

A VOTER'S GUIDE TO POST-FRENCH AND INDIAN WAR POLICY

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GUIDING QUESTION:

How did the French and Indian War influence colonial attitudes toward British rule?

OVERVIEW

During the French and Indian War (1754–1763), England and France vied for control of North America. After early defeats, William Pitt, British Secretary of State, turned the tide of the war in England's favor, which ultimately led to victory. In the 1763 Treaty of Paris, France gave England all French territories in North America. However, Pitt's strategy left the British government with substantial debt. To recoup the losses from the French and Indian War and effectively govern their growing territory in North America, the British government taxed their colonies to pay for the debt, limited colonial expansion to appease indigenous groups, and quartered British soldiers in North America to protect the colonies. While the British saw these as necessary actions, their campaign angered many American colonists. By the 1760s, early rumblings of protest spread through the colonies. Soon, the British faced another war in North America—this time with its own colonists.

OBJECTIVES

At the conclusion of this activity, students will be able to

- > Explain the lasting impacts of the French and Indian War;
- > Analyze how events of the French and Indian War affected colonial attitudes toward British rule; and
- > Complete a mock voter registration form and justify one's position using primary source evidence.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- > CCSS.ELA-LITERACY.RH.9-10.3 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

- > CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CONNECTIONS TO C3 FRAMEWORK

- > D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- > D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

DOCUMENTS USED

PRIMARY SOURCES

Address, New York General Assembly, Petition to the Royal Governor, Sir Henry Moore, December 15, 1766 (excerpt) *The History of the War in America, Between Great Britain and Her Colonies from Its Commencement to the End of the Year 1778* https://www.google.com/books/edition/The_History_of_the_War_in_America_Betwee/MV9KAAAAYAA-J?hl=en&gbpv=0

"Americanus" (Joseph Galloway), letter to *The New-York Gazette*, August 15, 1765 (excerpt)

Exchange Between Governor Thomas Hutchinson and the House of Representatives, January 6, 1773 (excerpt) Teaching American History <https://teachingamericanhistory.org/library/document/exchange-between-governor-thomas-hutchinson-and-the-house-of-representatives/>

John Dickinson, Letters from a Farmer in Pennsylvania, 1767 (excerpt)

Empire and Nation: Letters from a Farmer in Pennsylvania
https://books.google.com/books/about/Empire_and_nation_Letters_from_a_farmer.html?id=64sGAQAAIAAJ

Letter, George Washington to William Crawford, September 21, 1767 (excerpt)

George Washington Papers, Library of Congress
https://www.loc.gov/resource/mgw5.116_0373_0628/?sp=14

Poem, Hannah Griffitts, "The Female Patriots"
Poetry Nook

<https://www.poetrynook.com/poem/female-patriots>

Political Cartoon, Benjamin Franklin (attributed), *The Colonies Reduced - Its Companion*, 1767

Library of Congress (2004672618)
<https://www.loc.gov/pictures/item/2004672618/>

The Quartering Act of 1765 (excerpt)

Digital History, University of Houston
http://www.digitalhistory.uh.edu/disp_textbook.cfm?sm-tID=3&psid=3959

Speech, Pontiac Calls for War, 1763 (excerpt)

Collections of the Pioneer Society of the State of Michigan
<https://www.americanyawp.com/reader/colonial-society/pon-tiac-calls-for-war-1763/>

The Proclamation of 1763

Digital History, University of Houston
http://www.digitalhistory.uh.edu/disp_textbook.cfm?sm-tID=3&psid=159

Soame Jenyns, *The Objections to the Taxation of our American Colonies by the Legislature of Great Britain*, 1765 (excerpt)

Monticello Digital Classroom
<https://classroom.monticello.org/media-item/objec-tions-to-taxation/>

SECONDARY SOURCES

Video clip, *The French and Indian War Explained*, 2020 (3:22)
HISTORY®

<https://www.youtube.com/watch?v=9n-gsgqaUo0>

TEACHER-CREATED MATERIALS

- > Post-French and Indian War Voter's Guide
- > Voter's Guide Assessment

ACTIVITY PREPARATION

- > Make one copy of the Post-French and Indian War Voter's Guide packet for each student.
- > Arrange the classroom for group work.
- > Organize students into groups of three or four students each.

