7th Grade Social Studies
2019-2020
Scope & Sequence
Notes & How to Use this Document

This document is intended to replace the Louisiana Department of Education Scope & Sequence for the Jefferson Parish Schools’ 7th Grade Social Studies course. Please use this in conjunction with the JPS Curriculum Map and LDOE Companion Document, both of which have been incorporated into this scope and sequence. This document goes with the 2019-2020 Student Resource Book.

This Scope and Sequence guides your teaching with pacing, priority content information and a sample of activities to support and extend learning. As you deliver initial instruction, you may choose to implement the activities found here (Student Version is the Student Resource Book) and/or use your own activities. The activities found in this document/student version DO NOT cover every GLE in the priority content. Anything in black in this document is what students see in their books (1 per unit).

Imperative to any instruction is teaching the grade level expectations with fidelity.

As stated in the Louisiana Scope and Sequence Documents:

To be productive members of society, students must be critical consumers of information they read, hear, and observe and communicate effectively about their ideas. They need to gain knowledge from a wide array of sources and examine and evaluate that information to develop and express an informed opinion, using information gained from the sources and their background knowledge. Students must also make connections between what they learn about the past and the present to understand how and why events happen and people act in certain ways.

To accomplish this, students must:

1. Use sources regularly to learn content.
2. Make connections among people, events, and ideas across time and place.
3. Express informed opinions using evidence from sources and outside knowledge.

Teachers must create instructional opportunities that delve deeply into content and guide students in developing and supporting claims about social studies concepts.

For access to all documents, additional resources and the 6-12 social studies community of Jefferson Parish Schools, please join the Google Classroom - JP Social Studies Teachers 6-12 (class code: axsa5q).
# 7th Grade Social Studies Curriculum Map
## 2019-2020

<table>
<thead>
<tr>
<th>UNIT</th>
<th>DATES</th>
<th>ASSESSMENTS</th>
<th>DBQs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st 9 Weeks (August 8 - October 9) / 2nd 9 Weeks (October 14 - December 20)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1- Road to Independence</td>
<td>Aug. 12-16</td>
<td>District Diagnostic</td>
<td>The Ideals of the Declaration: Which is most important? <del>OR</del> How revolutionary was the American Revolution? <del>OR</del> Valley Forge: Would you have quit?</td>
</tr>
<tr>
<td>Topics:</td>
<td>30 Days</td>
<td>District/Teacher-created that mimics the LEAP 2025</td>
<td></td>
</tr>
<tr>
<td>* Rising Tension with Britain</td>
<td>Aug. 8-Sept. 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* A Crisis in the Colonies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* The Revolutionary War</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GLEs:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1.1-5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.2.1-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.5.1-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.6.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.9.1-2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2- Creating a New Government</td>
<td>23 Days</td>
<td>District/Teacher-created that mimics the LEAP 2025</td>
<td>How did the Constitution guard against tyranny?</td>
</tr>
<tr>
<td>Topics:</td>
<td>Sept. 23-Oct. 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Articles of Confederation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Creating the Constitution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* The Federal System</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GLEs:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1.1-5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.2.3-4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.6.1, 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.7.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.8.1-9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.10.1-5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.11.2-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3- The New Republic</td>
<td>Oct. 7-9</td>
<td>District Benchmark 1</td>
<td>How democratic was Andrew Jackson?</td>
</tr>
<tr>
<td>Topics:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Governing the New Nation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* The Jefferson Era</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Jacksonian Democracy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GLEs:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1.1-5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.2.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.3.1-2, 4-5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.5.1-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.6.1, 3-4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.7.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.8.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.9.2-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.10.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.11.1-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32 Days</td>
<td>District/Teacher-created that mimics the LEAP 2025</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 28-Dec. 18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 16-18</td>
<td>District Benchmark 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 3rd 9 Weeks (January 7- March 12) / 4th 9 Weeks (March 16-May 21)

<table>
<thead>
<tr>
<th>UNIT</th>
<th>DATES</th>
<th>ASSESSMENTS</th>
<th>DBQs</th>
</tr>
</thead>
<tbody>
<tr>
<td>4- Expansion &amp; Conflict</td>
<td>23 Days</td>
<td>District/Teacher-created that mimics the LEAP 2025</td>
<td>The California Gold Rush: A Personal Journal or What was Harriet Tubman’s greatest achievement?</td>
</tr>
<tr>
<td>Topics:</td>
<td>Jan. 7-Feb. 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Westward Expansion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Growth &amp; Reform</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Slavery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GLEs:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.11-5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.3.1-5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.5.1-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.6.1-4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.7.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.9.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.11.1-3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 5- The Civil War | 19 Days | District/Teacher-created that mimics the LEAP 2025 | What caused the Civil War? |
| Topics: | Feb. 10-Mar. 12 | | |
| • Sectionalism | | | |
| • Lincoln & Secession | | | |
| • Events of the Civil War | | | |
| GLEs: | | | |
| 7.1.1-5 | | | |
| 7.3.3-5 | | | |
| 7.4.1-2 | | | |
| 7.5.3 | | | |
| 7.8.8 | | | |
| 7.10.1-2 | | | |
| 7.11.1-3 | | | |

| 6- Reconstruction | 24 Days | District/Teacher-created that mimics the LEAP 2025 | North or South: Who killed Reconstruction? (after LEAP 2025) |
| Topics: | March 16-27 | | |
| • Reconstruction | | | |
| • Life for African Americans during Reconstruction | | | |
| • The Last Years of Reconstruction | | | |
| GLEs: | | | |
| 7.1.1-5 | | | |
| 7.4.3 | | | |
| 7.5.1-3 | | | |
| 7.6.1-4 | | | |
| 7.8.7 | | | |
| 7.10.1-2 | | | |

| March 9-12 | District Benchmark 3 |
| March 30-May 1 | LEAP 2025 |

### Extension Activities & Projects

- Through the end of the Semester

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>STANDARDS</th>
<th>APPROXIMATE % POINTS ON LEAP 2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>1-4</td>
<td>50</td>
</tr>
<tr>
<td>Geography</td>
<td>5-7</td>
<td>13</td>
</tr>
<tr>
<td>Civics</td>
<td>9-10</td>
<td>24</td>
</tr>
<tr>
<td>Economics</td>
<td>11</td>
<td>13</td>
</tr>
</tbody>
</table>
# Unit 1 Essential Content

<table>
<thead>
<tr>
<th>Grade-Level Expectations (GLEs)</th>
<th>Priority Content and Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.1.3</strong> Analyze the causes and effects of key events and ideas in the development of the United States</td>
<td>• Analyze the causes and effects of the Revolutionary War.</td>
</tr>
</tbody>
</table>
| **7.2.1** Identify and describe the impact of key events, ideas, and people that led to the American Revolution | • Describe the outcome of the French and Indian War and its effect on relations between Britain and the colonies leading up to the Revolutionary War.  
• Analyze the causes and consequences of British attempts to assert greater control over the colonies (Proclamation of 1763, regulations of colonial trade, taxation, Sugar Act, Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).  
• Analyze colonists' reactions to Britain's actions, including those by groups like the Sons of Liberty and Boston Patriots, and effects of the reactions on relations between Britain and the colonies (Stamp Act Congress, petitions, boycotts, Boston Tea Party, First Continental Congress).  
• Explain the causes and effects of the Boston Massacre.  
• Explain the use of propaganda, including *Common Sense*, by the colonists and how it contributed to the Revolutionary War.  
• Compare and contrast viewpoints of Loyalists and Patriots, and evaluate their arguments for or against independence from Britain.  
• Analyze how the decision to break away from Britain was influenced by Enlightenment ideas and the ideas expressed in the Declaration of Independence. |
| **7.2.2** Analyze important turning points and major developments of the American Revolution | • Explain the role and importance of George Washington and his leadership of the Continental Army, including his strategy to win the Revolutionary War.  
• Analyze the significance and outcome of key battles and turning points during the American Revolution (Battles of Lexington and Concord, Battles of Trenton and Princeton, Valley Forge, Battle of Saratoga and the alliance with France, Battle of Yorktown). |
<table>
<thead>
<tr>
<th>7.2.3</th>
<th>Evaluate the development of the United States government from the First Continental Congress through the ratification of the United States Constitution</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Discuss the reasons for forming the First Continental Congress and Second Continental Congress, and describe the actions and accomplishments of each (boycott of British goods, creation of Continental Army, Olive Branch Petition, Declaration of Independence).</td>
<td></td>
</tr>
<tr>
<td>• Explain how the Continental Congresses affected the relationship between the colonists and Britain.</td>
<td></td>
</tr>
<tr>
<td>• Analyze how the formation of the U.S. government was influenced by ideas expressed in the Declaration of Independence.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.3.3</th>
<th>Analyze historical maps, charts, and graphs of the United States from 1763–1877</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explain how geography affected events leading to and during the Revolutionary War (distance, knowledge of the climate and terrain).</td>
<td></td>
</tr>
<tr>
<td>• Use charts and graphs to answer questions about the political, social, and economic effects of the Revolutionary War (casualties, trade disruptions, inflation).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.8.8</th>
<th>Examine how key legislation and court decisions influenced the course of United States history from 1763–1877</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Discuss how British acts influenced events leading up to the Revolutionary War (Proclamation of 1763, Sugar Act, Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).</td>
<td></td>
</tr>
</tbody>
</table>
# Unit 1 Ancillary Content

| 7.1.1 | Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks:  
• Conducting historical research  
• Evaluating a broad variety of primary and secondary sources  
• Comparing and contrasting varied points of view  
• Determining the meaning of words and phrases from historical texts  
• Using technology to research, produce, or publish a written product |
|---|---|
| **Opportunities for addressing GLE 7.1.1 in Unit 1:**  
• Conduct research on the events leading up to the Revolutionary War.  
• Read and analyze excerpts from primary sources to answer questions about the Revolutionary War.  
• Compare and contrast the views of Loyalists and Patriots.  
• Explain the significance of words and phrases such as “no taxation without representation,” “all men are created equal,” “inalienable rights,” and “consent of the governed.”  
• Make a claim about the extent to which society changed as a result of independence from Britain. |
| 7.1.2 | Explain patterns and recurring themes in United States history |
| **Opportunities for addressing GLE 7.1.2 in Unit 1:**  
• Explain how the Revolutionary War shaped American identity. |
| 7.1.4 | Interpret and construct timelines of key events, people and ideas |
| **Opportunities for addressing GLE 7.1.4 in Unit 1:**  
• Interpret and/or construct a timeline of key events to answer questions about the Revolutionary period (French and Indian War, Treaty of Paris of 1763, Proclamation of 1763, British acts, Stamp Act Congress, Boston Massacre, Boston Tea Party, First Continental Congress, Second Continental Congress, Declaration of Independence, Common Sense, major battles, turning points, Treaty of Paris of 1783). |
| 7.1.5 | Analyze primary and secondary sources to answer questions related to United States history |
| **Opportunities for addressing GLE 7.1.5 in Unit 1:**  
• Analyze colonial propaganda and evaluate its impact.  
• Read and analyze excerpts from primary sources such as Common Sense by Thomas Paine, John Dickinson’s speech arguing against the independence of the colonies, and the Declaration of Independence to answer questions about the ideas and events leading to the American Revolution.  
• Read and analyze excerpts from primary sources, such as Commander Washington’s General Orders 1775 and articles of the Treaty of Paris 1783, to answer questions about the outcome of the American Revolution. |
| **7.5.1** Analyze the physical and political features of the United States | • Explain how physical features have influenced political boundaries in North America.  
• Examine political boundaries in North America from 1763-1783, and explain reasons for changing boundaries. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.5.2</strong> Create maps, charts, and graphs of the United States from 1763–1877</td>
<td>• Create maps, charts, and graphs about key ideas and events related to the Revolutionary War.</td>
</tr>
<tr>
<td><strong>7.9.1</strong> Compare and contrast political divisions of the world from 1763–1877</td>
<td>• Compare and contrast political divisions of the world from 1763–1783.</td>
</tr>
</tbody>
</table>
| **7.9.2** Explain various ways nations interact and the impact of these interactions from 1763–1877 | • Describe key terms of the Treaty of Paris of 1763, and explain its geographic, economic, and social effects.  
• Explain how key terms of the Treaty of Paris of 1783 affected relations between the United States and other countries. |
| **7.10.1** Describe the influences on and the development and expansion of individual rights and freedoms | • Analyze the extent to which individual rights and freedoms changed as a result of American independence. |
Unit 1
Road to Independence

Description
As the United States developed into a new nation, so too did the American identity. You will examine primary and secondary source documents to establish an understanding of the foundation of the American identity through the fight for independence against the British.

Claim
When is challenging a government justifiable?

Key Connections
• Government policies prompted political, social, and economic change.
• Ideas, people, and events have shaped national identity.

Topics
1- Rising Tension with Britain
2- A Crisis in the Colonies
3- The Revolutionary War
Key Terms

- French and Indian War
- Proclamation of 1763
- Taxation
- Sugar Act
- Stamp Act
- Quartering Act
- Declaratory Act
- Townshend Act
- Tea Act
- Intolerable Act (Coercive Act)
- Sons of Liberty
- Stamp Act Congress
- Boston Tea Party
- First Continental Congress
- Boston Massacre
- Propaganda
- Common Sense
- Thomas Paine
- Revolutionary War
- Patriot
- Loyalists
- Declaration of Independence
- George Washington
- Continental Army
- Enlightenment Ideas
- Battle of Trenton
- Battle of Princeton
- Valley Forge
- Battle of Saratoga
- Battle of Yorktown
- Alliance
- Treaty of Paris
- First Continental Congress
- Second Continental Congress
- Olive Branch Petition
Instructional Process:

1. This first section, Foundation for Success, has been included to help provide some background knowledge to begin Unit 1.
2. You can assign the activities as is or provide some initial instruction on the 13 colonies.
3. This would be good to do during the first couple of days of school when student schedules may still be adjusted and could be done before the District Diagnostic but before you begin to teach Unit 1 proper.
The 13 Colonies

Directions: Using the map provided, label the 13 colonies. Next shade the New England, Middle, and Southern Colonies. Be sure to make a map key.

Map Key

New England Colonies (1-4)  
Middle Colonies (5-9)  
Southern Colonies (10-13)

Turn to the next page for questions.
Directions: Use the map to complete the questions.

1. Which colony was farthest north? ________________________________

2. Which colony was farthest south? ________________________________

3. The colonies were bordered by the Appalachian Mountains on the west. What ocean bordered the colonies on the east? ________________________________

4. The oldest colony was Virginia. Which colony was just south of Virginia? ________________________________

5. The colony of Virginia contained what are now the states of Virginia and West Virginia. What colony bordered Virginia to the northeast? ________________________________

6. The colony of Massachusetts was composed of what are now the states of Massachusetts and Maine. What colony was between the two parts of Massachusetts? ________________________________

7. What colony was located east of Connecticut? ________________________________

8. The colony of New York contained what are now the states of Vermont and New York. What two colonies border the colony of New York on the south? ________________________________ and ________________________________
Welcome to the Colonies

**New England Colonies**

*Colonies* - Massachusetts, New Hampshire, Rhode Island, Connecticut

**Climate/Geography** – Colonists in the New England colonies endured bitterly cold winters and mild summers. Land was flat close to the coastline but became hilly and mountainous farther inland. Soil was generally poor and rocky, making farming difficult. Cold winters reduced the spread of disease.

**Religion** – The New England colonies were dominated by the Puritans, reformers seeking to “purify” Christianity, who came over from England to practice religion without persecution. Puritans followed strict rules and were intolerant of other religions, eventually absorbing the separatist Pilgrims in Massachusetts by 1629. Life in New England was dominated by church, and there were severe consequences for those who failed to attend, or, those who spoke out against the Puritan ways. Singing and celebrating holidays were among things prohibited in Puritan New England.

**Economy** – New England’s economy was largely dependent on the ocean. Fishing (especially codfish) was most important to the New England economy, though whaling, trapping, shipbuilding, and logging were important also. Eventually, many New England shippers grew wealthy buying slaves from West Africa in return for rum, and selling the slaves to the West Indies in return for molasses. This process was called the “triangular trade.”

