	A	B	C	D	E	F
Key Ideas and Details						
CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.		X			X	
CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	X				X	
CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.			X			
Craft and Structure	A	B	C	D	E	F
CCSS.ELA-LITERACY.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).						
CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.					X	
Integration of Knowledge and Ideas	A	B	C	D	E	F
CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.			X	X		
CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	X	X	X	X		

References / See also:

“Bloom’s Taxonomy” at the Vanderbilt University Center for Teaching. <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

“Common Sense: The Rhetoric of Popular Democracy.” NEH lesson plan at <http://edsitement.neh.gov/lesson-plan/common-sense-rhetoric-popular-democracy>

“The Constitutional courier,” printed by Andrew Marvel (i.e. William Goddard). Woodbridge NJ, 1765.

“No Stamped Paper to be had,” printed by Benjamin Franklin and David Hall. Philadelphia, 1765.

“Stanford History Education Group: Reading like a Historian.” <https://sheg.stanford.edu/history-lessons>

“The Loyalists.” *US History Online Textbook*. <http://www.ushistory.org/us/13c.asp>.

YouTube has a variety of quick videos about the process of using a colonial-era printing press:

<https://youtu.be/1XoRWWBDjc4> (under 1:30, the very basics)

<https://youtu.be/SsdvcuDApdU> (2:37 a little more detail about the process)

There are many others!

Acknowledgements and Attribution

The Common Sense British Digital Edition is the creation of Kate Johnson, Marie Pellissier, and Kelly Schmidt, public history graduate students at Loyola University Chicago. Visit the project’s “About” page at <http://exploreccommonsense.com/about> to learn more.

Lesson plan created by Tyler Monaghan. Special thanks to Zachary Wainer.