PROCEDURE

ACTIVITY ONE (30 MINUTES)

- > Distribute one Post-French and Indian War Voter's Guide packet to each student.
- > Project the political cartoon, *The Colonies Reduced*, and ask students to label the images they see in the cartoon.
- > Explain to students that this cartoon is attributed to Benjamin Franklin, who was in England arguing against the Stamp Act.
 - >> The Stamp Act, the first direct tax following the French and Indian War, was passed by the British Parliament in 1765. It required colonists to pay a tax on printed materials including newspapers, legal documents, and even playing cards. The tax helped recoup the financial debts incurred during the war.
 - >> The Latin phrase "*Date Obolum Bellisario*" means "Give a farthing to Belisarius," which references the Byzantine general, who won great victories for the Byzantine Empire but was reduced to extreme poverty later in life.
- > Lead a discussion about the political cartoon. Discussion questions:
 - >> *Why was it necessary for Great Britain to tax the colonies following the French and Indian War?*
 - >> *What about Franklin's image indicates his position regarding the Stamp Act? How does the reference to Belisarius connect to the colonists' position?*
 - >> *What other British policies implemented following the French and Indian War angered the colonists?*
- > Project the video clip, *The French and Indian War Explained* (3:22). Students will watch the video clip and answer the review questions listed in their Post-French and Indian War Voter's Guide.
- > Review answers after the video has concluded.
- > Ask what new questions do students have or what new ideas do students want to investigate further.

CONNECTIONS

The struggle for American independence was far from certain, and it was far from the last time Americans were divided over political issues. This book features lessons about the debates over abolition, suffrage, women's rights, immigration, and civil rights. Debate is a key component of American democracy.

ACTIVITY TWO (30 MINUTES)

- > Explain to students that when the presidential election approaches, all parties sit down and create platforms to explain their points of view on the major domestic and foreign policy issues. Often the two major parties have platforms in opposition to each other (one party supports an idea while the other party opposes the idea). However, voters do not always fall neatly into one category or another.
- > Students will complete a political quiz on British policy following the French and Indian War. Each policy statement will have a “Learn More” section that includes opinions in the form of primary source documents.
- > Explain that students should read the policy issues, consult the primary documents related to the issue, and then select the answer to the policy question and explain why they selected their answer in the “Explanation” section.
 - » **Teacher Tip:** This activity can be completed as a class or can be assigned to groups. If completing in groups, it may be jigsawed.
- > Review student responses as a class. Discussion questions:
 - » *What was the British rationale for enacting such policies following the French and Indian War?*
 - » *How did British policies following the French and Indian War eventually lead to unrest in the colonies, and ultimately the American Revolution?*
 - » *What questions do you have about the position of the British or the American colonists?*

ASSESSMENT OPTIONS

- > Assign the Voter’s Guide Assessment.

STUDENTS INTERESTED IN THIS TOPIC MIGHT BE INTERESTED IN RESEARCHING THE FOLLOWING FOR AN NHD PROJECT

- > Pontiac’s Rebellion
- > The Quartering Act (1765) or the Declaratory Act (1766)
- > The Boston Tea Party
- > The Intolerable Acts (1774) or the Olive Branch Petition (1775)

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

WWW.NHD.ORG/250

EDSITEment!

