



Give Me Liberty or Give Me Death!

By: Lamont Moore

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Social Studies
Grades 9–12



Introduction

Students will engage in interactive workstations while learning about a famous historical document, Patrick Henry's "Give Me Liberty, or Give Me Death!" speech.

Learning Objectives

Students will:

- Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. ([CCSS.ELA-Literacy.RH.9-10](#))

Materials Needed

- Large chart paper, half sheets of construction paper with tape or large sized post-its
- Markers, old magazines, scissors
- [Copy of Patrick Henry's "Give Me Liberty, or Give Me Death!" speech](#)

Procedure

1. Prior to this lesson, set up five stations around the classroom that will include the following: chart paper labeled with thinking task prompts, markers, scissors, glue/glue sticks, construction paper, post-its.
2. Label the large chart paper for each station (Symbolism, Visualization Gallery, The Rebuttal, The Interview, The Concept of Conflict) and hang it on the wall near the section.
3. Do a quick mini-lesson or overview Patrick Henry's Give Me Liberty or Give Me Death document. Provide a historical context for this piece and biographical knowledge regarding Patrick Henry. Have the students read the document.
4. Provide an opportunity for the students to analyze the text in various work stations as follows:
 - Station One: Symbolism
 - In this station the students will list (on large sized post-it notes) the symbols that are mentioned in the text.
 - If they notice symbols posted that they agree with or noted as well, then they will put a check mark on the post-it note.

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- Station Two: Visualization Gallery
 - In this station the students will draw a representation of what they visualize from the text. This could be the visualization of an intriguing word, phrase, or concept.
 - The visualizations will be hung to serve as a class gallery for this station.
 - Station Three: The Rebuttal
 - In this station the students are to work as a team to create a rebuttal letter from the perspective of those who would oppose Patrick Henry's document.
 - The rebuttal letter should be composed as a team and reflect a group consensus.
 - Station Four: The Interview
 - In this station the students will create interview questions that they would pose to Patrick Henry regarding his document.
 - As teacher, you will need to preplan the parameters for this station and explain them students to ensure that higher order thinking is used in this station. You may want to provide sample questions, model this for the students, or make variations (have them ask from a different perspective than their own) for the students.
 - The students may conduct a mock interview if time permits.
 - Station Five: The Concept of Conflict
 - Using Patrick Henry's document as a frame of reference, in this station the students will list examples of conflict that the document seems to suggest on small post-it notes.
 - The students will then categorize the post-it notes by grouping similar examples together and creating a title to describe each group.
5. Students should be given at least 15 minutes in each station. However, you may have to extend this lesson depending on how quickly the students work in these stations.

Evaluation

The work created in the workstations should provide several items to be used for evaluation of this lesson. You may also want to create rubrics to evaluate these items. If rubrics are created, it is advised to review these rubrics with the students prior to starting the station rotations.