**Middle Colonies**

*Colonies* - New York, New Jersey, Pennsylvania, Delaware

**Climate/Geography** – The Middle colonies spanned the Mid-Atlantic region of America and were moderate in climate with warm summers and cold winters. Geography ranged from coastal plains along the coastline, rolling hills in the middle, and mountains farther inland. This area had good coastal harbors for shipping, and it was also convenient to be centrally located. Climate and land were ideal for agriculture. These colonies were known as the “breadbasket” because of the large amounts of barley, wheat, oats, and rye that were grown here.

**Religion** – Religion in the Middle Colonies was varied as no single religion seemed to dominate the entire region largely due to Quaker beliefs of equality. Religious tolerance attracted immigrants from a wide-range of foreign countries who practiced many different religions. Quakers, Catholics, Jews, Lutherans and Presbyterians were among those religious groups that had significant numbers in the Middle Colonies.
**Economy** – The Middle Colonies enjoyed a successful and diverse economy. Largely agricultural, farms in this region grew numerous kinds of crops, most notably grains and oats. Logging, shipbuilding, textiles production, and paper-making were also important in the Middle Colonies. Big cities such as Philadelphia and New York were major shipping hubs, and craftsmen such as blacksmiths, silversmiths, cobblers, wheelwrights, wigmakers, milliners, and others contributed to the economies of such cities.

**Southern Colonies**

*Colonies* - Maryland, Virginia, North and South Carolina, Georgia

**Climate/Geography** – The Southern Colonies enjoyed warm climate with hot summers and mild winters. Geography ranged from coastal plains in the east to rolling hills farther inland. The westernmost regions were mountainous. The soil was perfect for farming and the growing season was longer than in any other region. Hot summers, however, propagated diseases such as malaria and yellow fever.

**Religion** – Most people in the Southern Colonies were Anglican (Baptist or Presbyterian), though most of the original settlers from the Maryland colony were Catholic, as Lord Baltimore founded it as a refuge for English Catholics. Religion did not have the same impact on communities as in the New England colonies or the Mid-Atlantic colonies because people lived on plantations that were often distant and spread out from one another.

**Economy** – The Southern economy was almost entirely based on farming. Rice, indigo, tobacco, sugarcane, and cotton were cash crops. Crops were grown on large plantations where slaves and indentured servants worked the land. In fact, Charleston, South Carolina became one of the centers of the American slave trade in the 1700’s.
Directions: Fill in the graphic organizer below using the information from above.

<table>
<thead>
<tr>
<th>Region</th>
<th>New England Colonies</th>
<th>Middle Colonies</th>
<th>Southern Colonies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Geography</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How did geography affect the economy in this region?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Features (i.e. political, social, religious)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Topic One
Rising Tension with Britain
(7.1.1, 7.1.3, 7.1.5, 7.2.1-2, 7.5.1-3, 7.6.4, 7.9.1-2)

Connections to the Unit Claim
You will examine a variety of source documents in order to identify the social, economic, and political impact of British colonial policies in the American colonies and describe how these tensions led to colonists challenging their government.

To Explore These Key Questions
● How did the relationship between the thirteen American Colonies and Great Britain change after the French and Indian War?
● Who were the main Patriots? How did they impact the American Revolution?
● What role did Boston play in the American Revolution?
Task 1: **Understanding the French and Indian War**

You will identify and examine how the relationship between the Thirteen American Colonies and Great Britain changed after the French and Indian War by investigating British colonial policies. We are beginning a year-long journey to form an understanding of the foundation of the American identity. The beginning of our journey takes us through the fight for independence against the British.

**Instructional Process:**

1. Say, “We are beginning a year-long journey to form an understanding of the foundation of the American identity. The beginning of our journey takes us through the fight for independence against the British. Today we are going to set the geographic context for this conflict and examine the causes and effects of the French and Indian War and the impact of Treaty of Paris 1763 using various source documents.”

2. Pair students and have them look at maps of North America before and after the French and Indian War. Pose the following discussion questions; ask pairs to record their responses (Student Resource Book):
   - What three European nations maintained colonies in North America in the early 1700s?
   - What major geographic features might have served as boundaries between European powers in North America?

3. Allow students to share and discuss their responses as a class. As students identify correct European nations (England, France, Spain), have them create a map key or legend including those nations. As students identify major geographic features (Appalachian Mountains, Ohio and Mississippi Rivers), show students where those features are located on a displayed map.

4. Present the following questions; as students provide correct answers, identify the appropriate land areas on the displayed map:
   - What European power controlled land in what is now Canada? (France)
   - What European power controlled the colony of Louisiana? (France)
   - What European power controlled land in what is now Florida? (Spain)
   - What European power controlled land along the east coast of what is now America? (England)
   - What European power controlled land in what is now Texas and the American southwest? (Spain)

5. Ask: “What European powers controlled land in central America? (Spain and England) How was land distributed in the Caribbean? (Spain, France, and England) What other European power controls land in North America and where is that land area located? (Russia) What land was disputed?”
6. Allow time for students to color-code their maps using the map of North America before the French and Indian War for reference.
7. Divide the class into small groups using an established classroom routine.
8. Have students read:
   a. French and Indian War/Seven Years War, 1754-63
   b. The Treaty of Paris 1763 and Its Impact
   c. Causes and Effects of the French and Indian War split-page notes
9. Ask students to complete a pre-reading activity on French and Indian War/Seven Years War, 1754-63 in which they identify unfamiliar words in the text. For example, allow students 8-10 minutes to skim through the text. While skimming ask students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. subsequent
   b. discontent
   c. outmaneuvered
   d. skirmish
   e. stalemate
   f. reinvigorated
10. Conduct a discussion to build contextual understanding of the words in the text.
11. Next, instruct students to re-read and annotate the text with their groups and identify the following:
   a. the major empires involved in the conflict
   b. the goal of each country involved in the conflict
   c. the causes and effects of the conflict
   d. why it is important
12. Have students discuss their answers with their group so they can build understanding of how the relationship between the colonies and Great Britain changed after the French and Indian War. Additionally, have small groups join together to build depth and further understanding of the French and Indian War.
13. Instruct students to independently read The Treaty of Paris 1763 and Its Impact and record the following information:
   a. The terms of the treaty
   b. The importance of the Treaty of Paris 1763
   c. The geographic, economic, and social impact of the treaty
   d. How the Treaty of Paris 1763 changed the relationship between the British and the colonies.
14. Ask students to complete a pre-reading activity on The Treaty of Paris 1763 and Its Impact. Encourage students to identify unfamiliar words in the text. For example, allow students 8-10 minutes to skim through the text. While skimming, ask students to underline/highlight
any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:

a. *reimburse*

b. *pious*

c. *intercolonial*

d. *nationalism*

e. *flourishing*

15. Conduct a discussion to build contextual understanding of the words in the text. Encourage students to provide definitions to the words listed above.

16. Instruct students to re-read and annotate the text with their groups.

17. Conduct a brief discussion to check for student understanding of the main ideas from the article on the French and Indian War. Possible questions (Student Resource Book):

a. What were France and England fighting over?

b. What was the economic impact of the war for Great Britain?

c. How did the war affect the relationship between the colonies and Great Britain?

d. How did the war affect geographic boundaries within North America?

18. Instruct students to complete their map on North America, now reflecting boundaries after the French and Indian War in 1763. Ask the following questions (Student Resource Book):

a. What European power controlled land in what is now Canada? (England)

b. What European power controlled the colony of Louisiana? (Spain)

c. What European power controlled land in what is now Florida? (England)

d. What European power controlled land along the east coast of what is now America? (same)

e. What European power controlled land in what is now Texas and the American southwest? (same)

f. What European power controlled land in central America? (same)

g. What European powers controlled land in central America? (same)

h. How was land distributed in the Caribbean? (same)

i. What other European power controls land in North America and where is that land area located? (same)

j. What happened to the disputed land area? (England)
Directions: Using the map above, answer the questions.

1. What three European nations maintained colonies in North America in the early 1700s? _______________, ________________, and _______________

2. What European nation controlled land in what is now Canada? ________________

3. What European nation controlled the colony of Louisiana? ________________

4. What European nation controlled the land in what is now Florida? ________________

5. What European nation controlled land along the east coast of North America? ________________

6. What European nation controlled land in what is now Texas and the American southwest? ________________

7. What land was disputed? ____________________________________________
**Source 2- The French and Indian War, 1754-1763**

The French and Indian War, also called the Seven Years War by the English, was part of a major struggle between European powers. It took place both across the continents of Europe and North America and involved France, England, Russia, Prussia, Spain, and others. The war began because Britain felt they needed to prevent the French from gaining control over trade and territories that the British thought were rightfully theirs. In North America, combat took place over a large span of land and included battles in Canada, through Western Pennsylvania, and all the way to the Mississippi River. This war included the first major military experience of George Washington and the first use of colonial militia. It ended with the British control of North America. However, the French and Indian War was also very expensive and contributed to the conflict between the British and their American colonies.

The War, which began in 1754, was the fourth colonial conflict between England and France. Unlike the three previous conflicts, this one began in America. French and British soldiers butted heads over control of the Ohio Valley. The Ohio Valley was important because it provided fur traders access to cities and ports on the East Coast. This business was very profitable. Another desired territory was the Mississippi River Valley, the entry point to the frontier in the west.

British luck started changing with their capture of the city of Louisbourg in Canada. They blocked the St. Lawrence Seaway, which stopped all French trade to inland towns and the frontier. Then, the British struck a final blow to the French cause in Quebec in 1759. British Commander James Wolfe bravely sent his forces up a rocky hill to surprise the French. In the battle that followed on the Plains of Abraham, both Wolfe and the French commander were killed. The British gained control over this important territory. They continued to be successful in battle after that, conquering Montreal as well. Ultimately the British gained control of the territories at stake, and thus the French chapter in North American history was over.

**Consequences of the French and Indian War**

The French and Indian or Seven Years War left Britain with pressing financial problems. Victory in the War had given Britain Canada, Spanish Florida and the Native American lands east of the Mississippi. In addition to these lands, the British had twenty-two smaller colonies ruled by Royal Governors in the West Indies and elsewhere. British national debt almost doubled to pay for the war and there still were 10,000 British troops in the colonies. Money was needed to pay for their expense. Britain had to re-think how it was going to govern and pay for its far-flung possessions. The colonists had already contributed both soldiers and materials to the war effort, but the British government felt that now they should also contribute to paying for the cost of continued defense and greater administration of the colonies. Many British leaders felt that there was no other way to pay for these expenses than to tax the colonists. The colonists did not object to contributing to the cost of their defense, but, with the French no longer present, they did not see the need for British
troops to remain in the colonies. They maintained (and paid for) colonial militias to defend themselves from Indian attack. They also felt, if they were going to be taxed by Parliament, they should be represented in it.

Even though they fought on the same side, the French and Indian War did not bring the British and Americans closer together. British troops remained in the colonies, which the colonists resented. British troops looked down their noses at the colonials. They regarded them as crude and lacking culture. The pious New Englanders found the British redcoats to be profane and the presence and attitude of the aristocratic British officers disturbed the colonists. The colonists also saw their presence as a threat to the liberties they had enjoyed since their first settlements. Americans blamed Britain for many of their problems and felt their own governments were better suited to both govern and defend the colonies. With the War behind it, Parliament intended to show colonists that they ruled the colonies. In 1765, the colonists still considered themselves as loyal subjects of Britain, with the same historic rights and obligations as Englishmen. But 160 years after the founding of Jamestown and a practice of “salutary neglect”, tension between the colonies and Britain was going to rapidly increase.

http://www.ushistory.org/declaration/lessonplan/frenchindian.html

**Directions:** Using Source 2, restate and answer the questions in complete sentences.

1. Which countries or groups were involved in the French and Indian War?

2. What were the countries fighting over?

3. What was the economic impact of the war on Britain?

4. How did the war ultimately changed the relationship between Britain and the colonies?

5. The term “salutary neglect” is used in the last sentence. What do you think salutary neglect was?
The Treaty of Paris (1763) and Its Impact

The fighting was over. Now the British and the British Americans could enjoy the fruits of victory. The terms of the Treaty of Paris were harsh to losing France. All French territory on the mainland of North America was lost. The British received Quebec and the Ohio Valley. The port of New Orleans and the Louisiana Territory west of the Mississippi were ceded to Spain for their efforts as a British ally. It should have been a time to revel in the spoils of war. Instead, the very victory that temporarily brought American colonists close to their British cousins would help tear them apart.

There is nothing like fear to make a group of people feel close to a protector. The American colonists had long felt the threat of France peering over their shoulders. They needed the might of the great British military to keep them safe from France. With France gone, this was no longer true.

The experience of the French and Indian War did not in many ways bring the British and the Americans closer together. British troops looked down their noses at the colonials. Americans were regarded as crude, lacking culture. The pious New Englanders found the British redcoats to be profane. New Englanders did not like taking orders. There was considerable resistance to helping the British at all until Pitt promised to reimburse the colonists. Smugglers continued to trade with the French and Spanish enemies throughout the war. There was considerable tension indeed.

The American colonists did feel closer to each other. Some of the intercolonial rivalry was broken down in the face of a common enemy. The first sign of nationalism was seen when settlers from all thirteen colonies lay down their lives together in battle. Likewise, the joy of victory was an American triumph. All could share in the pride of success. In many ways, the French and Indian War was a coming of age for the English colonies. They had over a century of established history. They had a flourishing economy.

The Americans proved they could work together to defeat a common foe. Before long, they would do so again.

This work by The Independence Hall Association is licensed under a Creative Commons Attribution 4.0 International License. The original work is available at http://www.ushistory.org/us/8d.asp.
Directions: Using Source 3, restate and answer the questions in complete sentences.

1. What were the three terms of the Treaty of Paris 1763?
   __________________________________________________________________________
   __________________________________________________________________________

2. What was the geographic impact of the Treaty of Paris 1763?
   __________________________________________________________________________
   __________________________________________________________________________

3. What was the economic impact of the Treaty of Paris 1763?
   __________________________________________________________________________
   __________________________________________________________________________

4. What was the social impact of the Treaty of Paris 1763?
   __________________________________________________________________________
   __________________________________________________________________________

5. How did the Treaty of Paris 1763 change the relationship between the British and the colonies?
   __________________________________________________________________________
   __________________________________________________________________________

Directions: Refer to Source 1 to answer the questions.

1. What two European nations now maintained colonies in North America in 1763?
   ___________________________ and ___________________________

2. What European nation controlled land in what is now Canada? _______________ 

3. What European nation controlled the colony of Louisiana? _______________ 

4. What European nation controlled the land in what is now Florida? ____________
5. What European nation controlled land along the east coast of North America? __________________

6. What European nation controlled land in what is now Texas and the American southwest? ________________

7. Compare this map to the map of North America in 1700 (Source1). What is the biggest difference?
______________________________________________________________________________
______________________________________________________________________________
Task 2:  

**Let’s Meet the Patriots**

*During this instructional task, we are going to analyze the characteristics of leading patriots from Boston during the pre-revolutionary war era. Most of these men lived in Boston, which was the focal point of revolutionary activity and protests following the repeal of the Stamp Act. While examining these people, pay attention to their characteristics and describe how they contributed to colonial opposition.*

---

**Instructional Process:**

1. *Ask students to read* Sons of Liberty *(Student Resource Book)* *with their group. Provide students with a reasonable amount of time to read and complete the questions in the graphic organizer (Student Resource Book).*

2. *Ask students to underline, highlight or write down some of the main ideas from the text using the* Sons of Liberty *graphic organizer.*

3. *Ask students to read* The Boston Patriots *with their group and to identify the characteristics and accomplishments of famous patriots from Boston using the* Boston Patriots graphic organizer. *Provide students with a reasonable amount of time to complete the Boston Patriots graphic organizer and the questions (Student Resource Book).*

4. *Project a blank* Boston Patriots graphic organizer *as students answer the questions. Engage students in a full class discussion to check for understanding. Possible questions include (Student Resource Book):*
   
   a. What characteristics did almost all the patriots have in common?  
   b. Why was Boston the center of colonial opposition?  
   c. What are some of the accomplishments of the Boston patriots?
Who were the Sons of Liberty?
The Sons of Liberty were a group of colonists who organized protests against what they perceived as unfair taxation and boycotts against taxed goods. Their purpose was to show the British government their discontent with taxes imposed on them without representation in Parliament, their logo was “No Taxation without Representation”. Leaders of the Sons of Liberty who took part in the struggle for independence include Samuel Adams, John Hancock, Patrick Henry, Paul Revere and Joseph Warren.