RELATED RESOURCES

Lesson Plan: Colonial Broadside and the American Revolution

<https://edsitement.neh.gov/lesson-plans/colonial-broadside-and-american-revolution>

Lesson Plan: Empire and Identity in the American Colonies

<https://edsitement.neh.gov/lesson-plans/empire-and-identity-american-colonies>

Humanities Feature: The History of the Stamp Act Shows How Indians Led to the American Revolution

<https://www.neh.gov/humanities/2015/julyaugust/feature/the-history-the-stamp-act-shows-how-indians-led-the-american-revo>

Media Resource: Coming of the American Revolution

<https://edsitement.neh.gov/general-resources/coming-american-revolution>

POST-FRENCH AND INDIAN WAR VOTER'S GUIDE

ACTIVITY ONE

POLITICAL CARTOON, BENJAMIN FRANKLIN (ATTRIBUTED), *THE COLONIES REDUCED - ITS COMPANION*, 1767



POST-FRENCH AND INDIAN WAR VOTER'S GUIDE (CON'T)

ACTIVITY TWO

While watching the video clip, *The French and Indian War Explained*, answer the following questions.

What did colonial powers want to gain in the new world?

In what direction did France seek to expand its colonies in North America? What about England? What area did these countries eventually fight over, leading to the start of the French and Indian War?

Who led the British colonial forces in the first engagement of the French and Indian War, the Battle of Jumonville Glen? _____

Which American Indian confederacy allied itself with the British during the war?

Who was the British secretary of state whose war policies turned the French and Indian War in favor of the British? _____

After winning the French and Indian War, what did the British gain in the Treaty of Paris (1763)?

What did the British do in response to the massive war debt incurred from the French and Indian War?

Why was the French and Indian War one of the most consequential wars in American history?

POST-FRENCH AND INDIAN WAR POLITICAL QUIZ

Answer the following questions to see how your political beliefs align with British colonial policy.

Question One
Should King George III rescind the Royal Proclamation of 1763?
<input type="radio"/> Yes
<input type="radio"/> No

Explanation:

What questions does this policy generate?

HISTORICAL CONTEXT

Pontiac was a leader of the Ottawa Nation who fought the British Army in the Great Lakes region and attempted (unsuccessfully) to overtake Fort Detroit. Following Pontiac's War, the British government issued the Royal Proclamation of 1763, which limited settlers' ability to move west beyond the Appalachian Mountains. The British government hoped that the proclamation would limit conflict with Native American groups. However, colonists desired the settlement opportunities and natural resources offered by the land.

POST-FRENCH AND INDIAN WAR POLITICAL QUIZ (CON'T)

QUESTION ONE: LEARN MORE

Opinion One

Excerpt from a letter from George Washington to William Crawford, September 21, 1767

"The other matter, just now hinted at and which I proposed in my last to join you in attempting to secure some of the most valuable Lands in the King's part which I think may be accomplished after a while notwithstanding the Proclamation that restrains it at present and prohibits the Settling of them at all for I can never look upon that Proclamation in any other light (but this I say between ourselves) than as a temporary expedient to quiet the Minds of the Indians and must fall of course in a few years especially when those Indians are consenting to our Occupying the Lands. Any person therefore who neglects the present opportunity [sic] of hunting out good Lands and in some measure marking and distinguishing them for their own (in order to keep others from settling them) will never regain it, if therefore you will be at the trouble of seeking out the Lands I will take upon me the part of securing them so soon as there is a possibility of doing it and will moreover be at all the Cost and charges of Surveying and Patenting &c. after which you shall have such a reasonable proportion of the whole as we may fix upon at our first meeting as I shall find it absolutely necessary and convenient for the better furthering of the design to let some few of my friends be concernd [sic] in the Scheme and who must also partake of the advantages."

Opinion Two

Excerpt from The Proclamation of 1763

"WHEREAS WE have taken into Our Royal Consideration the extensive and valuable Acquisitions in America, secured to Our Crown by the late Definitive Treaty of Peace, concluded at Paris...and being desirous that all Our loving Subjects...may avail themselves with all convenient Speed, of the great Benefits and Advantages which must accrue therefrom to their Commerce, Manufactures, and Navigation, We have thought fit...to issue this Our Royal Proclamation....

And whereas great Frauds and abuses have been committed in the purchasing Lands of the Indians, to the great Prejudice of Our Interests, and to the great Dissatisfaction of the said Indians; in order to prevent such Irregularities for the future, and to the End that the Indians may be convinced of Our Justice and determined Resolution to remove all reasonable cause of Discontent, We do...enjoy and require that no private Person do presume to make any Purchase from the said Indians of any Lands reserved to the said Indians...."

