

Today, we all know about Thomas Jefferson. He was one of the first great thinkers of America. As a writer and statesman, he explored the new ideas about science and government that were taking shape all around him. Everyone knows that he became president of the United States. And today, most people know that he wrote the Declaration of Independence. But we rarely think of how the young man felt that afternoon in his room, as he sat alone with the greatest challenge of his life on his mind.

The Continental Congress gave Thomas Jefferson two weeks to write the Declaration. They wanted him to say clearly that, from now on, Americans would not obey English law. With this document, the colonies were declaring themselves independent. Americans would govern themselves.

This in itself was a difficult job, but Thomas set himself an even harder goal. He felt it wasn't enough simply to declare that America would be free. He wanted to explain the new idea that would guide the new country - the idea that all people - not only Americans - had the right to freedom.

Thomas had first learned the idea of individual freedom as a student in Williamsburg. He had learned that there were certain rights that all people had - to live, to be able to make their own choices, to be free to do as they wished as long as it didn't hurt others. Today we take these ideas for granted, but they were fairly new in the 1770s. Not everyone believed in them, or even thought much about them. However, Thomas Jefferson did.

The Declaration should be strong, but it also should be moving and beautiful. Thomas wanted it to be more than just an official document that would be filed in a book and forgotten. He wanted to write something people would remember for a long time. And not just Americans - it should be written for all people around the world.

So he began by saying that what was happening in America could happen anywhere, depending on the situation. Then he turned to the situation in America, and said that America had to become independent because the rights of its people were not protected - those basic human rights that all people were entitled to.

Thomas Jefferson believed more strongly than anything else that all people were equal and nobody should be treated better than anybody else. And there were some rights that could not be taken away. Of course, every person had the right to be alive. But that was not all. A person also had the right to freedom - to be free to think and do what he wants, as long as his actions do not damage the freedom of somebody else. Finally, people had a right to be happy and to do what makes them happy.

There was only one way to protect these basic human rights, Jefferson thought. The government must get its power from the people, not the other way around. So he declared strongly that the Americans intended not only to become free of England, but to set up a government so that the people themselves would be in charge.

補助プリント

(資料2)

1 逆接(伝えたいことは、ふつう逆接の語句の後ろに続く)

- This in itself was a difficult job, but Thomas set himself an even harder goal. (3)
- Today we take these ideas for granted, but they were fairly new in the 1770s. (4)
- Not everyone believed in them, or even thought much about them. However Thomas Jefferson did. (4)
- The Declaration should be strong, but it also should be moving and beautiful. (5)
- Of course, every person had the right to be alive. But that was not all. A person also ... (7)

他には...

等位接続詞	yet (文頭: しかし)、and yet (しかし)
従属接続詞	although (～だけれど)、though (～だけれど)、while (～だけれど)、whereas (～だけれど)、even if (たとえ～でも)
副詞・副詞句	though (しかしながら)、nevertheless (にもかかわらず)、instead (それどころか)、on the contrary (それどころか)、conversely (逆に)、oppositely (逆に)、still (文頭: それでも)、all the same (にもかかわらず)、at the same time (文頭: けれども)
前置詞	despite ~ = in spite of ~ = with all ~ = for all ~ = notwithstanding ~ (にもかかわらず)

2 should/ must/ had better/ 命令文など(義務を表す表現には伝えたいことが現れる)

- The Declaration should be strong. ... (5)
- ... it should be moving and beautiful. (5)
- ... it should be written for all people around the world. (5)
- ... that people were equal and nobody should be treated better than anybody else. (7)
- ... and said that America had to become independent because ... (6)
- The government must get its power from the people, not the other way around. (8)

他には...

ought to ~ (～すべきだ)、had better (～したほうがいい)、may[might] as well (～したほうがいい、したほうがましだ)、be forced to do/ be compelled to do/ be obliged to do/ be made to do (～しなければならぬ)、can't help -ing=can't help but to do (～するよりほかにしかたがない)
--

3 I think that 主語+動詞~(思考や願望を表す表現には伝えたいことが現れる)

- America would govern themselves. (2)
- He felt it wasn't enough simply to that America would be free. (3)
- He wanted to explain the new idea that would guide the new country - the new ... (3)
- Thomas Jefferson believed more strongly than anything else that all people were equal and nobody ... (7)
- There was only one way to protect these basic human rights, Jefferson thought (8)
- So he declared strongly that the Americans intended not only to become free of England, ... (8)

他には...

