

U.S. History

American Revolution

Content Module

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Note: Arrows have been placed throughout the module to indicate areas where students should interact with the module.



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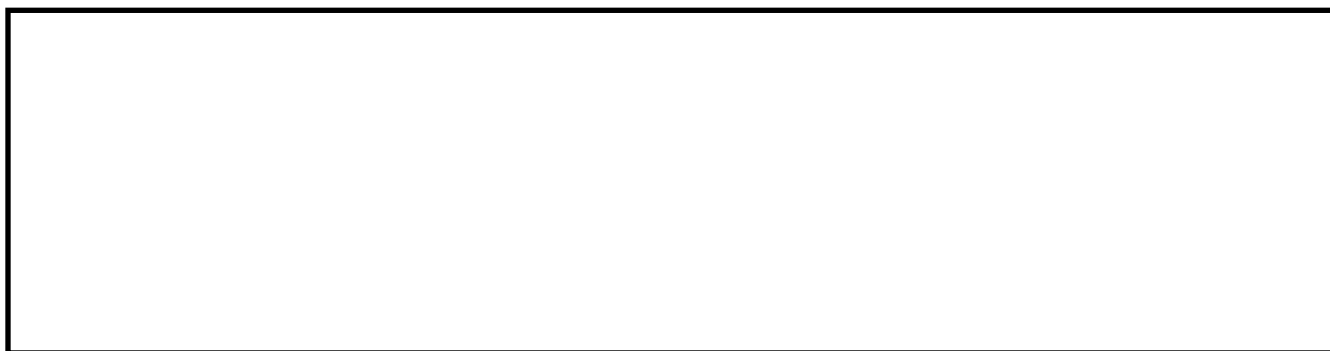
American Revolution Content Module

This guide is designed to help you analyze the colonial conflict between the 13 English Colonies and Great Britain. You will identify and explain people, events and outcomes of the war. You will also analyze the ideals and grievances outlined in the Declaration of Independence and the people involved in the process.

Consider the word *Revolution*

1. Say the word aloud
2. Think about what sounds come to mind.
3. Think about what images come to mind.

In the box, draw what comes to mind when you think of the word: **Revolution**



Read the summary of the American Revolution Unit below and highlight/underline 3 Keywords that stand out and help to explain the summary.

Revolution/Declaration of Independence

The events that followed the French and Indian War laid the foundation for Revolution and the Declaration of Independence. Anger towards the British taxation policy and increasing control over the colonies led to many events like the Stamp Act Congress, Boston Tea Party, and Boston Massacre. These events coupled with influential writings like Thomas Paine's *Common Sense*, added to the fervor for independence. From the first shots fired at Lexington and Concord in April 1775, to the Declaration of Independence in July of 1776, the American colonies began a trek towards independence that it seemed unlikely they would win. But with amazing resolve and international assistance, the colonies pulled off the impossible at Yorktown in October 1781. The thirteen British colonies were now free.

Take the highlighted/underlined keywords and create a one sentence statement summarizing the American Revolution Unit.

Revolution Vocabulary

 As you review these key terms and definitions from the American Revolution, think about how you will remember these terms. To help you process these definitions.

1. Create a memory clue (a picture or a paraphrase) of the definition in your own words.
2. Identify an antonym (something different/non-example) OR a synonym (same/an example of the term)

Vocabulary Term	Definition	Memory Clue (how will I remember)	Antonym (different than) OR Synonym (Similar to)
Revolution	To rise up against a government or a change		
Patriot	Colonists who wanted independence and war with Britain		
Loyalist	Colonists who wanted to remain loyal to the British		
Neutralists	Colonists who did not want to take sides when it came to deciding to go to war or not		
Boycott	Refusal to buy certain goods and services		

Revolution Vocabulary

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Vocabulary Term	Definition	Memory Clue (how will I remember)	Antonym (different than) OR Synonym (Similar to)
Minutemen	Colonial militia (army) volunteer who was prepared to fight at a minute's notice (quickly)		
Taxation	Government taking money from citizens to pay for public services (example: roads and bridges)		
Ally	A friend that usually helps you in a fight or in a battle/war		
Mercantilism	Economic policy with favorable balance of trade, colonies exist for mother country's profit..		
Tyranny or Tyrant	Cruel and oppressive government or rule. Tyrant - leader that abuses power over others		