Origin of the Sons of Liberty
The Sons of Liberty originated in the mid 1760’s with just a few members who called themselves The Loyal Nine. This group included: John Avery and Henry Bass, both merchants; Benjamin Edes, printer; Thomas Chase, Distiller; John Smith and Stephen Cleverly, both braziers and Joseph Field, a ship captain. Little is known of this initial group because they met informally.

Ironically the name “Sons of Liberty” was adopted from a debate in Parliament in 1765 about the Stamp Act. During this debate Charles Townshend who supported the act referred to the colonists as “children planted by our care, nourished up by our indulgence and protected by our arms.” Isaac Barre, a member of Parliament who was against the Stamp Act declared that the Americans were not children but “Sons of Liberty”.

The Sons of Liberty and the Stamp Act
As news of the approval of the Stamp Act became known The Loyal Nine began preparing for demonstrations and recruited a known mob leader, shoemaker Ebenezer Mackintosh. The group was loosely organized and virtually anyone opposed to the Stamp Act was part of it, soon groups calling themselves Sons of Liberty operated in major cities in the colonies.

Meanwhile Samuel Adams, John Adams, John Hancock and other intellectuals were emerging in the political circles and voicing their discontent with the Stamp Act. John Adams published a number of
essays in local newspapers, his first one was in the Boston Gazette on August 1765 entitled “A Dissertation on Cannon and Feudal Law”. The essay discussed British Law and how certain liberties and freedom Americans enjoyed was god given and earned by many generations of Americans. However his was a moderate position as a loyal British subject. His cousin, Samuel Adams, was more radical and it is believed that he guided the group secretly through violent demonstrations...

The objective of the Sons of Liberty was to make the government repeal the Stamp Act which happened on March 18, 1766. Their actions, violent or not, were aimed at intimidating officials and stamp distributors forcing them to resign. The group also put pressure on merchants who did not act in accordance with the non-importation agreement. The best work at undermining the Stamp Act was done by newspapers. Many members were printers and publishers who were directly affected by the new Stamp tax, it is remarkable that almost every newspaper in the colonies had daily reports of the activities of the Sons of Liberty and essays regarding the unconstitutionality of the Act.

**Directions:** *Use Source 1 to fill in the graphic organizer.*

### Sons of Liberty Graphic Organizer

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who were the Sons of Liberty?</td>
<td></td>
</tr>
<tr>
<td>List some of the main contributors to the Sons of Liberty.</td>
<td></td>
</tr>
<tr>
<td>What was the purpose of the Sons of Liberty?</td>
<td></td>
</tr>
<tr>
<td>Why were the Sons of Liberty protesting the Stamp Act?</td>
<td></td>
</tr>
<tr>
<td>How did the Sons of Liberty protest the Stamp Act?</td>
<td></td>
</tr>
<tr>
<td>Questions</td>
<td>Answers</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Who were the Sons of Liberty?</td>
<td>A group of colonial protesters that united to defend the colonies against the Stamp Act.</td>
</tr>
<tr>
<td>List some of the main contributors to the Sons of Liberty.</td>
<td>Sam Adams, John Adams, John Otis, John Hancock, Ebenezer Mackintosh</td>
</tr>
<tr>
<td>What was the purpose of the Sons of Liberty?</td>
<td>To force the British government to repeal the Stamp Act</td>
</tr>
<tr>
<td>Why were the Sons of Liberty protesting the Stamp Act?</td>
<td>The Sons of Liberty felt that the British government was interfering in colonial government; Also, they believed the government did not have the right to tax the colonies because they had no representation in government.</td>
</tr>
<tr>
<td>How did the Sons of Liberty protest the Stamp Act?</td>
<td>The Sons of Liberty boycotted British goods, refused to pay the tax, and intimated tax collectors.</td>
</tr>
</tbody>
</table>
Source 2 – The Boston Patriots

The American Revolution was not simply a series of impersonal events. Men and women made fateful, often difficult decisions that led to the great clash. Although patriots could be found in any of the 13 colonies, nowhere were they more numerous than in the city of Boston.

Perhaps the prevalence of shipping in Boston made Bostonians especially resent the restrictions on trade. Maybe its legacy of religious quarrels with the Church of England made Bostonians more rebellious. Its long history of town meetings and self-rule may have led New Englanders to be more wary of royal authority.

Perhaps a combination of these and other factors led the city of Boston to be the leading voice against British authority. It was, after all, the Boston Massacre and the Boston Tea Party.

Furthermore, fierce patriots such as James Otis, Samuel Adams, John Adams, John Hancock, and Paul Revere were all citizens of one great city: Boston.

James Otis
Quick-tempered James Otis was one of the first vociferous opponents of British taxation policies. As early as 1761, Boston merchants hired him to provide legal defense against British search warrants.

His widely distributed pamphlet, The Rights of the British Colonists Asserted and Proved, was one of the first legal criticisms of Parliament's taxation policies. A large man with a large heart for British liberties, he was perceived by many in London to be the center of treasonous American activity.

But Otis also saw himself as fiercely loyal to the English Constitution. Once he stormed into Boston's Royal Coffee House to face drawn swords because his loyalty had been called into question. Violence ensued. Otis was so severely beaten that he never really recovered. The wounds he received from British made him somewhat of a martyr around Boston.
Samuel Adams
Samuel Adams was perhaps the fiercest supporter of American liberty in the 13 colonies. His mind drew a sharp distinction between the evils of the British Empire and simple American life. His skills as a political organizer drove the colonies toward declaring independence. Adams chaired the Boston town meeting that preceded the infamous tea party. Rather unsuccessful in a series of pursuits prior to the Revolution, Adams found his calling in organizing and rabble-rousing. He served as an active member of the Sons of Liberty and the creator of the first significant committee of correspondence. As the Revolution approached, the cries for Adams' head grew louder and louder in the streets of London.

The Destruction of the Tea is the pretence for the unprecedented Severity shown to the Town of Boston but the real Cause is the opposition to Tyranny for which the people of that Town have always made themselves remarkable & for which I think this Country is much obliged to them: They are suffering the Vengeance of Administration in the Common Cause of America.

– Samuel Adams, letter to Arthur Lee (January 25, 1774)

John Adams
John Adams, Samuel's second cousin, was no less a patriot. His early fame as a defense attorney for the British soldiers in the trial that followed the Boston Massacre cannot be taken in isolation. He provided the wording of the resistance message sent to George III that was adopted by the First Continental Congress. John and Samuel Adams represented the radical wing of the Second Continental Congress that demanded a taking up of arms against Britain. John Adams was also a member of the committee of five who drafted the Declaration of Independence.
**John Hancock**

The man with the famous signature — John Hancock — was also a Bostonian. Hancock earned the early ire of British officials as a major smuggler. The seizure of one of his ships brought a response from Bostonians that led directly to British occupation in 1768. Later, Hancock and Samuel Adams were the two agitators whose arrest was ordered by General Gage after the battles at Lexington and Concord. As a man of great wealth, he had much to lose by resisting Britain. Nevertheless, he did not bend.

---

**Paul Revere**

Paul Revere did not come from the same social class as the aforementioned patriots. As a silversmith, he was a man of humbler means, but his attitudes about Britain were anything but humble. His famous midnight ride that warned of the advancing British troops was only one of his revolutionary actions. He was also an illustrator whose image of the Boston Massacre became iconic.

When the British suspended the Massachusetts legislature for refusing to retract its circular letter, Revere engraved the names of the 92 assemblymen who stood up to Parliament. His engravings were used by patriots as anti-British propaganda, particularly his famous engraving of the Boston Massacre.

---

I set off, it was then about 11 o'clock, the moon shone bright. I had got almost over Charlestown Common, towards Cambridge, when I saw two officers on horseback, standing under the shade of a tree, in a narrow part of the road. I was near enough to see their holsters and cockades. One of them started his horse towards me, the other up the road, as I supposed, to head me. Should I escape the first, I turned my horses short about, and rode upon a full gallop for Mystic Road, he followed me about 300 yards, and finding he could not catch me, returned. I proceeded to Lexington, through Mystic, and alarmed Mr. Adams and Col. Hancock ...

— Paul Revere, account of his ride (1775)
These five were but a handful of Bostonians who became the thorn in the British side. Their brave actions encouraged American patriotism throughout the 13 colonies. As the American Revolution was dawning, the Boston patriots led the way.

**Directions:** *Use Source 2 to fill in the graphic organizer and answer the questions.*

<table>
<thead>
<tr>
<th>Patriot</th>
<th>Contributions to Patriot Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim Otis</td>
<td></td>
</tr>
<tr>
<td>Samuel Adams</td>
<td></td>
</tr>
<tr>
<td>John Adams</td>
<td></td>
</tr>
<tr>
<td>John Hancock</td>
<td></td>
</tr>
</tbody>
</table>
## Boston Patriots (Completed)

<table>
<thead>
<tr>
<th>Patriot</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Otis</td>
<td>- vocal opponent of the Stamp Act and British taxation</td>
</tr>
<tr>
<td></td>
<td>- author of the Rights of the British Colonists Asserted and Proved</td>
</tr>
<tr>
<td></td>
<td>- was killed by lightning</td>
</tr>
<tr>
<td>Samuel Adams</td>
<td>- fierce supporter of American liberty</td>
</tr>
<tr>
<td></td>
<td>- cousin to John Adams</td>
</tr>
<tr>
<td></td>
<td>- leader of the Boston Tea Party</td>
</tr>
<tr>
<td></td>
<td>- member of the Sons of Liberty</td>
</tr>
<tr>
<td></td>
<td>- creator of earliest Committees of Correspondence</td>
</tr>
<tr>
<td>John Adams</td>
<td>- cousin of Sam Adams</td>
</tr>
<tr>
<td></td>
<td>- defended British soldiers after the Boston Massacre</td>
</tr>
<tr>
<td></td>
<td>- member at both the 1st and 2nd Continental Congresses</td>
</tr>
<tr>
<td></td>
<td>- helped write the Declaration of Independence</td>
</tr>
<tr>
<td>John Hancock</td>
<td>- 1st person to sign the Declaration</td>
</tr>
<tr>
<td></td>
<td>- wealthy merchant and ship owner</td>
</tr>
<tr>
<td></td>
<td>- a smuggler</td>
</tr>
<tr>
<td></td>
<td>- arrested after the battles of Lexington and Concord</td>
</tr>
</tbody>
</table>
1. What role did these patriots have in helping to shape the American identity? Use evidence from the text to support your answer.

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

2. Why was Boston the center of colonial opposition?

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________
Topic Two
Crisis in the Colonies
(7.1.1-5; 7.2.1-3; 7.5.3; 7.9.2)

Connections to the Unit Claim
You will examine the social, political, and economic impact of critical events leading up to the colonists challenging their government in the American Revolution.

Key Questions
- What role did the authors of the Declaration of Independence play in shaping the American identity?
- Why did colonial governments attempt to reconcile their differences with Great Britain?
- Were the colonists justified in declaring independence from Great Britain?
- Why did the authors of the Declaration of Independence fail to identify the rights of women, Native Americans, and African Americans?
Task 3:

**British Begin to Tighten Control**

You will examine and identify the social, economic, and political impact of British colonial policies in the American colonies and explain how those policies altered the relationship between the thirteen American colonies and Great Britain.

---

**Instructional Process:**

1. Say, “During this instructional task, your goal is to examine and identify the social, political, and economic impact of the Stamp Act, a tax passed by the British Parliament in 1765. The Stamp Act was unlike other colonial policies passed by the British government. For the first time, Parliament was directly taxing the colonies in an attempt to raise revenue for England. The Stamp Act directly led the citizens of the colonies to protest British goods and inspired the slogan ‘taxation without representation’.”
2. Write the phrase “taxation without representation” on the classroom board.
3. Ask students to define “taxation without representation” in their own words. (Taxation without Representation - a phrase, generally attributed to James Otis about 1761, that reflected the resentment of American colonists at being taxed by a British Parliament to which they elected no representatives and became an anti-British slogan before the American Revolution)\(^1\)
4. Divide students into small groups according to an established classroom routine.
5. Instruct students to engage in a discussion to build contextual understanding of the phrase “Taxation without Representation.” During the discussion ask students to explain (Student Resource Book):
   a. Why is taxation necessary?
   b. Why is representation necessary in government?
   c. Should people agree to pay taxes before the government collects them?”
6. Say, “In this task we are going to examine and evaluate various British colonial policies following the French and Indian War. While reading about these policies, your job is to identify and describe the social, political, and economic impact of each act and how these actions changed the relationship between the Colonies and Great Britain.”
7. Divide the class into small groups using an established classroom routine.
8. Instruct students to read *The Events Leading to Independence* with their group and to record information on their *Events Leading to Independence* graphic organizer (Student Resource Book).
9. Project a blank *Events Leading to Independence* graphic organizer and conduct a class discussion on how the social, political, and economic situation in the colonies changed after the French and Indian War. Possible questions include:

---

\(^1\) [http://www.dictionary.com/browse/taxation-without-representation](http://www.dictionary.com/browse/taxation-without-representation)
a. What was the economic situation in Great Britain after the French and Indian War?
b. Describe the economic situation in the colonies after the French and Indian War.

10. Direct students to read The Royal Proclamation of 1763 (Student Resource Book) in their small group. While reading, encourage students to make note of any words they do not understand.

11. Conduct a brief discussion to build contextual understanding of the words in the text. If there are any words that students do not understand, provide sufficient time during the lesson to review with students.

12. Have students look at the British Colonial Policies graphic organizer (Student Resource Book). Model for students how to complete the first row (Proclamation of 1763).

13. Conduct a brief discussion on how the Proclamation of 1763 changed the relationship between England and the colonies. Possible questions include:
   a. What was the geographic impact of the Proclamation of 1763?
   b. Why were the colonists against the Proclamation of 1763?
   c. How did the Proclamation of 1763 change the relationship between the colonies and England?

14. Say, “Now we are going to evaluate the causes and effects of some other British colonial policies after the French and Indian War. While reading the following sources, make sure to evaluate and identify how the colonists felt about the laws and how they reacted.

15. Ask students to complete a pre-reading of the List of British Acts on Colonial America in which they identify unfamiliar words in the text. For example, allow students 10-15 minutes to skim through the text. While skimming ask students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. revenue
   b. curb
   c. smuggling
   d. endemic
   e. restrictions
   f. enforcement
   g. currency
   h. tender
   i. quarter

16. Conduct a brief discussion to build contextual understanding of the words in the text. Ask students to provide their own definitions for the words listed above.

17. Instruct students to re-read and annotate the text with their groups. While reading, encourage students to underline, highlight or write down some of the main ideas from the text using the British Colonial Policies graphic organizer. Students should include:
   a. the causes and effects of each British Act
   b. how the colonists reacted to each act
c. why is the act important/significant

18. Provide students with a reasonable amount of time to work in their small groups to complete each section of the graphic organizer (7-10 minutes per section). For example, after students complete the first section of the British Colonial Policies graphic organizer, The Sugar Act, conduct a class discussion for understanding. **Note:** In lieu of completing the graphic organizer section by section, teachers can allow students to complete the entire British Colonial Policies graphic organizer (30-35 minutes) before reviewing with students.

19. Project a blank British Colonial Policies graphic organizer in the classroom so students can engage in a full class discussion on the how these British Acts changed the relationship between England and the colonies. Possible questions include:
   a. What was the purpose of the Sugar Act and how did the colonies feel about it?
   b. Why were the British attempting to stop smuggling in the colonies?
   c. How did the colonists react to the Currency Act?
   d. Why were the colonists especially upset after the Quartering Act? How would it feel if the United States government today made citizens house American soldiers?

20. Direct students to read The Stamp Act Controversy (Student Resource Book) in their group. Provide students with a reasonable amount of time to read and complete the questions on the Stamp Act Controversy (25-30 minutes).

