



**SUNSHINE STATE STANDARDS**  
**Literary Analysis & Information**  
**and Media Literacy**  
**Benchmark LA.1112.2.2.2** Use information from the text to answer questions or to state the main idea or provide relevant details.  
**Benchmark LA.1112.6.3.1** Distinguish between propaganda and ethical reasoning strategies in print and nonprint media.

**NOTABLE QUOTE**

*"If this be treason, make the most of it."*

**FYI**

Did you know that Patrick Henry ...

- had 16 children—6 by his first wife, who died, and then 10 by his second wife?
- owned slaves?
- advocated the right to bear arms later guaranteed by the U.S. Constitution?
- strongly supported states' rights?

**Author Online**

For more on Patrick Henry, visit the **Literature Center** at **ClassZone.com**.

Virginia House of Burgesses

## Speech in the Virginia Convention

by Patrick Henry



### Patrick Henry

1736–1799

Known as “the Orator of Liberty,” Patrick Henry made a name for himself with his speeches supporting American democracy. He was one of the earliest opponents of British rule in the American colonies. In 1765, after the British Parliament passed a tax bill called the Stamp Act, Henry was among the members of the Virginia legislature that challenged the legality of a British tax on the colonies. But he went farther than his colleagues by making a threat against the king. In his argument, so the story goes, he used a loaded analogy: “Caesar had his Brutus, Charles the First his Cromwell, and George III . . .”—at this point, shouts of “Treason!” erupted in the hall, but Henry continued—“may profit by their example.” He ended his speech with the defiant words, “If this be treason, make the most of it.” Henry did indeed make the most of his “treason,” becoming a tireless and influential leader both before and after the Revolution.

**Profitable Law Career** Henry was born in Virginia to a prosperous landowner. His father, who had attended the University of Aberdeen in Scotland, gave him a classical education at home. His mother, Sarah Winston Syme, was from a wealthy family. Henry went out on his own at age 15. Although smart and industrious, he couldn’t find success as a storekeeper or later as a tobacco planter. After marrying and starting a family, he decided to teach himself law, and in 1760, at the age of 24, he was admitted to the bar. Henry’s eloquence, quick wit, and rhetorical gifts served him well, and his law practice grew increasingly profitable.

**Popular Virginia Politician** Henry is best known for his fervent “Speech in the Virginia Convention,” which narrowly convinced the assembled leadership to prepare for war with Britain. In addition, he organized a Virginia militia that became part of the new Continental Army after independence was declared. He helped write the new state constitution and the Virginia Declaration of Rights, which was a major influence on the Bill of Rights added to the U.S. Constitution. He also served several terms as governor of Virginia and as a state legislator. Although President Washington offered him positions as secretary of state and Supreme Court justice, Henry declined and always remained suspicious of the federal government. In 1799, after being elected again to the state legislature, he died at his 700-acre plantation, Red Hill, before he could take office.



**LITERARY ANALYSIS: RHETORICAL DEVICES**

**Rhetorical devices** are structures within language that help communicate ideas.

- A **rhetorical question** is a question to which no answer is expected. (*But when shall we be stronger?*)
- **Antithesis** expresses contrasting ideas in parallel grammatical structures. (*Give me liberty, or give me death!*)
- **Repetition** is the recurrence of words, phrases, or lines. (*Let it come! I repeat it, sir, let it come!*)
- **Parallelism** is a kind of repetition in which words or phrases in the same grammatical form connect ideas. (*Is life so dear, or peace so sweet . . .*)

As you read Henry's speech, be on the lookout for rhetorical devices and how they might have affected his audience.

**READING STRATEGY: READING A PERSUASIVE SPEECH**

When reading a persuasive speech, imagine the techniques the speaker used to bring the speech to life, such as word emphasis, changes in pace, pauses, and changes in volume.

As you read, use a chart like the one shown to record how you would emphasize certain passages if you were Patrick Henry.

Paragraph/Line Numbers	Technique
Paragraph 1 (lines 1–14)	

**VOCABULARY IN CONTEXT**

Use context clues to write a definition of each boldfaced word.

1. **Martial** Speech Sets Stage for War
2. **Subjugation** by Britain Called Unacceptable
3. British Claims Said Not to **Comport** with Facts
4. Colonists to **Remonstrate** with Governor Against Taxes
5. Never **Supinely** Accept Tyranny, Henry Says
6. **Invincible** Patriot Army Will Repel Attacks
7. **Insidious** Spies Reveal Patriots' Plans
8. Nothing Can **Extenuate** Tory Traitors
9. Citizens Told to Be **Vigilant**
10. America Must Remain **Inviolate**

*When is it time to*  
**TAKE ACTION?**

**KEY IDEA** Whether it's the winning shot in the final seconds of the game, the right moment to ask someone out, or the decision to accept a job offer—timing is everything. In the spring of 1775, Patrick Henry had had enough of compromise with the British; it was time for armed resistance. His address to the Virginia Convention turned out to be a **decisive moment** not only in his own life but in the life of the United States as well.