Revolution Vocabulary

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Vocabulary Term	Definition	Memory Clue (how will I remember)	Antonym (different than) OR Synonym (Similar to)
Quarter	To house or allow a person to stay in your home		
Representation	A person that is chosen to vote or speak for others		
Civil Unrest	Fighting between groups of people living in the same country		
Civil Disobedience	Refusal to comply with certain laws or to pay taxes or fines, as a peaceful form of political protest		

TAXATION WITHOUT REPRESENTATION READING

➔ **As you read about the colonists experiences on the next three pages, you are to locate political, economic, or social aspects of the relationship between the 13 Colonies and the British. Choose a different color highlighter or colored pencil for each category. Mark the colors you chose on the key below.**



Political (government)



Economic (money)



Social (people or relationships)

In the 16th and 17th centuries, most European nations, including Great Britain, followed an economic policy known as mercantilism. Mercantilism required that a nation build wealth and have a favorable balance of trade which meant they exported more than they imported. To achieve a favorable balance of trade, nations established colonies to get necessary raw materials. These raw materials were sent to the mother country where goods were manufactured and exported back to the colonies for sale. To implement British mercantile policy in the 1650's, Parliament passed the Navigation Acts which stated the American colonies could only trade with Great Britain. However, because of the distance between Great Britain and the colonies, these laws were difficult to enforce, and the colonists often ignored the laws and traded with other countries. This became known as salutary neglect.



The first British colonies in North America, Virginia (1607) and Massachusetts (1620), were founded by joint-stock companies that received permission from the British king to colonize. Each company received a grant of land and the power to control how the area was settled. Virginia's founders primarily hoped to capitalize on the rich land, while the Pilgrims and Puritans came to Massachusetts to escape religious and political persecution. Rhode Island, Connecticut, and New Hampshire, applied for their own charters from the king after colonists left the strict Puritan Massachusetts Bay Colony for better land and more religious freedom. Maryland, North Carolina, South Carolina, New York, New Jersey, Pennsylvania, and Delaware, were created when the king gave his friends and relatives royal grants of land to colonize. Finally, Georgia was created when the king gave permission to create a colony in the southernmost area as a military post and a place where people who were willing to work but had been unsuccessful in finding work.

The major bond between the colonies lay in the geographic features which often determined their economy. In the four New England colonies (Massachusetts, New Hampshire, Connecticut, and Rhode Island) the land and climate did not support large scale agriculture. Therefore, they turned to lumbering, shipbuilding, fishing, and trade. Because of fertile land, rivers, and good harbors, the Middle colonies (New York, Pennsylvania, New Jersey and Delaware) produced a surplus of agricultural products that were traded with the other colonies and across the Atlantic. Finally, the Southern colonies (Virginia, Maryland, North Carolina, South Carolina, and Georgia) had fertile soil and a warm climate. This allowed them to develop a cash crop agricultural system. Most farmers in these colonies grew one cash crop such as tobacco, indigo, or rice that could be shipped to Great Britain in return for manufactured goods.

For many years, Great Britain paid little attention to her colonies in North America due to the distance between them. Therefore, the colonists got used to ruling themselves and ignored many of the laws and economic restrictions such as the Navigation Acts passed by Parliament. Additionally, Great Britain was often busy fighting numerous wars with other European powers, especially France. In the 1760's the British fought an expensive war with France known as the French and Indian War in North America and the Seven Years War in Europe. Eventually Great Britain was victorious and gained French colonial possessions in North America, but faced with a large war debt. Britain turned to the American colonies for help since much of the debt had been contracted while they were protecting these colonies from the French and Indians.



To solve this problem, Great Britain established three major colonial policies: first, place the colonies under strict political and economic control; second, require the colonies to obey the laws passed by Parliament; and third, require the colonies to pay their share of the costs of the war. To implement these policies, Great Britain began to tighten up on trade between the colonies and other nations. Parliament also adopted a series of new laws to achieve these goals, which caused the American colonists to become increasingly angry. The most important of these laws included the following:

The Proclamation of 1763—banned settlement in the area gained from the French west of the Appalachian Mountains to the Mississippi River where colonists hoped to move. The British sent 10,000 Redcoats to protect frontier lines and forced the colonists to pay one third of the Redcoats annual salary.