21. Ask students to underline, highlight or write down some of the main ideas from the text. While taking notes, students should answer the questions in complete sentences.

22. Project The Stamp Act Crisis graphic organizer as students review their answers. Conduct a brief discussion to check for understanding of the social, political, and economic consequences of the Stamp Act. Possible questions:
   a. What were the political consequences of the Stamp Act? (Colonists began protesting British businesses and boycotted British goods)
   b. Why did the British feel it was necessary to raise taxes on the American colonies? (They needed to generate revenue)
   c. What were the social consequences of the Stamp Act? (Colonists became disruptive forming protest groups such as the Sons of Liberty which prevented the collection of the stamp tax; the Stamp Act affected the affluent people in the colonies such as lawyers and newspaper printers)
   d. What were the economic consequences of the Stamp Act? (very little money was actually collected)

23. Divide the class into small groups using an established classroom routine.

24. Direct students to read The Repeal of the Stamp Act (Student Resource Book) in their group. Provide students with a reasonable amount of time to read and complete the questions on The Stamp Act Crisis graphic organizer (25-30 minutes).

25. Ask students to underline, highlight or write down some of the main ideas from the text using The Stamp Act Crisis graphic organizer. While taking notes, students should answer the questions in complete sentences.
26. Project The Stamp Act Crisis graphic organizer as students review the questions.

27. Conduct a discussion to check for understanding of the social, political, and economic consequences of the Stamp Act. Possible questions:
   a. Was the Stamp Act unfair? Why or why not? Provide evidence from the text to support your answers.
   b. How did the British respond to the repeal of the Stamp Act?
   c. What is the difference between internal and external taxes?

28. Say, “Now we are going to examine the different colonial opinions about the Stamp Act. You will examine writings of those who were against the Stamp Act and those who were in favor of the Stamp Act.”

29. Ask students to complete a pre-reading activity on Three Founding Fathers on the Stamp Act, 1765-66 (Student Resource Book) in which they identify unfamiliar words in the text. For example, allow students 8-10 minutes to skim through the text. While skimming ask students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. speculative
   b. direful
   c. affirm
   d. fabricated
   e. renounce
   f. commerce
   g. duty
   h. commodities

30. Conduct a discussion to build contextual understanding of the words in the text.

31. Next, instruct students to re-read and annotate the text with their groups. Make sure to provide students with a reasonable amount of time to work in their small groups to complete the graphic notes organizer (25-30 minutes).

32. Ask students to underline, highlight or write down some of the main ideas from the text using the graphic note organizer. Students should focus on how the author feels about the Stamp Act and what do they suggest should be done to protect the colonies.

33. Once students have completed the graphic notes organizer, allow small groups a reasonable amount of time (5-8 minutes) to discuss their answers with their group so they can build understanding of how the colonies felt about the Stamp Act.

34. Ask students to read A Loyalist Defends the Stamp Act (Student Resource Book) with their group. Provide students with a reasonable amount of time to read and complete the questions in the split-page notes (25-30 minutes).

35. Ask students to underline, highlight or write down some of the main ideas from the text using the graphic note organizer. Students should focus on how the author feels about the Stamp Act and why they defended the Stamp Act.
36. Project a Colonial Opinions of the Stamp Act split-page notes as students answer the questions. Engage students in a full class discussion to check for understanding. Students should use accountable language as they discuss the documents and should both reference and cite evidence from the documents to support their claims. Possible discussion questions include:
   a. What differing opinions are presented on the Stamp Act?
   b. What were the most compelling arguments presented for and against the Stamp Act?
   c. Did the Stamp Act ultimately achieve its objective?

37. Instruct students to write an essay explaining how the French and Indian War impacted colonial economic policy and identity. Students should reference and cite sources used throughout Topic One, including:
   a. the impact of the French and Indian War on the British economy
   b. Britain’s colonial economic policy after the French and Indian War
   c. colonial reaction to Britain’s economic policies
   d. the role of the Stamp Act in forming colonial identify
**Directions:** Answer the following questions.

1. What does “taxation without representation” mean to you?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. Why is taxation necessary?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. Why is representation necessary in government?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. Should people agree to pay taxes before the government collects them?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

**Directions:** Read the document and complete the graphic organizer.
The Events Leading to Independence²

In 1763, few would have predicted that by 1776 a revolution would be unfolding in British America.

The ingredients of discontent seemed lacking — at least on the surface. The colonies were not in a state of economic crisis; on the contrary, they were relatively prosperous. Unlike the Irish, no groups of American citizens were clamoring for freedom from England based on national identity. KING GEORGE III was not particularly despotic — surely not to the degree his predecessors of the previous century had been.

Furthermore, the colonies were not unified. Benjamin Franklin discovered this quite clearly when he devised the ALBANY PLAN OF UNION in 1754. This plan, under the slogan "Join, or Die," would have brought the colonial rivals together to meet the common threat of the French and Indians. Much to Franklin's chagrin, this plan was soundly defeated.

How, then, in a few short years did everything change? What happened to make the American colonists, most of whom thought of themselves as English subjects, want to break the ties that bound them to their forebears? What forces led the men and women in the 13 different colonies to set aside their differences and unanimously declare their independence?

Much happened between the years of 1763 and 1776. The colonists felt unfairly taxed, watched over like children, and ignored in their attempts to address grievances. Religious issues rose to the surface, political ideals crystallized, and, as always, economics were the essence of many debates.

² This work by The Independence Hall Association is licensed under a Creative Commons Attribution 4.0 International License. The original work is available at http://www.ushistory.org/us/9.asp.
For their part, the British found the colonists unwilling to pay their fair share for the administration of the Empire. After all, citizens residing in England paid more in taxes than was asked of any American during the entire time of crisis.

This was not the first time American colonists found themselves in dispute with Great Britain. But this time the cooler heads did not prevail. Every action by one side brought an equally strong response from the other. The events during these important years created sharp divisions among the English people, among the colonists themselves, and between the English and the Colonists.

Over time, the geographic distance between England and the colonies became more and more noticeable. It took England time to respond to Colonial provocations and to administer the settled areas of America. Further, some now questioned how it could be that a tiny island nation could contain and rule the American continent.

Before long, the point of no return was reached.
<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the economic situation in the colonies after the French and Indian War?</td>
<td></td>
</tr>
<tr>
<td>What was the Albany Plan of Union?</td>
<td></td>
</tr>
<tr>
<td>What was the slogan ‘join or die” and what did it mean?</td>
<td></td>
</tr>
<tr>
<td>From 1763 to 1776, how did the relationship change between the colonies and the Great Britain?</td>
<td></td>
</tr>
<tr>
<td>What role did geography play in the relationship between England and the Colonies?</td>
<td></td>
</tr>
</tbody>
</table>
## Events Leading to Independence (Completed)

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the economic situation in the colonies after the French and Indian War?</td>
<td>After the French and Indian War, the colonies were somewhat prosperous. They were not experiencing the same amount of debt as England.</td>
</tr>
<tr>
<td>What was the Albany Plan of Union?</td>
<td>The Albany Plan of Union was an attempt proposed by Benjamin Franklin to unite the colonies in opposition to the French and Indians during the war.</td>
</tr>
<tr>
<td>What was the slogan ‘join or die and what did it mean”?</td>
<td>The slogan was meant to inspire all 13 colonies to join together to fight the French. If they did not work together, there was a greater chance they would lose their land to the French.</td>
</tr>
<tr>
<td>From 1763 to 1776, how did the relationship change between the colonies and the Great Britain?</td>
<td>As Britain attempted to raise revenue for protecting the colonies during the war, many colonists resented Britain. “The colonists felt unfairly taxed, watched over like children, and ignored in their attempts to address grievances. Religious issues rose to the surface, political ideals crystallized, and, as always, economics were the essence of many debates.”</td>
</tr>
<tr>
<td>What role did geography play in the relationship between England and the Colonies?</td>
<td>The distance between Great Britain and the colonies made governing them extremely difficult. It would take weeks or even months before Parliament would respond to Colonial requests or pass new laws.</td>
</tr>
</tbody>
</table>
The Royal Proclamation of 1763

The TREATY OF PARIS, which marked the end of the French and Indian War, granted Britain a great deal of valuable North American land. But the new land also gave rise to a plethora of problems. The ceded territory, known as the Ohio Valley, was marked by the APPALACHIAN MOUNTAINS in the east and the Mississippi River in the west.

Don't Go West, Young Man

Despite the acquisition of this large swath of land, the British tried to discourage American colonists from settling in it. The British already had difficulty administering the settled areas east of the Appalachians. Americans moving west would stretch British administrative resources thin.

Further, just because the French government had yielded this territory to Britain did not mean the Ohio Valley's French inhabitants would readily give up their claims to land or trade routes. Scattered pockets of French settlers made the British fearful of another prolonged conflict. The war had dragged on long enough, and the British public was weary of footing the bill.

Moreover, the Native Americans, who had allied themselves with the French during the Seven Years' War, continued to fight after the peace had been reached. Pontiac's Rebellion continued after the imperial powers achieved a ceasefire.
The last thing the British government wanted were hordes of American colonists crossing the Appalachians fueling French and Native American resentment.

The solution seemed simple. The **ROYAL PROCLAMATION OF 1763** was issued, which declared the boundaries of settlement for inhabitants of the 13 colonies to be Appalachia.

**Proclaim and Inflame**

But what seemed simple to the British was not acceptable to their colonial subjects. This remedy did not address some concerns vitally important to the colonies. Colonial blood had been shed to fight the French and Indians, not to cede land to them. What was to be said for American colonists who had already settled in the West?

In addition, the colonies themselves had already begun to set their sights on expanding their western boundaries; such planning sometimes even causing tension among the colonies. Why restrict their appetites to expand? Surely this must be a plot to keep the American colonists under the imperial thumb and east of the mountains, where they could be watched.

Consequently, this law was observed with the same reverence the colonists reserved for the mercantile laws. Scores of wagons headed westward. How could the British possibly enforce this decree? It was nearly impossible.

The Proclamation of 1763 merely became part of the long list of events in which the intent and actions of one side was misunderstood or disregarded by the other.

Despite the Treaty of Paris, many Native Americans continued to fight against European settlement of land west of Appalachia. Ottawa Chief Pontiac led numerous attacks against British and colonial expansion and settlement and his violent aggression is one reason Britain issued the Proclamation of 1763.
1. What was the geographic impact of the Proclamation of 1763?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

2. Why were the colonists against the Proclamation of 1763?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

3. How did the Proclamation of 1763 change the relationship between the colonies and England?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
Directions: Read about British colonial policies, complete the graphic organizer and answer the questions.

British Colonial Policies

1651 Navigation Acts

The Navigation Acts were trade rules that governed commerce between Britain and its colonies. The first of the Navigation Acts existed for almost two centuries and was repealed in 1849. The laws were designed to protect British economic interests in colonial trade and to protect its industry against the rapidly growing Dutch navigation trade.

1733 Molasses Act

The purpose of the Molasses Act was to protect British West Indies exports to the American colonies from the more fertile French and Spanish islands of Martinique and Santo Domingo. It was not designed to raise revenue but it was used as a trade barrier. The duty was set at 6p per gallon of imported foreign molasses, corruption became endemic and illegal trade was widespread. In its first year it collected £330 sterling and during the period of 1738-1741 it collected £76 a year. Not until 1763 was the collection of the duty enforced when the duty was lowered to 2d a gallon and in 1764 it was replaced by the Sugar Act.

1751 Currency Act

The Currency Act of 1751 prohibited the issue of new bills of credit by New England colonies: Rhode Island, Massachusetts Bay, New Hampshire and Connecticut. Parliament decided to enact the Currency Act of 1751 to control currency depreciation against silver and sterling and to ensure its value for payments of debt to British merchants. A subsequent Currency Act enacted in 1764 extended the policy to all British colonies in the Americas increasing more tension between Britain and America.

1764 Sugar Act

It amended the existing 1733 Molasses Act. The Act increased the duty of molasses from 2d to 3d of gallon of imported molasses. It enforced the Navigation Acts by prohibiting vessels to directly transport cargo to the colonies. Vessels had to unload its cargo in Britain, pay duties and reload its cargo before sailing to the colonies. The Sugar Act imposed a £7 a ton on wine imported from Madeira, the Azores and Canary Islands. It added hides, skins, potash and other products to the list of commodities that could be legally exported. The act was strictly enforced through the Vice-Admiralty Courts.
1765 Stamp Act

The Stamp Act intended to raise revenue by requiring the purchase of stamps to be placed on public documents, there were 55 documents subject to the duty. Violators were to be prosecuted in the vice-admiralty courts. For the first time the British had levied an explicit tax on the colonist for the purpose of raising revenue, previous taxes were seen as trade taxes and tolerated by colonial residents. Opposition to the tax was widespread as it represented an infringement on their rights. Opposition groups such as the Sons of Liberty sprung everywhere. The Act was nullified in March 1766.

1765 Quartering Act

The act required colonial assemblies to provide housing, food and drink to British troops stationed in their towns with the purpose of improving living conditions and decreasing the cost to the crown. Soldiers were to be housed in barracks or empty public buildings and not in private residences. It was the duty of local legislatures to fund the expenses. In 1766 the New York assembly refused to raise the money and in 1767 Parliament passed the New York Suspending Act on July 1767 which suspended the assembly until they complied with the new law.

1766 Declaratory Act

The Declaratory Act was passed on March 18, 1766, at the same time as the repeal of the 1765 Stamp Act. The act was used as a justification for the repeal of the Stamp Act and as a face saving action. The 1766 Declaratory Act stated that the colonies are subordinate and dependent on the Imperial Crown and Parliament of Britain and that Parliament had the authority to pass laws.

1767 Townshend Acts

The Act imposed import duties on 72 items including paint, tea, glass and paper. The revenue raised from it was to provide for the salaries of colonial officers and its administration. It also authorized the Supreme Court to issue writs of assistance for violators, established the American Customs Board and expanded Admiralty Courts. Protests against the Townshend Acts led to the Boston Massacre.

1773 Tea Act

The Tea Act of 1773 granted the East India Company exclusive license to import and distribute tea to the American colonies. Tea was sold in America at 10s per pound, half its previous price and less than the cost of smuggled tea. Despite the economic benefit to end consumers of tea, the law damaged the position of independent shippers, smugglers and local shopkeepers. On December
1773 Bostonians dumped 342 chests of tea into the Boston Harbor in an event known as the Boston Tea Party.

**1774 Coercive or Intolerable Acts**

As retaliation for the Boston Tea Party, Britain imposed the Coercive Acts in 1774. The Coercive Acts were a package of five laws: Boston Port Act, Massachusetts Government act, Administration of Justice Act, Quartering Act and Quebec Act.

<table>
<thead>
<tr>
<th>British Policy/Event</th>
<th>Cause</th>
<th>Effect</th>
<th>Colonial Reaction</th>
<th>Why is it significant?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proclamation of 1763</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sugar Act 1764</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Currency Act 1764</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quartering Act 1765</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>British Policy/Event</td>
<td>Cause</td>
<td>Effect</td>
<td>Colonial Reaction</td>
<td>Why is it significant?</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------</td>
<td>--------</td>
<td>-------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Proclamation of 1763</td>
<td>Great Britain did not want to upset the French and Indians still living west of the App. Mountains. Colonists began west of the App. Mountains into lands controlled by Native Americans.</td>
<td>Native Americans protected their land in the Ohio River Valley and attacked many of the colonists who moved into their land; Chief Pontiac led an uprising against colonies moving west.</td>
<td>Colonists were angered because they believed they had won the land in the French and Indian War. Colonists ignored the proclamation and continued to move west.</td>
<td>It prevented the colonists from expanding in new territories and caused problems between England and Native Americans in the Ohio River Valley.</td>
</tr>
<tr>
<td>Sugar Act 1764</td>
<td>The British needed to raise money to pay for debt incurred during the French and Indian War. The British wanted to end molasses smuggling into the colonies.</td>
<td>The strict enforcement of the law did not stop the colonists from smuggling molasses into the colonies.</td>
<td>The colonists ignored the act and continued to smuggle molasses into the colonies.</td>
<td>The law helped begin colonial protests against new taxes in the colonies.</td>
</tr>
<tr>
<td>Currency Act 1764</td>
<td>The British government issued the Currency Act because the Colonies were printing their own source of money.</td>
<td>Many business owners, merchants, and private citizens were unable to pay off their debt. They had to trade with Britain for money.</td>
<td>Colonial governments petitioned the British to repeal the act.</td>
<td>It banned the issuing of paper money in all the colonies and forced merchants to rely on the British economic system of using gold and silver.</td>
</tr>
<tr>
<td>Quartering Act 1765</td>
<td>The British government sent British troops to the colonies to “protect” them from Native American tribes and to keep order following the French and Indian War.</td>
<td>Colonists were forced to provide food and housing for the soldiers instead of the British government.</td>
<td>Many colonists saw the quartering as a violation of their privacy, especially New York who was forced to pay the largest share of housing troops.</td>
<td>The first in a series of laws requiring colonists to pay for British troops stationed in the colonies.</td>
</tr>
</tbody>
</table>
1. What was the purpose of the Sugar Act and how did the colonies feel about it?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

2. Why were the British attempting to stop smuggling in the colonies?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

3. How did the colonists react to the Currency Act?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

4. Why were the colonists especially upset after the Quartering Act? How would it feel if the United States government today made citizens house American soldiers?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
Directions: Read the following documents and complete the graphic organizer.