Opinion Three

Excerpt from *Pontiac Calls for War*, 1763

"I am the Master of Life, whom thou desirest to know and to whom thou wouldst speak...This land, where you live, I have made for you and not for others. How comes it that you suffer the whites on your lands? Can you not do without them? I know that those whom you call the children of your Great Father supply your wants, but if you were not bad, as you are, you would well do without them. You might live wholly as you did before you knew them. Before those whom you call your brothers come on your lands, did you not live by bow and arrow? You had no need of gun nor powder, nor the rest of their things, and nevertheless you caught animals to live and clothe yourselves with their skins, but when I saw that you inclined to the evil, I called back the animals into the depths of the woods, so that you had need of your brothers to have your wants supplied and I shall send back to you the animals to live on. I do not forbid you, for all that, to suffer amongst you the children of your father. I love them, they know me and pray to me, and I give them their necessities and all that they bring to you, but as regards those who have come to trouble your country, drive them out, make war on them. I love them not, they know me not, they are my enemies and the enemies of your brothers. Send them back to the country which I made for them. There let them remain."

POST-FRENCH AND INDIAN WAR POLITICAL QUIZ (CON'T)

Answer the following questions to see how your political beliefs align with British colonial policy.

Question Two
Should the British government keep standing armies in the American colonies and quarter British regulars in barracks and public houses (taverns, inns)?
<input type="radio"/> Yes
<input type="radio"/> No

Explanation:

What questions does this policy generate?

HISTORICAL CONTEXT

Following the French and Indian War, British General Thomas Gage had difficulties getting colonial assemblies to pay for provisions and lodging for British troops. Gage implored the British Parliament to act. The Quartering Act of 1766 required colonists to house British troops in barracks and inns. No British standing army had ever been quartered in North America during peacetime. Colonial political thought favored the use of local militia forces over standing armies during times of peace.

POST-FRENCH AND INDIAN WAR POLITICAL QUIZ (CON'T)

QUESTION TWO: LEARN MORE

Opinion One

Excerpt from the New York General Assembly's Petition to the Royal Governor, Sir Henry Moore, December 15, 1766

"We, His Majesty's most dutiful and loyal Subjects, the General Assembly of the Colony of New York, have taken your Excellency's message of the 17th of November last, into our most serious Consideration: and beg Leave to assure your Excellency that nothing would give us a greater Pleasure than to find it in our Power to comply with every Requisition tending in any manner to promote His Majesty's Service. It is therefore with great Concern that we find it impossible to comply with what is now demanded, consistent with our Obligations to our Constituents [citizens of the colony]...In the Provision we made last Session for quartering Two Battalions and one Company of Artillery, we loaded ourselves with a Burden much greater than any of the neighboring Governments lie under for that Service, and imagined that, far from being censured on that Account, it would be accepted as a new Instance of that Loyalty and Affection to His Majesty's Government, of which this Colony has exhibited so many Proofs. We beg Leave, further, to represent to your Excellency that, by the Act of Parliament, it appears to be the Intention of the Legislature to provide for the quartering Soldiers only on a March; but according to the Construction [interpretation] put on it here, it is required that all the Forces which shall at any Time enter this Colony, shall be quartered during the whole Year, in a very unusual and expensive Manner: That by marching several Regiments into this Colony, this Expense would become ruinous and insupportable; And, therefore, we cannot consistent with our Duty to our Constituents, put it in the Power of any Person...to lay such a Burden on them."

Opinion Two

Excerpt from the Quartering Act of 1765

"WHEREAS in and by an act made in the present session of parliament, intituled, An act for punishing mutiny and desertion, and for the better payment of the army and their quarters; several regulations are made and enacted for the better government of the army, and their observing strict discipline, and for providing quarters for the army, and carriages on marches and other necessary occasions, and inflicting penalties on offenders against the same act, and for many other good purposes therein mentioned; but the same may not be sufficient for the forces that may be employed in his Majesty's dominions in America: and whereas, during the continuance of the said act, there may be occasion for marching and quartering of regiments and companies of his Majesty's forces in several parts of his Majesty's dominions in America: and whereas the publick houses and barracks, in his Majesty's dominions in America, may not be sufficient to supply quarters for such forces..."