The Sugar Act of 1764--an attempt to help the British West Indies Company by lowering the tax on their sugar and molasses used to make rum in the New England colonies. This meant that sugar from the French West Indies was now more expensive. The act also gave the British navy the authority to use general search warrants called writs of assistance to search for those attempting to avoid paying the tax and smuggle sugar into the colonies.

The Stamp Act of 1765—required all legal and commercial documents such as deeds, wills, newspapers, newspaper advertisements, almanacs, pamphlets, etc. have a stamp. The colonists were outraged and claimed that this was “taxation without representation.” Representatives from nine of the thirteen colonies met at the Stamp Act Congress in New York to draw up a petition to the king expressing their feelings about this hated stamp tax.

The Quartering Act of 1765—required the colonists to provide lodging, food, and other supplies for the British soldiers sent to the colonies supposedly to protect the colonists from the Indians and enforce British policies.



The Townshend Acts of 1767—placed new taxes on goods such as paper, glass, paint, and tea being imported to the colonies. The fines levied against any colonist found to be smuggling to avoid paying taxes were given to the royal governors, not the colonial assemblies.

The Tea Act of 1773—lowered the tax on tea imported into the colonies from the British East India Company, a British corporation facing bankruptcy. The goal was to encourage the colonists to purchase tea from this company since it would be lower in price than tea from the French or Dutch East India companies. Additionally, Parliament selected the merchants allowed to sell the British East India tea. Merchants who had been selling tea imported from other companies resented this advantage given to the British company and their selected merchants. A group of colonists in Boston reacted by dumping 342 chests of British East Indian Tea into the Boston Harbor in protest. This became known as the Boston Tea Party.

The Coercive Acts of 1774 (called The Intolerable Acts in the colonies)—passed to control the situation after the Boston Tea Party. First, Boston harbor was closed until the tea was paid for. Second, Massachusetts’s charter was annulled and its government revised to reduce colonist participation and increase the king’s control by allowing town meetings to be held only once a year. Third, any British official accused of committing an offense in the line of duty (for example, putting down a riot or carrying out revenue laws) could be tried in Great Britain rather than in the colonies with a colonial jury. Fourth, a new Quartering Act required local authorities to provide lodging for British soldiers and in the colonists’ homes if necessary.

The colonists, especially those in New England, resented these laws since they had not had a say in their passage and had grown accustomed to self-government over the years. The British responded that none of their colonial possessions had direct representation in Parliament but that all English colonial possessions were “virtually” represented by the members of the House of Commons. As the tension mounted after the passage of the Intolerable Acts, representatives from the colonies came together in September, 1774, at the First Continental Congress to plan how to respond.

Causes of the American Revolution

➔ *Review the laws that Parliament passed that angered the colonists. Next to each one on the timeline below, write two or three words that will help you remember this event.*

Proclamation of 1763

Sugar Act of 1764

Stamp Act of 1765

Quartering Act of 1765

Townshend Acts of 1767

Tea Act of 1773

Coercive Acts of 1774

Declaration of Independence 1776

Declaration of Independence

➔ As you read about the writing of the Declaration of Independence, answer the following questions:

1. What is Enlightenment?

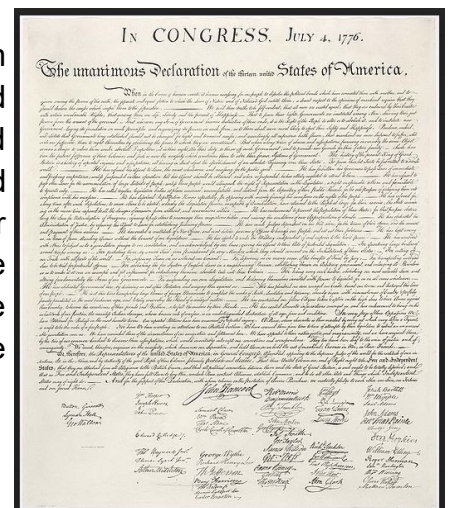
2. How was Thomas Jefferson influenced by the Enlightenment?