The Stamp Act Controversy

Something was dreadfully wrong in the American colonies.

All of sudden after over a century and a half of permitting relative self-rule, Britain was exercising direct influence over colonial life. In addition to restricting westward movement, the parent country was actually enforcing its trade laws.

Puttin' on the Writs

Writs of assistance, or general search warrants, were granted to British customs inspectors to search colonial ships. The inspectors had long been charged with this directly but, until this time, had not carried it out. Violators did not receive the benefit of a trial by jury; rather, they were at the mercy of the British admiralty courts.

Worst of all, the British now began levying taxes against American colonists. What had gone wrong? The British point of view is not difficult to grasp. The Seven Years' War had been terribly costly. The taxes asked of the American colonists were lower than those asked of mainland English citizens. The revenue raised from taxing the colonies was used to pay for their own defense. Moreover, the funds received from American colonists barely covered one-third of the cost of maintaining British troops in the 13 colonies.

4 This work by The Independence Hall Association is licensed under a Creative Commons Attribution 4.0 International License. The original work is available at http://www.ushistory.org/us/9b.asp.
The Americans, however, saw things through a different lens. What was the purpose of maintaining British garrisons in the colonies now that the French threat was gone? Americans wondered about contributing to the maintenance of troops they felt were there only to watch them.

True, those in England paid more in taxes, but Americans paid much more in sweat. All the land that was cleared, the Indians who were fought, and the relatives who died building a colony that enhanced the British Empire made further taxation seem insulting.

In addition to emotional appeals, the colonists began to make a political argument, as well. The tradition of receiving permission for levying taxes dated back hundreds of years in British history. But the colonists had no representation in the British Parliament. To tax them without offering representation was to deny their traditional rights as English subjects. This could not stand.

The Stamp Act of 1765 was not the first attempt to tax the American colonies. Parliament had passed the Sugar Act and Currency Act the previous year. Because tax was collected at ports though, it was easily circumvented. Indirect taxes such as these were also much less visible to the consumer.

**The Stamp Act**

When Parliament passed the Stamp Act in March 1765, things changed. It was the first direct tax on the American colonies. Every legal document had to be written on specially stamped paper, showing proof of payment. Deeds, wills, marriage licenses — contracts of any sort — were not recognized as legal in a court of law unless they were prepared on this paper. In addition, newspaper, dice, and playing cards also had to bear proof of tax payment. American activists sprang into action.

Taxation in this manner and the Quartering Act (which required the American colonies to provide food and shelter for British troops) were soundly thrashed in colonial assemblies. From Patrick Henry in Virginia to James Otis in Massachusetts, Americans voiced their protest. A Stamp Act Congress was convened in the colonies to decide what to do.

The colonists put their words into action and enacted widespread boycotts of British goods. Radical groups such as the Sons and Daughters of Liberty did not hesitate to harass tax collectors or publish the names of those who did not comply with the boycotts.

Soon, the pressure on Parliament by business-starved British merchants was too great to bear. The Stamp Act was repealed the following year.

The crisis was over, but the uneasy peace did not last long.
The Stamp Act was nullified before it went into effect and was repealed by parliament on March 18, 1766 under the Marquis of Rockingham.

In the summer of 1765 King George III fired George Grenville and replaced him with Charles Watson-Wentworth, Marquis of Rockingham. For the new Prime Minister the only alternative to repealing the tax was a long and costly civil war with the American colonies. Britain, as the world’s greatest power, could not give up on the decision to uphold the tax and give in to mobs and activist in its colonies. Under those circumstances the Marquis of Rockingham had to find a face saving excuse to repeal the tax. The King was not in favor of a repeal but he wanted a modification that would keep the tax only on dice and playing cards, however more difficult to enforce. Rockingham threatened to resign and the king conceded to repeal the Stamp Act entirely.

Three pieces of legislation made the repeal of the Stamp Act possible putting an end to the crisis. The first one was interpreted as a face saving motion. It was the Declaratory Act which affirmed that Parliament had the “full power and authority to make laws and statutes of sufficient force and validity to bind the colonies and people of America...in all cases whatsoever”. The text did not mentioned “taxes” and Rockingham resisted pressure to include “taxes” along with “laws and statutes” in the document. The omission of the word “taxes” affirmed the position of the colonist and drew a clear distinction between British legislation (which they could) and taxation (which they could not).

The second one was an economic legislation which labeled the Stamp Act as detrimental to commercial interest of Britain. The boycott to British goods had been felt in many industries across the Atlantic as well as in the trade of West Indies natural resources. The American colonies had resorted to smuggling needed goods from French and Spanish traders.

The third was the Revenue Act which reduced the duty on molasses from three pence to one penny per gallon on all molasses imported from foreign or British territories. This duty generated more revenue than any other duty or tax in the colonies. Few protested this act as it was not seen as internal taxation but external taxation on trade.

In summary, the repeal of the Stamp Act was successful because Britain realized the distinction between internal and external taxes. Parliament had tried to extend its authority over the colonies’ internal affairs and failed but continued to collect duties in its ports to regulate trade and as revenue. In other words, external taxes did not affect the principle of “no taxation without representation”.

---

# The Stamp Act Crisis

<table>
<thead>
<tr>
<th>The Stamp Act Crisis</th>
<th>Answer</th>
<th>The Repeal of the Stamp Act</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What were Writs of Assistance?</td>
<td></td>
<td>Why was the Stamp Act repealed?</td>
<td></td>
</tr>
<tr>
<td>What was the British view of colonial taxes?</td>
<td></td>
<td>What was the Declaratory Act?</td>
<td></td>
</tr>
<tr>
<td>What was significant about the Stamp Act?</td>
<td></td>
<td>What economic impact did the Stamp Act have on the Colonies and Great Britain?</td>
<td></td>
</tr>
<tr>
<td>What was the purpose of the Stamp Act?</td>
<td></td>
<td>What was the Revenue Act?</td>
<td></td>
</tr>
<tr>
<td>What items were taxed under the Stamp Act?</td>
<td></td>
<td>What lesson did the British learn from the repeal of the Stamp Act?</td>
<td></td>
</tr>
<tr>
<td>Why did the colonists consider the Stamp Act unfair?</td>
<td></td>
<td>Why was the Stamp Act repealed?</td>
<td></td>
</tr>
</tbody>
</table>
### The Stamp Act Crisis (Completed)

<table>
<thead>
<tr>
<th>The Stamp Act Crisis</th>
<th>Answer</th>
<th>The Repeal of the Stamp Act</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What were Writs of Assistance?</td>
<td>Writs of Assistance were search warrants that allowed customs officials to search colonial ships.</td>
<td>Why was the Stamp Act repealed?</td>
<td>It was to ease colonial tensions and prevent rebellion in the colonies.</td>
</tr>
<tr>
<td>What was the British view of colonial taxes?</td>
<td>Most British citizens thought the Stamp Act was fair because British citizens had been paying a similar tax for years.</td>
<td>What was the Declaratory Act?</td>
<td>The Declaratory Act gave Parliament the authority to tax the colonies.</td>
</tr>
<tr>
<td>What was significant about the Stamp Act?</td>
<td>The Stamp Act was the first internal tax passed by Parliament against the colonies; passed on colonial goods instead of trade.</td>
<td>What economic impact did the Stamp Act have on the Colonies and Great Britain?</td>
<td>The Stamp Act collected very little money.</td>
</tr>
<tr>
<td>What was the purpose of the Stamp Act?</td>
<td>To raise money for protection of the colonies.</td>
<td>What was the Revenue Act?</td>
<td>The Revenue Act reduced the tax on molasses and generated more money than other colonial taxes.</td>
</tr>
<tr>
<td>What items were taxed under the Stamp Act?</td>
<td>All paper goods including deeds, wills, playing cards, contracts, and other legal documents.</td>
<td>What lesson did the British learn from the repeal of the Stamp Act?</td>
<td>The British government would face colonial opposition for intervening in colonial politics.</td>
</tr>
<tr>
<td>Why did the colonists consider the Stamp Act unfair?</td>
<td>Many of the colonists felt that Parliament could not directly tax the colonies because they had no representation in the British government.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Directio**ns:** Read the opinions of three founding fathers and a loyalist on the Stamp Act. Complete the split-page notes. Be sure to annotate the readings.

**THREE FOUNDING FATHERS ON THE STAMP ACT, 1765-66**


... The Stamp Act Imposed on the Colonies by the Parliament of Great Britain engrosses the conversation of the Speculative part of the Colonists, who look upon this unconstitutional method of Taxation as a direful attack upon their Liberties & loudly exclaim against the Violation -- what may be the result of this & some other (I think I may add) ill judg’d Measures, I will not undertake to determine; but this I may venture to affirm, that the advantage accruing to the Mother Country will fall greatly short of the expectations of the Ministry [king’s cabinet]; for certain it is, our whole Substance does already in a manner flow to Great Britain and that whatsoever contributes to lessen our Importations must be hurtful to their Manufacturers -- And the Eyes of our People - already beginning to open - will perceive that many Luxuries which we lavish our substance to Great Britain for, can well be dispens’d with whilst the necessaries of Life are (mostly) to be had within ourselves - This consequently will introduce frugality and be a necessary stimulation to Industry -- If Great Britain therefore Loads her Manufactures with heavy Taxes, will it not facilitate these Measures? - they will not compel us, I think, to give our Money for their exports, whether we will or no, and certain I am none of their Traders will part from them without a valuable consideration -- Where then is the Utility of these Restrictions?
JOHN ADAMS, Diary, Braintree, Massachusetts, 18 Dec. 1765.

... The Year 1765 has been the most remarkable Year of my Life. That enormous Engine, fabricated by the British Parliament, for battering down all the Rights and Liberties of America, I mean the Stamp Act, has raised and spread thro the whole Continent, a Spirit that will be recorded to our Honor with all future Generations. In every Colony, from Georgia to New Hampshire inclusively, the Stamp Distributors and Inspectors have been compelled, by the unconquerable Rage of the People, to renounce their offices. Such and so universal has been the Resentment of the People that every Man who has dared to speak in favor of the Stamps, or to soften the detestation in which they are held ¾ how great soever his Abilities and Virtues had been esteemed before or whatever his fortune, Connections and Influence had been ¾ has been seen to sink into universal Contempt and Ignominy.

The People, even to the lowest Ranks, have become more attentive to their Liberties, more inquisitive about them, and more determined to defend them, than they were ever before known or had occasion to be. Innumerable have been the Monuments of Wit, Humor, Sense, Learning, Spirit, Patriotism, and Heroism, erected in the several Colonies and Provinces in the Course of this Year. Our Presses have groaned, our Pulpits have thundered, our Legislatures have resolved, our Towns have voted, The Crown Officers have everywhere trembled, and all their little Tools and Creatures been afraid to Speak and ashamed to be seen. . . .

How long We are to remain in this languid Condition, this passive Obedience to the Stamp Act, is not certain. But such a Pause cannot be lasting. Debtors grow insolent. Creditors grow angry. And it is to be expected that the Public offices will very soon be forced open, unless such favorable Accounts should be received from England, as to draw away the Fears of the Great, or unless a greater Dread of the Multitude should drive away the Fear of Censure from G. Britain.

It is my Opinion that by this Timorous Inactivity we discover Cowardice, and too much Respect and Regard to the Act. This Rest appears to be by Implication at least an Acknowledgment of the Authority of Parliament to tax Us. And if this Authority is once acknowledged and established, the Ruin of America will become inevitable.

BENJAMIN FRANKLIN, Testimony before the House of Commons relating to the repeal of the Stamp Act, 13 Feb. 1766.

50. Q. Was it an opinion in America before 1763 that the Parliament had no right to lay taxes and duties there?
   A. I never heard any objection to the right of laying duties to regulate commerce; but a right to lay internal taxes was never supposed to be in Parliament, as we are not represented there.

51. Q. On what do you found your opinion that the people in America made any such distinction?
   A. I know that whenever the subject has occurred in conversation where I have been present, it has appeared to be the opinion of everyone that we could not be taxed in a Parliament where we were not represented. But the payment of duties laid by act of Parliament, as regulations of commerce, was never disputed.

59. Q. You say the Colonies have always submitted to external taxes, and object to the right of Parliament only in laying internal taxes; now can you show that there is any kind of difference between the two taxes to the Colony on which they may be laid?
   A. I think the difference is very great. An external tax is a duty laid on commodities imported; that duty is added to the first cost, and other charges on the commodity, and when it is offered to sale, makes a part of the price. If the people do not like it at that price, they refuse it; they are not obliged to pay it. But an internal tax is forced from the people without their consent, if not laid by their own representatives. The Stamp Act says we shall have no commerce, make no exchange of property with each other, neither purchase nor grant, nor recover debts; we shall neither marry, nor make our wills, unless we pay such and such sums, and thus it is intended to extort our money from us, or ruin us by the consequences of refusing to pay it.

60. Q. But supposing the external tax or duty to be laid on the necessaries of life imported into your Colony, will not that be the same thing in its effects as an internal tax?
   A. I do not know a single article imported into the Northern Colonies but what they can either do without or make themselves.

61. Q. Don’t you think cloth from England absolutely necessary to them?
   A. No, by no means absolutely necessary; with industry and good management, they may very well supply themselves with all they want.

68. Q. Considering the resolutions of Parliament, as to the right, do you think if the Stamp Act is repealed that the North Americans will be satisfied?
   A. I believe they will.

82. Q. Can anything less than a military force carry the Stamp Act into execution?
   A. I do not see how a military force can be applied to that purpose.

83. Q. Why may it not?
   A. Suppose a military force sent into America, they will find nobody in arms; what are they then to do? They cannot force a man to take stamps who chooses to do without them. They will not find a rebellion; they may indeed make one.

84. Q. If the act is not repealed, what do you think will be the consequences?
A total loss of the respect and affection the people of America bear to this country, and of all the commerce that depends on that respect and affection.

4 The Papers of Benjamin Franklin, Yale University Press & the American Philosophical Society. Permission request in process.

A LOYALIST DEFENDS THE STAMP ACT

Joseph Galloway published this anonymous essay “to point out the impudence and folly” of opposing Parliament’s authority.

“AMERICANUS” (Joseph Galloway), letter to The New-York Gazette, 15 August 1765, reprinted two weeks later in the Pennsylvania Journal (29 August 1765), EXCERPTS.  

At a time when almost every American pen is employed in placing the transactions of the Parliament of our mother country is the most odious light, and in alienating the affections of a numerous and loyal people from the royal person of the best of sovereigns; permit, however unpopular the task, through the impartial channel of your paper, to point out the impudence and folly of such conduct, and to give a brief and true state of the facts included in the dispute between Great Britain and her colonies. From whence the cool and unprejudiced may form a right judgment of the motives of her late [recent] conduct, and of the impropriety and rashness of the method that is taken to prevail on her to alter or repeal her measures.

It is a truth too universally known that the people of England are involved in a debt under which they struggle with the utmost difficulty. From its enormity many judicious persons have predicted the ruin of the nation. Foreign powers rely on it as the only foundation of their hopes of reducing the British dominions.