POST-FRENCH AND INDIAN WAR POLITICAL QUIZ (CON'T)

Answer the following questions to see how your political beliefs align with British colonial policy.

Question Three
Should the British Parliament continue to levy taxes on the colonies to pay for debt incurred during the French and Indian War and in defense of the colonies?
<input type="radio"/> Yes
<input type="radio"/> No

Explanation:

What questions does this policy generate?

HISTORICAL CONTEXT

Great Britain had a substantial war debt in the aftermath of the French and Indian War. The British Parliament believed that the colonies, where much of the fighting occurred, should help pay the debt. American colonists, however, resented being taxed without having representation to vote on bills in question. American colonists believed strongly that local assemblies should have the authority to levy taxes, not the British Parliament in London. John Dickinson, a Pennsylvania lawyer and politician, advocated for independence and was heavily involved in the revolutionary movement. Soame Jenyns was a member of the British Parliament. Joseph Galloway represented Pennsylvania in the First Continental Congress, but remained loyal to the crown after his plan to remain part of the British empire was rejected.

POST-FRENCH AND INDIAN WAR POLITICAL QUIZ (CON'T)

QUESTION THREE: LEARN MORE

Opinion One

Excerpt from John Dickinson, *Letters from a Farmer in Pennsylvania*, 1767

"There is another late act of parliament, which appears to me to be unconstitutional, and as destructive to the liberty of these colonies, as that mentioned in my last letter; that is, the act for granting the duties on paper, glass, &c. [the Townshend Act].

"The parliament unquestionably possesses a legal authority to regulate the trade of Great-Britain and all her colonies. Such an authority is essential to the relation between a mother country and her colonies; and necessary for the common good of all. He, who considers these provinces as states distinct from the British empire, has very slender notions of justice, or of their interests. We are but parts of a whole; and therefore there must exist a power somewhere to preside, and preserve the connection in due order. This power is lodged in the parliament; and we are as much dependent on Great-Britain, as a perfectly free people can be on another."

Opinion Two

Excerpt from Soame Jenyns, *The Objections to the Taxation of our American Colonies by the Legislature of Great Britain*, 1765

"...The great capital argument...is this: that no Englishman is, or can be taxed, but by his own consent: by which must be meant one of these three propositions; either that no Englishman can be taxed without his own consent as an individual; or that no Englishman can be taxed without the consent of the persons he chuses to represent him; or that no Englishman can be taxed without the consent of the majority of all those, who are elected by himself and others of his fellow subjects to represent them...

First then, that no Englishman is or can be taxed but by his own consent as an individual: this is so far from being true, that it is the very reverse of truth; for no man that I know of is taxed by his own consent; and an Englishman, I believe, is as little likely to be so taxed, as any man in the world. Secondly, that no Englishman is, or can be taxed, but by the consent of those persons whom he has chose to represent him; for the truth of this I shall appeal only to the candid representatives of those unfortunate countries which produce cyder, and shall willingly acquiesce under their determination."

Opinion Three

Excerpt from "Americanus" (Joseph Galloway), letter to *The New-York Gazette*, August 15, 1765

"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..."

Opinion Four

Poem, "The Female Patriots" by Hannah Griffitts. This poem was published anonymously in the *Pennsylvania Chronicle* in 1769.

Since the Men from a Party, or fear of a Frown,
Are kept by a Sugar-Plumb, quietly down.
Supinely asleep, & depriv'd of their Sight
Are strip'd of their Freedom, & rob'd of their Right.
If the Sons (so degenerate) the Blessing despise,
Let the Daughters of Liberty, nobly arise,
And tho' we've no Voice, but a negative here.
The use of the Taxables, let us forbear,
(Then Merchants import till your Stores are all full
May the Buyers be few & your Traffick be dull.)
Stand firmly resolved & bid Grenville to see
That rather than Freedom, we'll part with our Tea

POST-FRENCH AND INDIAN WAR POLITICAL QUIZ (CON'T)

Answer the following questions to see how your political beliefs align with British colonial policy.