In 1776, the Second Continental Congress formed a committee to write a formal Declaration of Independence. Our founding fathers were considered men of the Enlightenment. They questioned the world around them and used natural law and reason to change their environment and justify the American Revolution.



Thomas Jefferson, the main author of the Declaration of Independence was heavily influenced by the English philosopher and man of the Enlightenment, John Locke. Both Locke and Jefferson believed that good government should exist for the protection of individual rights. This “natural rights philosophy” also included the idea of the right to change or remove government if individual rights were not protected. Thus, people had the right to revolution. This became Jefferson’s argument in the Declaration of Independence “...that whenever any Form of Government becomes destructive of these Ends it is the Right of the People to alter or to abolish it...”

Jefferson was highly influenced by the concept of republicanism and supported the idea that government should be limited and based on the consent of the people. According to Jefferson and the Declaration of Independence, “Governments are instituted among Men” and the people have the ultimate power to elect their officials to govern them (popular sovereignty). The writing of the Declaration of Independence was influenced by the ideas of the Enlightenment. Thomas Jefferson was a man of the Enlightenment.



Revolution Vocabulary

 As you review these key terms and definitions from the American Revolution, think about how you will remember these terms. To help you process these definitions

1. Create a memory clue (a picture or a paraphrase) of the definition in your own words.
2. Identify an antonym (something different/non-example) OR a synonym (same/an example of the term)

Vocabulary Term	Definition	Memory Clue (how will I remember)	Antonym (different than) OR Synonym (Similar to)
Independence	Freedom or separation from a country or thing		
Grievance	Complaint or protest		
Enlightenment	Also called the Age of Reason. It occurred when people began to question the customs and traditions of the time, including those on government, economy, religion and science.		
Consent	To agree to something, someone or an idea		
Unalienable	Rights that cannot be taken away such as life, liberty, or the pursuit of happiness		

Paraphrasing the Declaration of Independence



Read the quotes in the chart below. In your own words paraphrase what the original quote/document is saying in plain language.

Quote from the Declaration of	Paraphrase
<p>“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.”</p>	<p>Example: When one group of people is going to break away from a country to form its own nation, then they should explain why they are doing so.</p>
<p>“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.”</p>	
<p>“That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the governed...”</p>	
<p>“...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...”</p>	
<p>“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.”</p>	
<p>“In every state of these Oppressions we have Petitioned for Redress in the most humble Term: Our repeated Petitions have been answered only by repeated Injury. A Prince, whose Charter is thus marked by every act which may define a Tyrant, is unfit to be the Ruler of a free People.”</p>	
<p>“We, therefore, the Representatives of the United States of America...solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States...”</p>	

Unalienable Rights

*"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.**"*

Unalienable Rights are rights that cannot be taken away such as life, liberty, or the pursuit of happiness.



In the chart below draw a picture or symbol that represents the following examples of unalienable rights.

Life	Liberty	Pursuit of Happiness

Grievances of the Declaration of Independence

➔ Read the grievance from the Declaration of Independence (first column) and the problem it generated (second column). When the U.S. Constitution was ratified in 1789, it solved each of these problems. Using a copy of the U.S. Constitution, look up the section referenced in the 3rd column and explain how that section of the U.S. Constitution solved the problem.

Grievance	Problem	Constitutional Solution
He has refused his assent to laws, the most wholesome and necessary for the public good	how to prevent the President from stopping passage of laws the people want and need	(Article I, Section 7, Clause 2) Example: Congress can overturn the President's objection to a bill with a two-thirds vote of both houses.
He has refused to pass other laws...unless those people would relinquish the right of representation in the Legislature....	how to prevent the President from denying representation in the Legislature	(Article I, Section 2, Clause 3)
He has called together legislative bodies at places unusual, uncomfortable and distant from ...Public Records....	how to prevent the President from calling a session of Congress in an out-of-the-way place	(Article I, Section 8, Clause 17)
He has refused...to cause others to be elected....	how to prevent the President from preventing elections	(Article I, Section 2, Clause 4 OR Section 3, Clause 2 OR Section 4, clause 1; OR Amendment XVII)