The protection of America has, in no small degree, contributed to this burden of the mother country. To the large sums of money that have been expended from the English treasury and the parental care of a British Parliament, we in a great measure owe our present freedom from Indian barbarities, popish cruelties and superstition  

... The preservation of America is of the utmost importance to Great Britain. A loss of it to the British crown would greatly diminish its strength, and the possession of it to any other nation would give an increase of wealth and power totally inconsistent with the safety of Britons. If then the power of protection is rightfully and solely vested in the crown; If America is of so much importance to her mother country; and if it is just and reasonable that she should contribute towards her own defense, so essential to her own and the happiness of Great Britain, will any be so absurd as to deny the reasonableness, the necessity, of the crown’s having some certainty that she will pay her proportion of aids when requisite and demanded. ...  

... It is a proof of the greatest infatuation [delusion] to conceive that we can bully the British nation, now at peace with the whole world, and possessed of strength which the united powers of France and Spain could not subdue. Let us then convert our idle threats into dutiful remonstrances [petitions]. Reveal to them the poverty of our circumstances, and rectify the false representations which they have received of our wealth.  Show them our incapacity to
pay the impositions which they have laid upon us without more freedom of commerce and a circulating medium\(^8\) to carry on that commerce. Tell them that, should they make a thousand acts of Parliament to oblige us, we cannot give what we have not, and what they prevent us from procuring for want [need] of a due attention to our circumstances. And tell them our incapacity to pay the debt already due to the British merchants, our inability to take off [trade in] their future manufactures, and the impossibility of our contributing to the wealth, power and glory of our mother country, unless she will relax her present measures, which so essentially affect her own as well as our welfare.

---

5 As reprinted nine years later, in 1774, by a Philadelphia Quaker and Loyalist, Jabez Fisher, to “show that the political principles . . . are by no means incompatible with those advanced by the first and most able of our American Patriots.” Fisher’s attempts were futile, however, and he left for Britain soon after, as did many Loyalists.

6 “Popish cruelties and superstitions,” i.e., from the French Catholics in Canada, had they not been defeated by the British in the French and Indian War (1754-1763).

7 The colonies were in the midst of a postwar economic downturn.

8 I.e., coin or paper money. Britain had banned the colonies from issuing their own paper money.
### Colonial Opinions on the Stamp Act Split-Page Notes

<table>
<thead>
<tr>
<th>Unknown Words/Phrases</th>
<th>Opinions Against Stamp Act</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments/Questions</th>
<th>Opinions For Stamp Act</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary:**


### Colonial Opinions on the Stamp Act Split-Page Notes (Completed)

<table>
<thead>
<tr>
<th>Unknown Words/Phrases</th>
<th>Opinions Against Stamp Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>speculative - to guess</td>
<td>Washington:</td>
</tr>
<tr>
<td>direful - terrible</td>
<td>● felt the Stamp Act was an attack on freedom and liberty</td>
</tr>
<tr>
<td>affirm - agree</td>
<td>● would not collect as much money as Parliament was hoping</td>
</tr>
<tr>
<td>fabricated - make up/create</td>
<td>● the Stamp Act would limit trade and commerce in the colonies</td>
</tr>
<tr>
<td>renounce - go against commerce</td>
<td>● the Stamp Act has incited people to attack local tax collectors</td>
</tr>
<tr>
<td>buying and selling of goods</td>
<td>● it has united the colonists against the British government</td>
</tr>
<tr>
<td>duty - a tax</td>
<td>● the act has attacked the liberties of the colonies</td>
</tr>
<tr>
<td>commodities - products/goods</td>
<td>● American will be ‘ruined’ if Parliament is given the authority to tax the colonies.</td>
</tr>
<tr>
<td></td>
<td>Adams:</td>
</tr>
<tr>
<td></td>
<td>● Parliament cannot pass internal taxes because the colonies are not represented</td>
</tr>
<tr>
<td></td>
<td>● Not all colonies are against taxes, except those that are passed without consent or representation.</td>
</tr>
<tr>
<td></td>
<td>● the colonies are not disputing taxes on trade and commerce, only those on goods in the colonies</td>
</tr>
<tr>
<td></td>
<td>● repeal of the Stamp Act will ‘satisfy’ the people of the colonies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments/Questions</th>
<th>Opinions For Stamp Act</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Galloway:</td>
</tr>
<tr>
<td></td>
<td>● As British people, the colonies should be willing to pay for the debt that they helped create</td>
</tr>
<tr>
<td></td>
<td>● debt in England is a result of protection of the colonies</td>
</tr>
<tr>
<td></td>
<td>● we owe our freedom to the British</td>
</tr>
<tr>
<td></td>
<td>● colonies should pay the tax for the benefit of trade</td>
</tr>
</tbody>
</table>

### Summary:

Many of the colonies felt the Stamp Act was an attack on their freedom and liberty. In addition, they felt the British government was interfering in colonial affairs without their representation in government. However, proponents of the Stamp Act felt the colonies were responsible for paying for their protection and paying the tax would increase trade and commerce with the colonies.
Task 4:

**Boston Massacre Multiple Perspectives: Primary Source Activity**

*On the night of March 5, 1770, several Boston residents were shot and killed by British soldiers in what became known as the Boston Massacre. What follows are several images and first-hand accounts from eyewitness to and participants in the event. Following each primary source are questions to help you examine and interpret the information.*

---

**Instructional Process:**

1. Say, “Now let’s examine different perspectives on the Boston Massacre.”
2. Have students read the three different views and answer the questions.
3. Have students in groups compare the two pictures. Then direct them to complete the Venn Diagram and answer the questions.
1. What happened on March 2nd that may have angered Bostonians?

2. Was the Committee report specific about the number of British soldiers? What might that indicate?

3. What words used by the Committee make a strong argument against the British?
Source 2 - Testimony from Bostonian William Tant
(Providing a view much less one-sided view than the Committee’s)

. . . I saw a party of soldiers come from the main guard, and draw themselves up in a line from the corner of the Customs-house to the sentry-box; the people still continued in the street, crying “Fire, fire, and be damned,” and hove [throw] some more snow balls; whereupon I heard a musket go off, and in the space of two or three seconds, I heard the word “Fire” given, but by whom I do not know, and instantly the soldiers fired one after another. I then stood between the sentry-box and the Custom-house door. And further I know not.

4. Who gave the order to fire? Was it Captain Preston or someone in the patriot crowd?

5. What did the crowd do that may have frightened the soldiers into thinking they might be attacked by the people in the street?

6. What more could Mr. Tant describe after the shots were fired?
Source 3 - Captain Preston’s recollection of this event
( Providing an entirely different perspective on the events of March 5, 1770)

They [the mob] advanced to the points of the bayonets, struck some of them and even the muzzles [the front of the muskets] of the pieces, and seemed to be endeavoring to close with the soldiers. . . . some well behaved persons asked me if the guns were charged [loaded] and I replied yes . . . they then asked if I intended to order the men to fire. I answered no, by no means, observing to them that I was advanced before the muzzles of the men’s pieces [he was standing in front of their guns] and must fall a sacrifice if they fired; and my giving the word fire under those circumstances would prove me to be no officer. While I was thus speaking, one of the soldiers have received a severe blow with a stick, stepped a little on one side and instantly fired, on which turning and asking why he fired without orders, I was struck with a club on my arm, which for some time deprived me of the use of it, which blow had it been placed on my head, most probably would have destroyed me. On this a general attack was made on the men [Redcoats] by a great number of heavy clubs and snowballs being thrown . . . by which all our lives were in imminent [immediate] danger . . . Instantly three or four soldiers fired, one after another, and directly after three more in the same confusion and hurry. The mob ran away, except three unhappy men who instantly expired . . . On my asking the soldiers why they fired without orders, they said they heard the word fire and supposed it came from me. This might be the case as many of the mob called out fire, fire, but I assured the men that I gave no such order.

7. Was the mob becoming more intense and dangerous? What makes you think this way?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

8. Which side seems to be at blame for starting the firing of muskets? What evidence from Preston’s testimony made you think this was so?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

_________________________________________________________________
9. Would Captain Preston have any reason to tell less than the exact truth? Use text to support your answer.

Directions: Fill in the Venn diagram using the 2 images. Then answer the questions.

Source 4 – Boston Massacre in Pictures

Image A – The Bloody Massacre on King Street by Paul Revere, 1770
Image B – *Boston Massacre*, March 5, 1770 by John H. Bufford, 1857
Things to consider:

- the actions of the colonists
- the actions of the British soldiers
- the setting (buildings, weather, time of day)
- the number of soldiers/colonists
- any other things you see in the images

Image A

Image B
Colonial Propaganda

During the American Revolution, hostilities toward the British were sometimes driven by propaganda --- writings or depictions designed to provoke rage and anger through exaggeration.

1. Which image A or B was more likely used as propaganda by the colonists? Why? Be sure to cite specific evidence from the image to support your answer.

2. Predict the impact propaganda had on the colonists declaring independence.

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
Task 5:

**Is independence the answer?**

You will examine the arguments for declaring independence from Great Britain. As tension between colonists and the British government continued to increase, protests in the Thirteen Colonies grew stronger. In order to combat British oppression, colonial leaders met in Philadelphia in 1774 to discuss a response to the British crown. However, within seven months, the colonists found themselves in open rebellion against the strongest military in the world. In the end, the new American colonists decided to break apart from the British government and declare independence.

---

**Instructional Process:**

1. Say, “Today we are going to examine the arguments for declaring independence from Great Britain. As tension between colonists and the British government continued to increase, protests in the Thirteen Colonies grew stronger. In order to combat British oppression, colonial leaders met in Philadelphia in 1774 to discuss a response to the British crown. However, within seven months, the colonists found themselves in open rebellion against the strongest military in the world. In the end, the new American colonists decided to break apart from the British government and declare independence."

2. Conduct a discussion to check for student understanding of the main ideas of Excerpts from Common Sense, Thomas Paine.

3. After checking student answers, conduct a class discussion to build student understanding of Thomas Paine’s point of view in Excerpts from Common Sense, Thomas Paine. Possible guiding questions include:
   a. Why did many colonists reject the idea of reconciliation with Britain?
   b. Who does Paine believe should govern people? Why?
   c. How has the relationship between Great Britain and the colonies changed?
   d. What does Paine believe are the colonists’ reasons for declaring independence?
   e. How does Paine feel about war with Great Britain?

17. Direct students to read and examine Excerpts from the Declaration of Independence, 1776 independently.

18. During the first reading of Excerpts from the Declaration of Independence, 1776, allow students an opportunity to identify unfamiliar words in the text. Ask students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. unalienable
   b. instituted
   c. deriving
   d. Usurpations
   e. invariably
   f. evinces
   g. candid
   h. formidable
19. Once students have had an opportunity to build understanding of the complex vocabulary in the text, have students work with a partner to paraphrase the text into their own words.

20. Conduct a discussion in which students consider the impact of the Declaration and why Jefferson felt the colonists had a right to break away from Great Britain. Possible questions:
   a. Why did Thomas Jefferson feel the colonists had the right to break away from Great Britain? (Have students identify the following sentence from the text - “But when a long Train of Abuses and Usurpations, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security.”)
   b. What grievances against the King were included in the Declaration of Independence?
   c. What are the ‘unalienable rights’ that Jefferson refers to in the text?
   d. What does Jefferson mean by the Laws of Nature?
   e. What are the colonists willing to give up in order to win independence?

21. Conduct a discussion of Excerpts from the Declaration of Independence, 1776 in which students consider whether the Declaration of Independence was the right thing to do for the colonists. Students should focus on important ideas and details from the text, such as:
   a. People are born with ‘unalienable rights’ such as life, liberty, and the pursuit of happiness.
   b. When a government continuously takes freedom away from the people it is their right to get rid of that government.
   c. People have a right to self-government according to the Laws of Nature.

22. Students should have a firm understanding of the grievances that led to the Declaration of Independence. For example, Jefferson specifically lists the problems or reasons for declaring independence such as:
   a. forbidding the colonies from passing laws
   b. interfering with colonial matters without due process
   c. preventing representation in Parliament
   d. quartering troops without consent
   e. acting as a tyrant against its own citizens

23. Have students complete the Declaration of Independence Scavenger Hunt.
1. What does it mean when someone says “use your common sense?”

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

2. Imagine you were a colonist living in Boston in the 1770s. Following the Boston Massacre, what would your “common sense” approach be to dealing with Britain?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

3. What do you think independence means?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Source 1 – Excerpts from *Common Sense* by Thomas Paine

*Common Sense* was an instant best-seller, as we say today, it went viral. Published in January 1776 in Philadelphia, nearly 120,000 copies were in circulation by April. Paine's brilliant arguments were straightforward. He argued for two main points: (1) independence from England and (2) the creation of a democratic republic.

Paine avoided flowery prose. He wrote in the language of the people, often quoting the Bible in his arguments. Most people in America had a working knowledge of the Bible, so his arguments rang true. King George was "the Pharaoh of England" and "the Royal Brute of Great Britain." He touched a nerve in the American countryside.
<table>
<thead>
<tr>
<th>Number</th>
<th>Excerpt from <em>Common Sense</em></th>
<th>What does it mean in your own words?</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>“I have heard it asserted by some that as America hath flourished under her former connection with Great Britain, the same connection is necessary towards her future happiness, and will always have the same effect. Nothing can be more fallacious than this kind of argument.”</td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td>&quot;We have boasted the protection of Great Britain without considering that her motive was interest, not attachment; and that she did not protect us from our enemies on our account, but from her enemies on her own account...&quot;</td>
<td></td>
</tr>
<tr>
<td>#3</td>
<td>&quot;But Britain is the parent country, say some. Then the more shame upon her conduct. Even brutes do not devour their young, nor savages make war upon their families...&quot;</td>
<td></td>
</tr>
<tr>
<td>#4</td>
<td>&quot;I challenge the warmest advocate for reconciliation, to show a single advantage that this continent can reap, by being connected with Great Britain. I repeat the challenge; not a single advantage is derived.”</td>
<td></td>
</tr>
<tr>
<td>#5</td>
<td>&quot;Small islands, not capable of protecting themselves, are the proper objects for kingdoms to take under their care; but there is something absurd, in supposing a continent to be perpetually governed by an island. In no instance hath nature made the satellite larger than its primary planet.&quot;</td>
<td></td>
</tr>
</tbody>
</table>
1. In your opinion, does Thomas Paine make a good argument for declaring independence from Great Britain? Why or Why not? Use evidence from the text and your knowledge of social studies to support your answer.

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

2. Based upon what you learned about propaganda in Task 2, was Common Sense a form of colonial propaganda? Why or why not? Use evidence from the text and your knowledge of social studies to support your answer.

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
In Congress, July 4, 1776.

The unanimous Declaration of the thirteen United States of America, When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

(List of grievances is not included here.)

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of
We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the United States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.
**Directions:** Use the Declaration of Independence to complete the scavenger hunt.

**Declaration of Independence Scavenger Hunt**

<table>
<thead>
<tr>
<th>WHEN was the Declaration signed?</th>
<th>WHAT word shows that the 13 colonies are all in agreement on this?</th>
<th>WHAT is the “Course of human events?”</th>
<th>WHAT word does Jefferson use in opening of the second paragraph that means “obvious?”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WHO</strong> institutes or creates government?</td>
<td><strong>WHAT</strong> three basic rights do all men have?</td>
<td><strong>WHAT</strong> word does Jefferson use to describe rights that cannot be taken away?</td>
<td><strong>WHAT</strong> do all men have in common?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WHERE</strong> does government get its power?</td>
<td><strong>WHEN</strong> should government be changed or altered?</td>
<td><strong>WHAT</strong> does Jefferson mean that government should not be changed for “light and transient causes?”</td>
<td><strong>WHAT</strong> does Jefferson use to show the King as an absolute tyrant?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WHAT</strong> does Jefferson do to prove his point? (end of 2nd paragraph)</td>
<td><strong>WHAT</strong> was the King’s object or goal?</td>
<td><strong>WHAT</strong> word shows their mistreatment has been ongoing?</td>
<td><strong>HOW</strong> does Jefferson show the colonists are not acting on impulse?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOW do the colonists show their commitment to the Declaration? (at the end)</td>
<td>WHAT does Jefferson declare the colonies “are, and of Right ought to be?”</td>
<td>WHEN will the colonies regard Great Britain as an enemy or as friends</td>
<td>HOW Do the actions of the King define him? And what is he unfit to be?</td>
</tr>
</tbody>
</table>
The pamphlet, *Common Sense* was written in 1776 during the events leading to the American Revolutionary War. This document was very important because it helped sway people into supporting those individuals who favored declaring independence from Great Britain. This pamphlet explained the reasons why the colonists should break free from the rule of the British.