**DISCUSS** With a partner, think of examples from sports, politics, or everyday life when the time was right for decisive action. Then, for one example, analyze why it was the right action at the right time.

*Example of Decisive Action:*

*Reasons That the Time Was Right:*



# SPEECH IN THE *Virginia Convention*

Patrick Henry

**BACKGROUND** In the spring of 1775, delegates from the state of Virginia could not agree whether to press for a peaceful solution with Britain or to prepare for war. Patrick Henry introduced resolutions calling for military preparedness. After politely listening to his colleagues' objections to armed rebellion, he rose to deliver this impassioned appeal.

March 23, 1775

Mr. President:<sup>1</sup> No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope that it will not be thought disrespectful to those gentlemen, if, entertaining as I do opinions of a character very opposite to theirs, I shall speak forth my sentiments freely and without reserve. This is no time for ceremony. The question before the House is one of awful moment<sup>2</sup> to this country. For my own part I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth, and fulfill the great responsibility which we hold to God and our country. Should I keep back my opinions at such a **A**

## ANALYZE VISUALS

This painting shows Patrick Henry speaking to the Virginia House of Burgesses. What different attitudes are reflected in the faces and postures of his audience members?

**A** **RHETORICAL DEVICES**  
Reread lines 1–11. What are some examples of **antithesis** and what kind of emphasis does it create?

1. **Mr. President:** the president of the Virginia Convention, Peyton Randolph.
2. **of awful moment:** of very grave importance.

*Patrick Henry Before the Virginia House of Burgesses* (1851),  
Peter F. Rothenmel. Red Hill, The Patrick Henry  
National Memorial, Brookneal, Virginia.



time, through fear of giving offense, I should consider myself as guilty of treason towards my country, and of an act of disloyalty towards the majesty of heaven, which I revere above all earthly kings. **B**

Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren, till she transforms us into beasts.<sup>3</sup> Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those who, having eyes, see not, and having ears, hear not,<sup>4</sup> the things which so nearly concern  
20 their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth—to know the worst and to provide for it. **C**

I have but one lamp by which my feet are guided; and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years, to justify those hopes with which gentlemen have been pleased to solace themselves and the House? Is it that **insidious** smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss.<sup>5</sup>

Ask yourselves how this gracious reception of our petition **comports** with these  
30 warlike preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and **subjugation**—the last arguments to which kings resort. I ask gentlemen, sir, what means this **martial** array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motives for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us; they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry  
40 have been so long forging. **D**

And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer on the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves longer. **E**

**B PERSUASIVE SPEECH**  
Henry speaks respectfully of those with whom he disagrees in lines 1–14. What words might be vocally emphasized to show respect?

**C RHETORICAL DEVICES**  
What rhetorical device, besides a rhetorical question, is on display in lines 18–21? What point is he making about those who don't want to fight?

**insidious** (ĩn-sĩd'ē-əs) *adj.*  
treacherous

**comport** (kəm-pòrt') *v.* to agree

**subjugation**  
(süb'jə-gā'shən) *n.* control by conquering

**martial** (mār'shəl) *adj.*  
warlike

**D RHETORICAL DEVICES**  
Reread lines 29–40, answering each of the rhetorical questions. How is a listener likely to respond to Henry's final statements in lines 37–40?

**E GRAMMAR AND STYLE**  
Reread lines 43–46. Notice the use of declarative, interrogative, and imperative sentences.

3. **the illusions of hope . . . into beasts:** In the *Odyssey* of Homer, the goddess Circe lures men to her island and then magically transforms them into pigs. Henry suggests that the "illusions of hope" may transform people in a similar way.

4. **having eyes . . . hear not:** an allusion to Ezekiel 12:2 in the Bible, which speaks of "who have eyes to see, but see not, who have ears to hear, but hear not."

5. **betrayed with a kiss:** an allusion to Luke 22:47–48 in the Bible, wherein Judas betrayed Jesus to the Roman soldiers by kissing him and thus identifying him.