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Grievance	Problem	Constitutional Solution
He has made judges dependent on his will alone for the tenure of their offices, and the amount of payment of their salaries.	how to prevent the President from placing the judges under his control	(Article III, Section 1)
He has kept among us, in times of peace, standing armies without the consent of our Legislature.	how to prevent the President from increasing standing armies without the consent of Congress	(Article I, Section 8, Clause 12; Article I, Section 10, Clause 3)
...For quartering large bodies of troops among us.	how to prevent the President from stationing troops where he pleases	(Amendment III)

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Grievance	Problem	Constitutional Solution
He has combined with others for cutting off our trade with all parts of the world.	how to prevent the President from interfering with trade	(Article I, Section 8, Clause 3)
He has combined with others for imposing taxes on us without our consent.	how to prevent the President from passing additional taxes without the consent of the Legislature	(Article I, Section 7, Clause 1; Article I, Section 8, Clause 1)
He has combined with others for taking away our charters, abolishing our most valuable laws, and altering fundamentally the forms of our government.	how to prevent the President from changing our system of government	(Article V)

People of the American Revolution Era

➔ **As you read the following biographies of important people from the American Revolution complete a 3-2-1 summary:**

- 3 Highlight/underline **three key** ideas about the person
- 2 Circle two words that best describe the person's role in the American Revolution (what did they do or what were they responsible for)
- 1 Write one question you would like to ask the person



John Adams was born in Massachusetts in 1735. He was a Harvard lawyer who defended the British soldiers after the Boston Massacre. He served as a delegate to both Continental Congresses and was on the committee to write the Declaration of Independence. He died on July 4, 1826, the fiftieth anniversary of the Declaration of Independence.

What would you ask this person if they were alive today?

?

Samuel Adams was born in Massachusetts in 1722. He spent a great deal of time resisting British rule. In 1765 he was elected to the Massachusetts Assembly. He was a member of the First Continental Congress and an outspoken patriot who was well known for his oratory skills and as a passionate advocate of independence from Britain. Adams was a member of the Sons of Liberty and secretly helped organize the Boston Tea Party. Cousin to John Adams, he helped organize the committees of correspondence to help bring unity to the colonies.

What would you ask this person if they were alive today?

?



In the Revolutionary War, one of General George Washington's most effective weapons against the British was an African American slave named **James Armistead**. Armistead was enlisted as a patriotic spy who worked as a "double-agent" on behalf of the United States. Pretending to be a runaway slave, Armistead was able to infiltrate the British defenses and acquire countless important British war secrets which helped turn the tide of the Revolution in favor of the Americans. Marquis de Lafayette helped him by writing a letter of recommendation for his freedom, which was granted in 1787. In gratitude, Armistead adopted Lafayette's surname and lived as a farmer in Virginia until his death in 1830.

What would you ask this person if they were alive today?

?

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As a founding father of the United States of America, **Wentworth Cheswell** was a beloved and respected patriot. Grandson to the first African American landowner in New Hampshire. Cheswell's life revolved around freedom, justice and the betterment of American citizens. At an early age, Cheswell became an influential town leader, judge, historian, schoolmaster, archeologist and soldier in the American Revolution. After his studies at Dummer Academy, he became a schoolteacher and was then elected town messenger for the regional Committee of Safety, one of the many groups established in Colonial America to monitor events pertaining to public welfare. As an enlisted man, he served under Colonel John Langdon in the Company of Light Horse Volunteers at the Saratoga campaign.

What would you ask this person if they were alive today?

?



King George III was born on June 4, 1738. He became heir to the throne on the death of his father in 1751 and succeeded his grandfather George II in 1760. During his reign, there were many conflicts involving his kingdom. After the French and Indian War, the British Parliament angered the American colonists by taxing them to pay for military protection. In 1776 the American colonists declared their independence and listed their grievances against the king. The Treaty of Paris of 1783 ended the Revolutionary War and confirmed the independence of the United States. After 1784, George III largely retired from an active role in government. He suffered a nervous breakdown in 1789. After he was declared insane in 1810, his son was appointed to rule for him.

What would you ask this person if they were alive today?