Prior to the publication of this document, many colonists were undecided about declaring independence from Great Britain. While they weren’t happy with the actions of the British, these people weren’t sure that declaring independence was the right thing for the colonists to do, even though some fighting had already occurred between the colonists and the British, such as the fighting at Lexington and at Concord. This pamphlet helped convince many of the undecided colonists that declaring independence was in the best interests of the colonists. About six months after the publication of *Common Sense*, the Declaration of Independence was issued in July of 1776.

**Directions** – *Place the correct number on the Venn Diagram where it belongs.*

**Venn Diagram: Common Sense & Declaration of Independence**

1. Written by Paine
2. Written by Jefferson
3. Pamphlet
4. Government Document
5. Colonies should break away
6. People in Charge
7. Colonies become a new country
8. No King
Connections to the unit claim
Students examine primary and secondary sources in order to gain an understanding of the causes and effects of the Revolutionary War and how the war helped shape the American identity.

Key Questions
- How did the Revolutionary War begin?
- What were the strengths and weaknesses of the American colonies and the British during the Revolutionary War?
- What kind of leader was George Washington?
- Why was Washington chosen to lead the Continental Army?
- What might have happened if Washington’s troops had not survived the winter at Valley Forge?
  - How did the Continental Army defeat the British at Yorktown?
  - How did the map of North America change after the American Revolution?
Task 6

The First Shots Are Fired

In this task, we will analyze why Boston was at the heart of the colonial discontent and the early battles of the American Revolution to understand how and why the American Revolution began.

Instructional Process:

1. Conduct a class discussion on Boston and the shot heard around the world.
2. Have students read the sources and answer the questions.
Source 1 – Why Boston?

Boston, Massachusetts is known as “the birthplace of the American Revolution” because many historic events took place there during the revolution. Boston played an important role in the American Revolution because it was the capital of the Province of Massachusetts Bay, the home of the colonial government, and the center of trade and commerce of the colony.

The following is an overview of events that happened in Boston during the American Revolution:

Acts of the American Revolution:

The historic events that took place in Boston during the American Revolution were a direct result of the various acts that Parliament passed during this time period.

These acts were designed to give the British government more control of the American colonies trade industry in an effort to make money off of them and help pay down the debt occurred during the French and Indian War.

Port cities like Boston were a vital part of the social, economic and political fabric of the British colonies. The various Parliamentary acts passed to regulate trade in the colony directly affected the port and merchants in Boston, which is what prompted their strong reactions and protests in the city.

The acts were also met with much resistance in the colonies because the colonists had been allowed to self-govern for so long, particularly during the period of Salutary Neglect from the early to mid-18th century that they were resistant to suddenly give up their control to the crown.
Each new act that was passed sparked protests, revolts, riots and acts of rebellion in Boston that eventually led to the outbreak of the Revolutionary War.

Once the Revolutionary War started in April of 1775, Boston became an important military objective to both the British and the colonists. Boston harbor was the main port for importing and exporting goods and supplies in the region and was a vital maritime transportation center. Having control of Boston and the harbor was a great strategic advantage.

https://www.army.mil/1775/

**Directions – Use Source 1 to answer the questions.**

1. Why did the British want to control American colonial trade?
   
   _________________________________________________________________
   
   _________________________________________________________________
   
   _________________________________________________________________
   
   _________________________________________________________________
   
   _________________________________________________________________

2. Why did the citizens of Boston react so strongly to the various Parliamentary acts passed to regulate trade?
   
   _________________________________________________________________
   
   _________________________________________________________________
   
   _________________________________________________________________
   
   _________________________________________________________________
   
   _________________________________________________________________

3. Explain the British policy of Salutary Neglect which existed prior to the French and Indian War.
   
   _________________________________________________________________
   
   _________________________________________________________________
   
   _________________________________________________________________
   
   _________________________________________________________________
   
   _________________________________________________________________
Source 2 – Map of Colonial Boston

https://www.army.mil/1775/
Directions – Use Source 2 to answer the questions.

1. Locate the city of Boston, what is surrounding almost the entire city?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

2. Predict how the British soldiers stationed in Boston would travel out of the city to get to Lexington and Concord.

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

3. Locate Bunker Hill and Breed’s Hill. Do you think these locations will be the site of future battles for control of Boston? Why or why not?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
Source 3 – What was the “shot heard round the world”?

On the night of April 18, 1775, hundreds of British troops set off from Boston toward Concord, Massachusetts, in order to seize weapons and ammunition stockpiled there by American colonists. Early the next morning, the British reached Lexington, where approximately 70 minutemen had gathered on the village green. Someone suddenly fired a shot—it’s uncertain which side—and a melee ensued. When the brief clash ended, eight Americans lay dead and at least an equal amount were injured, while one redcoat was wounded. The British continued on to nearby Concord, where that same day they encountered armed resistance from a group of patriots at the town’s North Bridge. Gunfire was exchanged, leaving two colonists and three redcoats dead. Afterward, the British retreated back to Boston, skirmishing with colonial militiamen along the way and suffering a number of casualties; the Revolutionary War had begun. The incident at the North Bridge later was memorialized by Ralph Waldo Emerson in his 1837 poem “Concord Hymn,” whose opening stanza is: “By the rude bridge that arched the flood/Their flag to April's breeze unfurled/Here once the embattled farmers stood/And fired the shot heard round the world.”

https://www.history.com/news/what-was-the-shot-heard-round-the-world

Directions – Use Source 3 to answer the questions.
1. Which side fired the first shot of the American Revolution?
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________

2. If you had to choose a “winner” at the Battles of Lexington and Concord, would it be the Americans or the British? Use evidence from the text and your knowledge of social studies to support your answer.
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
3. What do you think Emerson meant when he wrote “farmers stood/And fired the shot heard round the world?”

Source 4

This is a map showing the route of British troops during their expedition to seize and destroy Patriot munitions in Concord, Mass. This led to the Battles of Lexington and Concord on April 19, 1775.

https://www.army.mil/1775/
Directions – Use Source 4 to answer the questions.

1. How did the British cross Boston harbor? Why did the British choose this route?
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

2. Why do you think the first shot were fired at Lexington?
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
Task 7:

**Unprepared for War**

In this task, we are going to examine and evaluate the strengths and weaknesses of the British and the American colonies at the beginning of the Revolutionary War. Think back to some of the reasons why the colonies were against declaring Independence from Great Britain. Some of these same reasons will help us understand why the colonies were unprepared for war with Great Britain.

---

**Instructional Process:**

1. Say, “Today we are going to examine and evaluate the strengths and weaknesses of the British and the American colonies at the beginning of the Revolutionary War. Think back to some of the reasons why the colonies were against declaring Independence from Great Britain. Some of these same reasons will help us understand why the colonies were unprepared for war with Great Britain.”
2. Divide the class into small groups using an established classroom routine.
3. Instruct students to read [American and British Strengths and Weaknesses](#) with their group. Encourage students to underline, highlight or write down some of the main ideas from the text on the graphic note organizer while reading. Provide students with a reasonable amount of time to complete the questions in the graphic organizer (15-20 minutes).
4. Project a blank [Revolutionary War Advantages and Disadvantages graphic organizer](#) as students answer the questions and conduct a discussion on how the colonies were unprepared for war with Great Britain. Possible questions:
   a. Why were the American colonies unprepared for war?
   b. What was the greatest strength for the American colonies?
   c. How did geography contribute to the strengths of the colonies?
5. Have students complete the activity on Bunker Hill.
American and British Strengths and Weaknesses

The question remains: What factors led an undisciplined, unprepared, divided American nation to prevail over the world's largest empire?

Despite the supremacy of the British navy in the 18th century, the Colonial naval forces won many battles. This picture depicts the naval engagement of July 7, 1777, between the American frigates Hancock, Boston, and HMS Fox, and the British frigates Flora and Rainbow.

British Strengths and American Weaknesses

The British seemed unbeatable. During the previous 100 years, the British had enjoyed triumph after triumph over nations as powerful as France and Spain. At first glance, the odds were clearly against the Americans. A closer look provides insight into how the underdogs emerged victorious.

Britain's military was the best in the world. Their soldiers were well equipped, well disciplined, well paid, and well fed. The British navy dominated the seas. Funds were much more easily raised by the Empire than by the Continental Congress.

---

6 This work by The Independence Hall Association is licensed under a Creative Commons Attribution 4.0 International License. The original work is available at http://www.ushistory.org/us/11a.asp.
Some of those funds were used to hire Hessian mercenaries to fight the Americans.

The Americans had tremendous difficulty raising enough funds to purchase basic supplies for their troops, including shoes and blankets. The British had a winning tradition. Around one in five Americans openly favored the Crown, with about half of the population hoping to avoid the conflict altogether. Most Indian tribes sided with Britain, who promised protection of tribal lands.

**American Strengths and British Weaknesses**

On the other hand, the Americans had many intangible advantages.

The British fought a war far from home. Military orders, troops, and supplies sometimes took months to reach their destinations. The British had an extremely difficult objective. They had to persuade the Americans to give up their claims of independence. As long as the war continued, the colonists' claim continued to gain validity. The geographic vastness of the colonies proved a hindrance to the British effort. Despite occupying every major city, the British remained as at a disadvantage.

Americans had a grand cause: fighting for their rights, their independence and their liberty. This cause is much more just than waging a war to deny independence. American military and political leaders were inexperienced, but proved surprisingly competent.

The war was expensive and the British population debated its necessity. In Parliament, there were many American sympathizers. Finally, the alliance with the French gave Americans courage and a tangible threat that tipped the scales in America’s favor.
### Advantages and Disadvantages of the Revolutionary War

<table>
<thead>
<tr>
<th></th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>American Colonies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>British</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advantages</td>
<td>Disadvantages</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------------------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td><strong>American Colonies</strong></td>
<td>• fighting on home territory</td>
<td>• limited money to wage war</td>
</tr>
<tr>
<td></td>
<td>• Americans were fighting for independence</td>
<td>• inexperienced soldiers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• weak Navy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• relied on militia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• few allies/international support</td>
</tr>
<tr>
<td><strong>British</strong></td>
<td>• largest Navy in the world</td>
<td>• took a long time to ship soldiers and supplies to the colonies</td>
</tr>
<tr>
<td></td>
<td>• stronger Army and better trained soldiers</td>
<td>• no clear military strategy or objective for fighting</td>
</tr>
<tr>
<td></td>
<td>• more money</td>
<td>• not all the British supported fighting the war</td>
</tr>
<tr>
<td></td>
<td>• Indian allies</td>
<td></td>
</tr>
</tbody>
</table>
The Battle of Bunker Hill

Bunker Hill
On the night of June 16, 1775, a detail of American troops acting under orders from ARTEMAS WARD moved out of their camp, carrying picks, shovels, and guns. They entrenched themselves on a rise located on Charleston Peninsula overlooking Boston. Their destination: BUNKER HILL.

From this hill, the rebels could bombard the town and British ships in Boston Harbor. But Ward's men misunderstood his orders. They went to BREED'S HILL by mistake and entrenched themselves there — closer to the British position.

Cannon for Breakfast
On the morning of June 17th, 1775, British soldiers were surprised to see American Continental soldiers in place on the top of Breed's Hill overlooking Boston Harbor. Two months earlier, the British, having retreated from Lexington and Concord, had closed off Boston and controlled the harbor with their ships. No colonial militia could get into Boston undetected. The British occupied Boston.

The British were stunned to see Americans threatening them. In the 18th century, British military custom demanded that the British attack the Americans; even though the Americans were in a superior position militarily (the Americans had soldiers and cannon pointing down on the British).

Major General William Howe, leading the British forces, could have easily surrounded the Americans with his ships at sea, but instead chose to march his troops uphill. Howe might have believed that the Americans would retreat in the face of a smashing, head-on attack. He was wrong.

His Majesty's ships opened fire on the Americans. Early in the afternoon, 28 barges of British soldiers crossed the CHARLES RIVER and stormed the hills. The Americans waited until the British were within 15 paces, and then unleashed a bloody fusillade. Scores of British troops were killed or wounded; the rest retreated down the hill. Again, the British rushed the hill in a second wave. And again they retreated, suffering a great number of casualties.

By the time the third wave of British charged the hill, the Americans were running low on ammunition. Although not proven, American Captain William Prescott famously gives the order, “Don’t fire 'til you see the whites of their eyes.” Hand-to-hand fighting ensued. The British eventually took the hill, but at a great cost. Of the 2,300 British soldiers who had gone through the ordeal, 1,054 were either killed or wounded.
On July 2, 1775, George Washington rode into Cambridge, Massachusetts, to take command of the new AMERICAN ARMY. He had a formidable task ahead of him. He needed to establish a CHAIN OF COMMAND and determine a course of action for a war — if there would be a war.

In London, the news of Bunker Hill convinced the king that the situation in the Colonies had escalated into an organized uprising and must be treated as a foreign war. Accordingly, he issued a Proclamation of Rebellion.

This Means War
The British had taken the initiative, but they, like Washington, needed to establish a plan of action. How did they plan to win the war? With the help of loyal colonials! "There are many inhabitants in every province well affected to Government, from whom no doubt we shall have assistance," General Howe wrote. But he hedged: the Loyalists could not rally "until His Majesty's armies have a clear superiority by a decisive victory."

The general needed a showdown. But first he needed supplies, reinforcements, and a scheme to suppress the rebels. Almost 11 months after the shots at Bunker Hill were fired, Howe departed Boston and moved north to Nova Scotia to wait and plan. He did win decisive victories later, but his assumption that the Loyalists would rally behind him was simply wrong.

Directions – Use Source 2 to answer the questions.

1. In paragraph 3, what does ‘the British occupied Boston’ mean?
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

2. Why is there confusion over this battle’s name?
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
3. Why did the rebels sneak onto Breed’s Hill?
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

4. What costly decision did Major General William Howe make?
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

5. Explain the meaning of Captain William Prescott order, “Don’t fire ‘til you see the whites of their eyes.”
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

6. What actions did the King taking after getting the news about Bunker Hill?
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

7. Who did General Howe hope to get assistance from?
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
8. What did each side learn from the Battle of Bunker Hill?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Map of Boston Area, 1775

https://www.nps.gov/nr/twhp/wwwlps/lessons/42bunker/42locate1.htm
Do the following on the map:

1. Circle Breed’s Hill and Bunker Hill with a blue crayon and Boston peninsula with a red crayon.

2. Trace the road from Bunker Hill to Cambridge to Roxbury then to Boston Harbor with a purple crayon.

3. British General William Howe decided to move his ships across the harbor and launch an uphill attack. Draw red arrows across the harbor from Boston to Charlestown.

4. Compare at the purple land route and the red arrows over the harbor. Why do you think General Howe decided to take the water route?

5. Now locate the various hills and heights surrounding the harbor circle them in green. Why might it be important for an army to command the hills surrounding the Boston harbor?
After the battle, Abigail Adams wrote to her husband John

“The day, perhaps the decisive Day has come on which the fate of America depends… I have just heard that our dear Friend Dr. Warren is no more and fell gloriously fighting for his country.”

What does Abigail Adams mean when she refers to the Battle of Bunker Hill as “the decisive Day has come on which the fate of America depends?”

Task 8:  

The Americans Need an Army and a Leader

In this task, we will examine why Washington was chosen to lead the Continental Army, the leadership qualities of Washington, and how Washington’s war strategy that will lead the Continental Army to victory.

Why Washington

Washington was one of the few Americans of the era to have military experience. He had served with distinction in the French and Indian War.