I suppose (～と思う)、I imagine ~ (～と想像する)、I want to say that SV ~ (～と言いたい)、in my opinion (私の考えでは)、as for me (私としては)

4 関係関係(ある部分を強調している場合があり、強調されている部分が伝えたいことになる)

- The Declaration should be strong, but it also should be moving and beautiful. (5)
- A person also had the right to freedom - to be free to think and do what he wants... (7)
- ... the Americans intended not only to become free of England, but (also) to set up a government so that the people themselves would be in charge. (8)

他には...

not so much A as B = not A so much as B = less A than B = more B than A = B rather than A (AよりむしろB)	伝えたいことは"B"
not A but B = B, not A (AではなくてB)	伝えたいことは"B"
may(might) as well A as B (BというよりもAしたほうがいい、BよりAしたほうがましだ)	伝えたいことは"A"
would rather A than B (BよりむしろAしたい)	伝えたいことは"A"

5 列挙(何を伝えたいための列挙かおさえ、テーマを忘れないで読むことが大切)

- Thomas Jefferson believed more strongly than anything else that all people were equal and nobody should be treated better than anybody else. And there were some rights that could not be taken away. ... Finally people had a right to be happy and to do what makes them happy. (7)

他には...

副詞、副詞句 (firstly, secondly など)
* 1 番目: first = firstly = in the first step (第1に) first of all (まず第1に) above all (何よりもまず) to begin with = to start with = in the beginning (まず最初に)
* 2 番目: second = secondly = in the second place (第2に) next (次に) then (それから) another thing is ... (もう1つは...)
* 最後: lastly (最後に) last of all (最後に) finally (最後に)

6 具体例(何を伝えたいための具体例か、テーマが意識できていれば速読できる)

副詞、副詞句	for example (例えば)、for instance (例えば)、, say, ... (例えば)、to give an example (例えば)、to take an example (例えば)
前置詞	such as (～のような)、like (～のような)

7 言い換え

副詞、副詞句	in other words (言い換えると)、that is = that is to say = namely = i.e. (すなわち)、This means (that) S V (～すなわち...)
コロン(:)・ダッシュ(-)	: (～すなわち...), - (～すなわち...)

8 対比

従属接続詞	while (一方)
副詞、副詞句	on the other hand (一方)、by[in] contrast (対照的に)、by[in] contrast to[with] A (Aとは対照に)

9 追加

副詞、副詞句	also (～もまた)、as well (～もまた)、too (～もまた)、besides (さらに)、further (さらに)、furthermore (さらに)、moreover (さらに)、what is more (さらに)、in addition (さらに)
前置詞	besides (～に加えて)、in addition to (～に加えて)
相関表現	not only A but (also) B (AだけでなくB)、B as well as A (AだけでなくB)

10 因果関係

等位接続詞	,for (というのは～だからだ)
従属接続詞	because (～なので)、as (～なので)、since (～なので)、now (that) (今や～なので)
前置詞	because of = on account of = due to = owing to (～のために)、as a result of (～の結果として)
副詞、副詞句	therefore (それゆえ)、so (だから)、hence (それゆえ)、thus (それゆえ)、accordingly (したがって)、consequently (結果として)、as a result (結果として)、as a consequence (結果として)、in consequence (結果として)
動詞	A cause B = A bring about B = A lead to B = A result in B = A give rise to B (A (原因) が B (結果) を引き起こす)、A result from B (A (結果) が B (原因) から引き起こされる)、A contribute B (A (原因) が B (結果) の一因となる)、A be attributed to B (A (結果) は B (原因) のおかげである)
特殊表現	This is why S V = That's why S V (だから～)、This is because S V = That's because S V (これは～だからだ)、so ~ that S V = such ~ that S V (非常に～なので...)、so (that) S V (その結果～)



11 結果(次に示す語句の後が伝えたいことになる)

副詞、副詞句	in short (要するに)、in a word (要するに)、in brief (要するに)、in conclusion (要するに)、after all (結局)、to make a long story short (要するに)、to sum up (要するに)、to summarize (要するに)、to conclude (結論を言えば)
--------	--

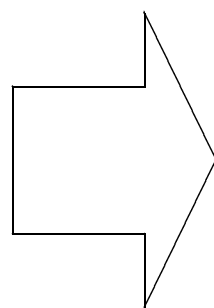
TASK1:マップを参考にして、パラグラフごとに、話題を表現している語句を抜き出してみよう！
 TASK2:話題が途中から変わる場合には、新たにどのようなことを話題にしているかが分かる語句を抜き出そう！
 TASK3:話題に関する情報を集めてみよう！

TASK1 & TASK2	TASK3
<p>第1パラグラフ</p> <p>Thomas Jefferson</p> <p>We</p>	<ul style="list-style-type: none"> • a great thinker = a writer, statesman = president of the US • explored the new ideas • wrote the Declaration of Independence • rarely think of how the young man felt about the greatest challenge of his life on his mind.
<p>第2パラグラフ</p>	<ul style="list-style-type: none"> • • • • •
<p>第3パラグラフ</p>	<ul style="list-style-type: none"> • • • • •
<p>第4パラグラフ</p>	<ul style="list-style-type: none"> • • • • •