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Marquis de Lafayette was a French officer who came to help the Americans fight the Revolution against Great Britain. When he learned of the struggle of the Americans in their endeavor to secure independence, he resolved to come to the colonies to aid them in their efforts. He was given the rank of major general, since he represented the highest rank of French nobility. He developed a friendship with George Washington which lasted as long as Washington lived. His influence helped to secure support from France for the patriots' cause. Lafayette was also able to obtain troops and supplies from France. He was the first foreigner to be granted honorary U. S. citizenship. When he died on May 20, 1834 at the age of seventy-six, the United States government sent American soil to his gravesite.

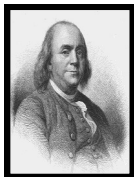
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Benjamin Franklin was an inventor, writer, printer, diplomat, scientist, humorist, and statesman. He was born in Boston in 1706. In 1733 he started publishing Poor Richard's Almanack. What distinguished Franklin's almanac were his witty sayings and lively writing. During the French and Indian War, Franklin advocated colonial unity with his Albany Plan which encouraged the colonists to "Join or Die." He was a delegate to the both Continental Congresses and a member of the committee to write the Declaration of Independence. Franklin was the U.S. Ambassador to France and helped to negotiate the Treaty of Paris that ended the American Revolution.

What would you ask this person if they were alive today?

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During the American Revolution, England was not only at odds with the colonists, but also with European superpower Spain. In 1776, **Bernardo de Gálvez**, a descendant of ancient Spanish nobility, became the acting Governor of the Louisiana Territory. Due to the "bad blood" between his home country of Spain and England, Gálvez naturally sided with the Americans throughout the war. He was instrumental in buying Spanish weapons, gunpowder, clothing and many other vital supplies that were essential to the colonial army. Galveston, Texas is named in his honor.

What would you ask this person if they were alive today?

?



John Paul Jones was born in 1747 in Scotland. After being accused of a crime he fled to America. In 1776 with his ship the Bonhomme Richard, he defeated the British warship Serapis, which raised American spirits. Jones' success against the best navy in the world angered the British and inspired the Americans. Jones' famous words during this battle were "I have not yet begun to fight!" which became a slogan for the U.S. Navy. Some consider him the "Father of the U.S. Navy."

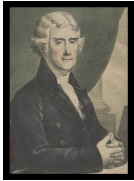
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Thomas Jefferson was born in Virginia in 1743. As a Virginia planter, he was also a delegate to the House of Burgesses and to the First and Second Continental Congress. He was selected to draft the Declaration of Independence and is considered the author of the Declaration of Independence. Next he was a U.S. Minister to France. He died on July 4, 1826, the fiftieth anniversary of the Declaration of Independence.

What would you ask this person if they were alive today?

?



Haym Salomon was a Polish-born Jewish immigrant who played an important role in financing the American Revolution. He became a patriot and joined the New York Sons of Liberty. He was a member of the American espionage ring and helped convince many Hessians to desert the British military. He was arrested as a spy by the British but escaped before he could be hanged. Salomon became a financial broker in Philadelphia. He went on to help finance the Continental Congress, using his own personal money to finance the patriot cause. Known as the "American Financier," Salomon died penniless in 1785.

What would you ask this person if they were alive today?

?



Mercy Otis Warren was an American patriot. She was a writer who authored plays, poems and essays supporting the idea of independence. Her writings convinced many in Massachusetts to become Patriots. Sister to James Otis, Mercy was a very outspoken woman for her time. She was also a close friend of Abigail Adams. She strongly believed in independence, liberty, and in the power of the written word. Warren died in 1814.

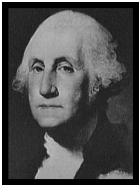
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George Washington was born in Virginia in 1732. He was a Virginia planter and a delegate to the House of Burgesses. Washington fought during the French and Indian War and was a delegate to the Continental Congress. He was chosen Commander of the Continental Army during the American Revolution. George Washington is referred to as the “Father of our Country.”

What would you ask this person if they were alive today?