*The Bloody Massacre perpetrated in . . . Boston on March 5th, 1770 (1770), Paul Revere. Colored engraving. Private collection. /Art Resource, New York.*

Sir, we have done everything that could be done to avert the storm which is now coming on. We have petitioned; we have **remonstrated**; we have supplicated; we have prostrated ourselves before the throne, and have implored its interposition<sup>6</sup> to arrest the tyrannical hands of the ministry and Parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne. In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope.

**remonstrate**  
(rĭ-mŏn'strāt') v. to object;  
to protest strongly

6. we have prostrated . . . interposition: We have thrown ourselves at the feet of the king and have begged for intervention.



If we wish to be free—if we mean to preserve **inviolate** those inestimable privileges for which we have been so long contending—if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained, we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of Hosts is all that is left us!

They tell us, sir, that we are weak—unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance, by lying **supinely** on our backs, and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot?

Sir, we are not weak, if we make a proper use of those means which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are **invincible** by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone;<sup>7</sup> it is to the **vigilant**, the active, the brave. Besides, sir, we have no election.<sup>8</sup> If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable—and let it come! I repeat it, sir, let it come! **F**

It is in vain, sir, to **extenuate** the matter. Gentlemen may cry, “Peace! peace!”—but there is no peace. The war is actually begun! The next gale that sweeps from the north<sup>9</sup> will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty, or give me death! **G**

**inviolate** (ɪn-vī'ə-līt) *adj.*  
not violated; intact

**supinely** (sōō-pīn'lē) *adv.*  
in a manner with the face upward

**invincible** (ɪn-vɪn'sə-bəl) *adj.*  
unbeatable

**vigilant** (vɪj'ə-lənt) *adj.*  
alert; watchful

**F** **RHETORICAL DEVICES**  
Why do you think Henry repeats the word *sir* so often in this paragraph? Explain the likely effect of this **repetition** as well as that of the phrase “let it come!”

**extenuate** (ɪk-stēn'yōō-āt') *v.*  
to lessen the seriousness of, especially by providing partial excuses

**G** **PERSUASIVE SPEECH**  
How might the speaker's **pace** and **emphasis** have changed over the course of the speech? How might his audience have responded to these changes? Explain.

7. **battle . . . strong alone:** an allusion to Ecclesiastes 9:11 in the Bible, “the race is not to the swift, nor the battle to the strong.”

8. **election:** choice.

9. **the next gale . . . north:** Some colonists in Massachusetts had already shown open resistance to the British and were on the brink of war.



SUNSHINE STATE STANDARD  
 Information and Media Literacy  
 Benchmark LA.1112.6.3.1 Distinguish  
 between propaganda and ethical  
 reasoning strategies in print and  
 nonprint media.

## Comprehension

- 1. Recall** What does Patrick Henry urge the colonists to do?
- 2. Paraphrase** Reread lines 22–28. What methods had the colonists already used to express their complaints against the British?
- 3. Clarify** How did the British respond to those complaints?

## Literary Analysis

- 4. Analyze a Persuasive Speech** Look back at the chart you filled in as you read. Choose a section of Henry’s speech to read aloud as he might have delivered it. How effective are the techniques you plan to use? Explain why you think so.
- 5. Analyze Persuasive Strategy** Henry spends most of his speech arguing against hope, ordinarily not the best tactic when trying to inspire an audience. How does he manage to discredit hope? Why would he do this?
- 6. Interpret Allusions** Review the following allusions to the *Odyssey* and the Bible that Henry uses in his speech. How does each allusion support the point Henry makes in the paragraph?

- *Odyssey*, lines 15–17
- Bible, line 28
- Bible, lines 18–19
- Bible, lines 74–75

- 7. Evaluate Appeals** How does Henry convince his audience that the **decisive moment** to fight is at hand? In a chart, summarize his reasons. Then, beside each, note whether he appeals mainly to logic or emotion. Which reasons are strongest? Explain.

<i>Reasons to Fight</i>	<i>Logical or Emotional</i>
<i>1. If we want to be free and keep the rights and privileges we have grown accustomed to, we have to fight. (lines 56–61)</i>	<i>logical</i>
<i>2.</i>	

- 8. Make Judgments About Rhetorical Devices** Review the rhetorical devices discussed on page 225. Which devices occur most frequently in Henry’s speech? Do you think this is an effective way to communicate, or do you find it manipulative? Cite examples from the text to support your answer.

## Literary Criticism

- 9. Different Perspectives** Imagine that the following people heard Henry’s speech from the visitor’s gallery. How might each have reacted, and why?
  - the wife of one of the delegates
  - a farmer whose parents live in England
  - a member of the Virginia militia
  - a clergyman
  - an African enslaved in the colony

The war is actually begun!  
 We won the game!