<p>第5パラグラフ</p>	<ul style="list-style-type: none"> • • • • •
<p>第6パラグラフ</p>	<ul style="list-style-type: none"> • • • • •
<p>第7パラグラフ</p>	<ul style="list-style-type: none"> • • • • •
<p>第8パラグラフ</p>	<ul style="list-style-type: none"> • • • • •

TASK1:パラグラフごとに、書き手の伝えたいことが表現されている文を抜き出してみよう！
 TASK2:伝えたいことを読み手に理解させるため、文章全体の中で、各パラグラフはどのような役割をしているか、「問題提起」「義務」「思考」「具体例(列挙)」の観点から、に書いてみよう！
 TASK3:書き手はどのように伝えたいことを述べようとしているか、「言い換え」「対比」「追加」「因果関係」「結果」等の観点から、前後の  に書いてみよう！ 特に関係がない場合には空欄のままにしておきましょう！

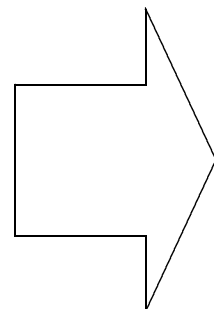
第1パラグラフ



問題提起 *We rarely think of how the young man felt that afternoon in his room, as he sat alone with the greatest challenge of his life on his mind.* TASK1

TASK3

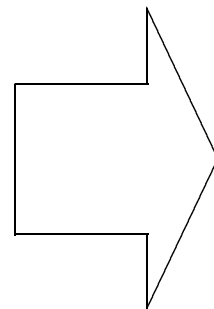
第2パラグラフ



TASK2 TASK1

TASK3

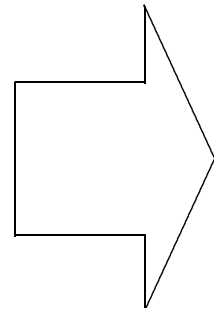
第3パラグラフ



TASK2 TASK1

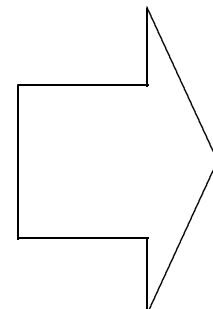
TASK3

第4パラグラフ



TASK2 TASK1

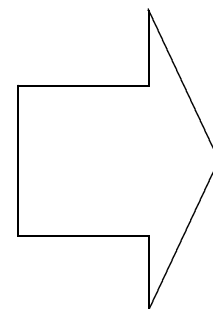
第5パラグラフ



TASK3

TASK2 TASK1

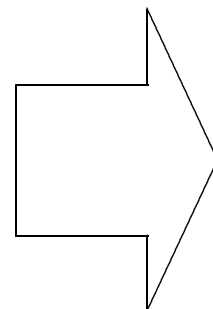
第6パラグラフ



TASK3

TASK2 TASK1

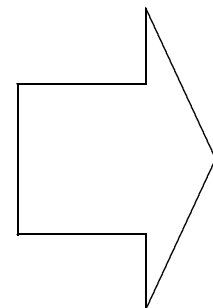
第7パラグラフ



TASK3

TASK2 TASK1

第8パラグラフ



TASK3

TASK2 TASK1

TASK1:書き手の考えにあなたは賛成ですか?、不賛成ですか?

TASK2:あなた自身の考えを書いてみよう!

TASK3:(1)パラグラフの数は?(2)各パラグラフでどんな考えを書こうか?(3)各パラグラフの働きはどうしようか?(4)つぎのパラグラフとどのように関係づけようか?(5)書いてみよう!

YOUR POSITION:

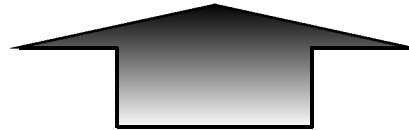
賛 成

不 賛 成

YOUR OPINION

TASK2

STRUCTURE OF PARAGRAPHS:



第1パラグラフ

TASK3-(2)

TASK3-(3)

TASK3-(4)

TASK3-(4)

第2パラグラフ

TASK3-(2)

TASK3-(3)

TASK3-(4)

TASK3-(4)

第3パラグラフ

TASK3-(2)

TASK3-(3)

TASK3-(4)

TASK3-(4)

第4パラグラフ

TASK3-(2)

TASK3-(3)

TASK3-(4)

TASK3-(4)

第5パラグラフ

TASK3-(2)

TASK3-(3)

TASK3-(4)