Question Four
Should the majority of laws and policies related to the colonies be enacted by local colonial assemblies or the British Parliament and the king's appointed governors?
<input type="radio"/> Local Assemblies
<input type="radio"/> British Parliament

Explanation:

What questions does this policy generate?

HISTORICAL CONTEXT

The Rights of Englishmen were traditional rights held by all British subjects. These included the right to a local assembly and that assembly's authority to pass laws on taxation. However, following the French and Indian War, the British Parliament increasingly asserted the British government's ultimate authority to pass laws and regulate policy in the colonies. John Dickinson, a Pennsylvania lawyer and politician, advocated for independence and was heavily involved in the revolutionary movement. Thomas Hutchinson was a prominent Loyalist (also called a Tory) in Massachusetts, serving as governor from 1758 to 1774.

POST-FRENCH AND INDIAN WAR POLITICAL QUIZ (CON'T)

QUESTION FOUR: LEARN MORE

Opinion One

Excerpt from John Dickinson, *Letters from a Farmer in Pennsylvania*, 1767

"...The crown might have restrained the governor of New York, even from calling the assembly together, by its prerogative in the royal governments. This step, I suppose, would have been taken, if the conduct of the assembly of New York had been regarded as an act of disobedience to the crown alone; but it is regarded as an act of "disobedience to the authority of the British Legislature." This gives the suspension a consequence vastly more affecting. It is a parliamentary assertion of the supreme authority of the British legislature over these colonies, in the point of taxation, and is intended to compel New York into a submission to that authority. It seems therefore to me as much a violation of the liberties of the people of that province, and consequently of all these colonies, as if the parliament had sent a number of regiments to be quartered upon them till they should comply."

Opinion Two

Excerpt of the exchange Between Governor Thomas Hutchinson and the House of Representatives, January 6, 1773

"...When our predecessors first took possession of this plantation, or colony, under a grant and charter from the Crown of England, it was their sense, and it was the sense of the kingdom, that they were to remain subject to the supreme authority of Parliament. This appears from the charter itself, and from other irresistible evidence. This supreme authority has from time to time, been exercised by Parliament, and submitted to by the colony, and hath been, in the most express terms, acknowledged by the Legislature..."

"So much, however, of the spirit of liberty breathes through all parts of the English constitution, that, although from the nature of government, there must be one supreme authority over the whole, yet this constitution will admit of subordinate powers with Legislative and Executive authority, greater or less, according to local and other circumstances...We see also governments established in the plantations, which, from their separate and remote situation, require more general and extensive powers of legislation within themselves, than those formed within the kingdom, but subject, nevertheless, to all such laws of the kingdom as immediately respect them, or are designed to extend to them; and, accordingly, we, in this province have, from the first settlement of it, been left to the exercise of our Legislative and Executive powers, Parliament occasionally, though rarely, interposing, as in its wisdom has been judged necessary."

VOTER'S GUIDE ASSESSMENT

DIRECTIONS

Complete the following mock voter registration form based on the French and Indian War Political Quiz.

HISTORICAL CONTEXT

Voter registration forms were not used in colonial America. Voting was limited to white, male landowners. Elections and voting occurred by voice at a designated meeting place on the day elections were held. Voter registration began in the early 1800s in the United States and today it is a requirement to submit a voter registration application before you are eligible to vote in local, state, and national elections.

VOTER REGISTRATION APPLICATION

Last Name (print)	First Name	Middle	Suffix
Address			
City		County	Zip Code
Birth Date (MM/DD/YY):		Daytime Phone Number:	
Party Affiliation: Choose one:	<input type="checkbox"/> Pro-British <input type="checkbox"/> Pro-Colonial		
Signature:			



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