Washington was also a southerner. Politicians from the north (such as John Adams) recognized that, for the Americans to have any shot at defeating the British, all regions of the country would have to be involved. The uprising had to be more than just New England agitation.

This work by The Independence Hall Association is licensed under a Creative Commons Attribution 4.0 International License. The original work is available at http://www.ushistory.org/us/11d.asp.

George Washington assigned to lead the Continental Army

On June 15, 1775, George Washington accepts an assignment to lead the Continental Army. Washington had been managing his family’s plantation and serving in the Virginia House of Burgesses when the second Continental Congress unanimously voted to have him lead the revolutionary army. He had earlier distinguished himself, in the eyes of his contemporaries, as a commander for the British army in the French and Indian War of 1754.

Born a British citizen and a former Redcoat, Washington had, by the 1770s, joined the growing ranks of colonists who were dismayed by what they considered to be Britain’s exploitative policies in North America. In 1774, Washington joined the Continental Congress as a delegate from Virginia. The next year, the Congress offered Washington the role of commander in chief of the Continental Army.

On July 3, 1775, Washington officially took command of the poorly trained and under-supplied Continental Army. After six years of struggle and despite frequent setbacks, Washington managed to lead the army to key victories and Great Britain eventually surrendered in 1781. Due largely to his military fame and humble personality, Americans overwhelmingly elected Washington their first president in 1789.

https://www.history.com/this-day-in-history/george-washington-assigned-to-lead-the-continental-army
Creating a Continental Army

According to Washington's aide Alexander Hamilton, the military strategy the General would pursue throughout the Revolutionary War was as follows: "our hopes are not placed in any particular city, or spot of ground, but in preserving a good army . . . to take advantage of favorable opportunities, and waste and defeat the enemy by piecemeal."

In order to "preserve a good army," one had to be created in the first place. It was a long and difficult road from the Continental Congress's edict designating the militia around Boston as a Continental Army and creating such an army in fact. Although many colonials had had some military experience in the French and Indian War, most had served in militia units, a far cry from service in a regular European-style army. The latter, Washington believed, was what the Continental Army needed to become if the colonies were to stand up to the British army.

When Washington assumed his duties in Boston, he saw no end to problems. "The abuses [problems] in this army, I fear, are considerable, and the new modelling of it [reorganization], in the face of an enemy, from whom we every hour expect an attack, is exceedingly difficult and dangerous." Although often dismayed by his charge, Washington set out to create an army that could stand up in the field to the best army in the world at that time.

http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/contarmy/
Directions – Use the source on creating a continental army complete the graphic organizer.

**Text: Creating a Continental Army**

**Main Ideas:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was General Washington’s strategy for winning the Revolutionary War?</td>
<td></td>
</tr>
<tr>
<td>Why did Washington believe “preserving a good army” would help win the war?</td>
<td></td>
</tr>
<tr>
<td>Describe the military experience of the soldiers fighting in the Revolutionary War.</td>
<td></td>
</tr>
<tr>
<td>What did Washington believe needed to be done in order to “save the revolution”?</td>
<td></td>
</tr>
</tbody>
</table>
# Creating a Continental Army (Completed)

## Text: Creating a Continental Army: Overview

**Main Ideas:**
- colonial militia lacked combat experience
- maintaining an army was key to winning
- with training the army would become discipline
- many issues needed to be addressed with the soldiers

## What was General Washington’s strategy for winning the Revolutionary War?
Washington wanted to keep and maintain a strong army.

## Why did Washington believe “preserving a good army” would help win the war?
He believed a well-kept army would allow them to fight long enough to receive help from international allies.

## Describe the military experience of the soldiers fighting in the Revolutionary war.
Most of the Revolutionary War soldiers were inexperienced. Many of them had no combat experience.

## What did Washington believe needed to be done in order to “save the revolution”?  
Washington believed the Continental Army needed to become more of a European style army in order to win the war.
Description - Creating an army from scratch was no easy matter, especially when the ragtag force Washington inherited faced an enemy whose intentions were nearly impossible to fathom. As soon as Washington arrived in Boston, virtually everything related to the "Continental Army" crossed his desk. Washington's General Orders comprised rules and procedures to guide his officers and soldiers. They provide insights into the day-to-day workings of the army and into Washington as a commander.

Head Quarters, Cambridge, July 4, 1775

The Continental Congress having now taken all the Troops of the several Colonies, which have been raised, or which may be hereafter raised for the support and defence of the Liberties of America; into their Pay and Service. They are now the Troops of the UNITED PROVINCES of North America; and it is hoped that all Distinctions of Colonies will be laid aside; so that one and the same Spirit may animate the whole, and the only Contest be, who shall render, on this great and trying occasion, the most essential service to the Great and common cause in which we are all engaged.

It is required and expected that exact discipline be observed, and due Subordination prevail thro' the whole Army, as a Failure in these most essential points must necessarily produce extreme Hazard, Disorder and Confusion; and end in shameful disappointment and disgrace.

The General most earnestly requires, and expects, a due observance of those articles of war, established for the Government of the army, which forbid profane cursing, swearing and drunkenness; And in like manner requires and expects, of all Officers, and Soldiers, not engaged on actual duty, a punctual attendance on divine Service, to implore the blessings of heaven upon the means used for our safety and defence.

All Officers are required and expected to pay diligent Attention to keep their Men neat and clean; to visit them often at their quarters, and inculcate upon them the necessity of cleanliness, as essential to their health and service.
**Directions** – Use Source 4 to complete the graphic organizer.

**Text: Commander Washington’s General Orders, July 4, 1775**

**Primary concerns discussed by Washington:**

<table>
<thead>
<tr>
<th>What did Washington expect from soldiers in the Continental Army?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does Washington expect his officers to do?</td>
</tr>
<tr>
<td>What can you infer about the leadership qualities of General Washington from reading his military orders?</td>
</tr>
<tr>
<td>Washington states, “They are now the Troops of the UNITED PROVINCES of North America; and it is hoped that all Distinctions of Colonies will be laid aside.” Explain this quote in your own words.</td>
</tr>
<tr>
<td>Commander Washington’s General Orders, July 4, 1775</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td><strong>Main Ideas:</strong></td>
</tr>
<tr>
<td>• Discipline is required for the army to succeed.</td>
</tr>
<tr>
<td>• Officers must set examples for inexperienced soldiers.</td>
</tr>
<tr>
<td>• Soldiers must fight together for all the colonies.</td>
</tr>
<tr>
<td>• The articles of war must be followed.</td>
</tr>
<tr>
<td>• no cursing, swearing, or drunkenness</td>
</tr>
<tr>
<td>• Soldiers are required to attend religious services.</td>
</tr>
<tr>
<td><strong>What did Washington expect from soldiers in the Continental Army?</strong></td>
</tr>
<tr>
<td>Washington expected soldiers to be disciplined and lay aside their allegiance to their colony to fight for all of the colonies.</td>
</tr>
<tr>
<td><strong>What does Washington expect his officers to do?</strong></td>
</tr>
<tr>
<td>Officers are responsible for making sure their men are “neat and clean”; officers should visit with their men and make sure they have necessary supplies and are comfortable.</td>
</tr>
<tr>
<td><strong>What can you infer about the leadership qualities of General Washington from reading his military orders?</strong></td>
</tr>
<tr>
<td>Washington was well organized and required discipline from his soldiers. He communicated his orders directly with his officers and was straightforward. He was a religious man. He had integrity, courage, and expected his men to follow his example. Washington held his officers and soldiers accountable for their actions, especially when it came to deserting, being a coward, or leaving the army.</td>
</tr>
</tbody>
</table>
Weapons and Battle Tactics

Building the Winter Camp

Within days of arriving at Valley Forge, troops constructed 1,500 to 2,000 log huts in parallel lines that would house 12,000 soldiers and 400 women and children throughout the winter. Washington directed that each hut measure approximately 14 feet by 16 feet. Sometimes the soldiers’ families joined them in the space as well. Soldiers were instructed to search the countryside for straw to use as bedding, since there were not enough blankets for everyone.

In addition to the huts, the men built miles of trenches, military roads and paths. According to the National Park Service, one officer said the camp “had the appearance of a little city” when viewed from a distance. General Washington and his closest aides lived in a two-story stone house near Valley Forge Creek.

Life at Valley Forge

Popular images of life at Valley Forge depict tremendous suffering from cold and starvation. While it was cold, the National Park Service says there wasn’t anything out of the ordinary about the conditions at Valley Forge, characterizing the hardship as “suffering as usual” since the Continental soldier experienced a perpetual state of hardship.

A lack of organization, food and money shortages plagued the Continental Army throughout the first half of the seven-year-long revolution. These problems exacerbated the harsh living conditions at Valley Forge, during the third year of the war.

While the winter of 1777-1778 wasn’t exceptionally cold, many soldiers lacked proper clothing, which left them unfit to serve. Some were even shoeless. As Washington described in a December 23, 1777 letter to Henry Laurens, “…we have, by a field return this day made no less than 2,898 Men now in Camp unfit for duty because they are bare foot and otherwise naked…”

Army records suggest that each soldier received a daily ration of one-half pound of beef during January 1778, but food shortages during February left the men without meat for several days at a time.
Sickness and Disease
Cold and starvation were not even the most dangerous threats to soldiers at Valley Forge: diseases proved to be the biggest killer. As the National Park Service say, “Disease was the true scourge of the camp.” By the end of the six-month encampment, some 2,000 men—roughly one in six—died of disease. Camp records indicate that two-thirds of the deaths happened during the warmer months of March, April and May when soldiers were less confined to their cabins and food and other supplies were more abundant.

The most common illnesses included influenza, typhus, typhoid fever and dysentery—conditions most likely exacerbated by poor hygiene and sanitation at the camp.

Military Training
Despite the harsh conditions, Valley Forge is sometimes called the birthplace of the American army because, by June of 1778, the weary troops emerged with a rejuvenated spirit and confidence as a well-trained fighting force.

Much of the credit goes to former Prussian military officer Friedrich Wilhelm Baron von Steuben. The Prussian Army, at the time, was widely regarded as one of the best in Europe, and von Steuben had a sharp military mind.

Von Steuben arrived in Valley Forge on February 23, 1778. General George Washington, impressed by his acumen, soon appointed von Steuben temporary inspector general. In his role, von Steuben set standards for camp layout, sanitation and conduct. For instance, he demanded that latrines be placed, facing downhill, on the opposite side of camp as the kitchens.

More importantly, he became the Continental Army’s chief drillmaster. Von Steuben, who spoke little English, ran the troops through a gamut of intense Prussian-style drills. He taught them to efficiently load, fire and reload weapons, charge with bayonets and march in compact columns of four instead of miles-long single file lines.

Von Steuben helped to prepare a manual called “Regulations for the Order and Discipline of the Troops of the United States,” also called the “Blue Book,” which remained the official training manual of the Army for decades.

The British soon tested the Continental Army’s newfound discipline at the Battle of Monmouth, which took place in central New Jersey on June 28, 1778. While many
Historians consider the Battle of Monmouth a tactical draw, the Continental Army fought for the first time as a cohesive unit, showing a new level of confidence, according to the American Battlefield Trust. The Americans used artillery to hold off British troops and even launched bayonet counterattacks—skills they had sharpened while drilling under von Steuben at Valley Forge.

“In the old days,” writes archivist and author John Buchanan, “the Continentals probably would have fled.” But, as Wayne Bodle writes in The Valley Forge Winter: Civilians and Soldiers in War, after their six months of training in the mud and snow of Valley Forge, Washington’s troops became imbued with “a deeper identification with and pride in their craft.”

https://www.history.com/topics/american-revolution/valley-forge

1. In your opinion, what was the hardest obstacle a soldier had to deal with at Valley Forge?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

2. Why do you think Von Steuben set standards for such things as camp layout, sanitation and conduct?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

3. What happened at Valley Forge that transformed a battered Continental Army into a unified, world-class fighting force capable of beating the British?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
<table>
<thead>
<tr>
<th>Unknown Words/Phrases</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments/Questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Why is it important?</td>
<td></td>
</tr>
<tr>
<td>Unknown Words/Phrases</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------</td>
</tr>
<tr>
<td>incompetence - being unable to lead/make decision</td>
<td>Washington remarked that he would rather be home than fighting the war.</td>
</tr>
<tr>
<td>quartermaster - person in charge of supplies in an army camp</td>
<td>Washington’s soldiers experienced one of the coldest winters at Valley Forge in 1777.</td>
</tr>
<tr>
<td>dictatorial - leading like a dictator</td>
<td>Washington’s troops suffered from lack of food, clothing, and adequate shelter.</td>
</tr>
<tr>
<td>coup - take over leadership of government illegally</td>
<td>Washington used the time at Valley Forge to train his army for more battles.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments/Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How come armies did not fight in the winter?</td>
</tr>
<tr>
<td>2. Why did Washington’s generals attempt to remove him from command?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why is it important?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The winter at Valley Forge was extremely important in the Revolutionary War. Washington used the time there to train his soldiers for battle. With the help of French and Prussian leaders, Washington’s troops were able to learn how to fight like a European army. During the winter, Washington was able to prove his leadership skills and gather additional supplies for the coming war.</td>
</tr>
</tbody>
</table>
Task 9:

**Victory at Last**

In this task we are going to analyze the Battle of Yorktown and the Treaty of Paris. The Battle of Yorktown was the culmination of the American Revolution.

---

**Source 1 – Map of the Battle of Yorktown**

Directions – Use Source 1 to answer the questions.

1. Where are American and French troops located in relation to British troops?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

2. Do British troops have a way to “get out” of Yorktown? Explain your answer.

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

3. Based on the map, which side do you predict will win Yorktown? Why?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Source 2 - Yorktown and the Treaty of Paris

The outlook for General Washington and the Americans never looked better. Although the American military was still enduring losses in 1780, the French were making a difference. The French navy was disrupting the British blockade. French commanders such as LAFAYETTE and ROCHAMBEAU earned the respect and admiration of the American troops.

Although, the British occupied much of the south, they had still been unable to mobilize the local Loyalists. Grumbling in England grew louder over the war's expense and duration. The morale of Washington’s men was improving. The war was by no means over, but the general could now see a bright side.
The Siege of Yorktown
The year 1781 found a large squadron of British troops led by LORD CORNWALLIS at YORKTOWN, Virginia. Cornwallis hoped to keep his men in the Chesapeake town until fresh supplies and reinforcements could arrive from Britain. The French and the Americans conspired to capture the British before that could happen.

A French naval unit led by ADMIRAL DE GRASSE headed north from the West Indies. Washington's army was stationed near New York City at the time. Along with a French unit from Rhode Island, Washington's troops marched over 300 miles south toward Yorktown. Along the way, he staged fake military maneuvers to keep the British off guard.

When Washington reached Virginia, Americans led by Lafayett e joined in the siege. The French navy kept the British out of CHESAPEAKE BAY until Cornwallis was forced to surrender his entire unit of nearly 8,000 troops on October 19, 1781. The capture of the troops severely hampered the British war effort.

Despite the American victory, the British military continued to fight. But the Battle of Yorktown turned the British public against the war. The following March, a pro-American Parliament was elected and peace negotiations began in earnest.

Benjamin Franklin, John Adams, and JOHN JAY met with the British in the hopes of securing a peace treaty. The Americans played off European rivalries to reach a most favorable agreement. In the 1783 TREATY OF PARIS the British agreed to recognize American independence as far west as the Mississippi River. Americans agreed to honor debts owed to British merchants from before the war and to stop persecuting British Loyalists.

David had triumphed over Goliath. Independence was achieved at last.

This work by The Independence Hall Association is licensed under a Creative Commons Attribution 4.0 International License. The original work is available at http://www.ushistory.org/us/11i.asp.
1. How did the French help the Americans at the Battle of Yorktown?

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

2. Why did the British surrender at Yorktown?

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

3. What were the terms of the Treaty of Paris?

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

4. Explain the last statement (David had triumphed over Goliath. Independence was achieved at last.) in your own words.

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________
1. What are the four borders of the United States?

Northern border _________________________________
Southern border _________________________________
Eastern border _________________________________
Western border _________________________________

2. Compare this map to the one from the beginning of this book (Before and After the French and Indian War). What is the same and what is different?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

http://www.somosprimos.com/hough/hough.htm