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In 1770, **Crispus Attucks**, an African American former slave was the first of five unarmed American civilians to be shot and killed by British soldiers in a riot known as the Boston Massacre. Attucks was credited as the leader and instigator of the heroic upheaval against the British army. The events of that fateful day eventually culminated in the fight for ultimate freedom in the American Revolution. A “Crispus Attucks Day” was inaugurated by African American abolitionists in 1858. In 1888 the Crispus Attucks Monument was built on Boston Common. In honor of the African American patriots of the Revolution, such as Crispus Attucks, the Black Patriots Coin Law was enacted in 1996. His death has forever linked his name with the cause of freedom.

What would you ask this person if they were alive today?

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Famous Quotes/Writings

Below is an excerpt of a letter written from Abigail Adams to her husband John Adams, shortly before Mr. Adams and the other Founding Fathers met at the Continental Congress in Philadelphia to declare America's independence.

 **Read, and highlight/underline Abigail Adams's main message to her husband. What does she want him to do while he is working to form a new government? Answer the questions below.**

Abigail Adams to John Adams

Braintree March 31 1776

I long to hear that you have declared an independancy—and by the way in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favourable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If perticular care and attention is not paid to the Laidies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation.

"Abigail Adams to John Adams, 31 March 1776," *Founders Online, National Archives*, <https://founders.archives.gov/documents/Adams/04-01-02-0241>. [Original source: *The Adams Papers, Adams Family Correspondence*, vol. 1, December 1761–May 1776, ed. Lyman H. Butterfield. Cambridge, MA: Harvard University Press, 1963, pp. 369–371.

1. What does Abigail Adams mean when she asks her husband to "Remember the Ladies"?
2. Who are the "ancestors" she talks about? Why does she say they have not been generous?
3. How does she feel about some men? In your opinion, why would she feel that way?
4. She talks about starting a "Rebellion" if the rights of women are ignored. What does she mean by this?
5. What type of rights was Abigail Adams fighting for in her letter?

Famous Quotes/Writings

Thomas Paine anonymously published a pamphlet called *Common Sense* on January 10, 1776. In it, he made arguments condemning Great Britain's control over the colonies.

 **Read, and highlight or underline Thomas Paine's main arguments. Answer the questions below.**

“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...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.”

Thomas Paine *Common Sense*, 1776

1. Why did Thomas Paine refer to Great Britain as “the parent country”? How did he describe their behavior?
2. Thomas Paine uses the words “Small islands” and “a continent.” Who do you think he is referring to when he uses these terms?
3. What is Thomas Paine's main message in *Common Sense*?

To commemorate a monument to the Battles of Lexington and Concord, American writer and poet Ralph Waldo Emerson wrote the poem “Concord Hymn” in 1837. These two battles were the start of the American Revolution.

 **Read, and highlight/underline Ralph Waldo Emerson's main idea. Answer the questions below.**

“By the rude bridge that arched the flood, Their flags to April's breeze unfurled, Here once the embattled farmers stood And fired the shot heard round the world”

Ralph Waldo Emerson “Concord Hymn” 1837

1. According to Emerson, when did the war begin? Where were the battles fought?
2. Who are the “embattled farmers”?
3. In your opinion, why did Emerson call the first shots fired at the battles of Lexington and Concord, the “shot heard round the world”?

Famous Quotes/Writings

As the governor of Virginia and member of the House of Burgesses, Patrick Henry was a lawyer and a great orator. A true patriot, Henry encouraged others to join the fight against the British.

 **Read and highlight/underline Patrick Henry's argument for independence. Answer the questions below.**

"I know not what course others may take, but as for me give me liberty or give me death."

Patrick Henry, Second Virginia Convention 1775

1. What is Patrick Henry willing to give up in order to win independence from the British?
2. In your opinion, how does this quote reflect the feelings of the Patriots?

Story Pages On Major Events

The next few pages will have you examining major events in U.S. History. As you read the event card, you are to fill in the bottom of the worksheet using the skills of summary or cause and effect.

As you create a Story Page use the information from the Event Card worksheet. Story Pages are similar to graphic novels. Draw or illustrate the event, using the bubbles to describe the scene. Each Story Page has a major vocabulary term that should be used in the illustration of at least one of the scenes.

Helpful symbols to use in the Story Pages are:



- Dialogue, words, or speech





- Dialogue, words, or speech



- Action, description of an event

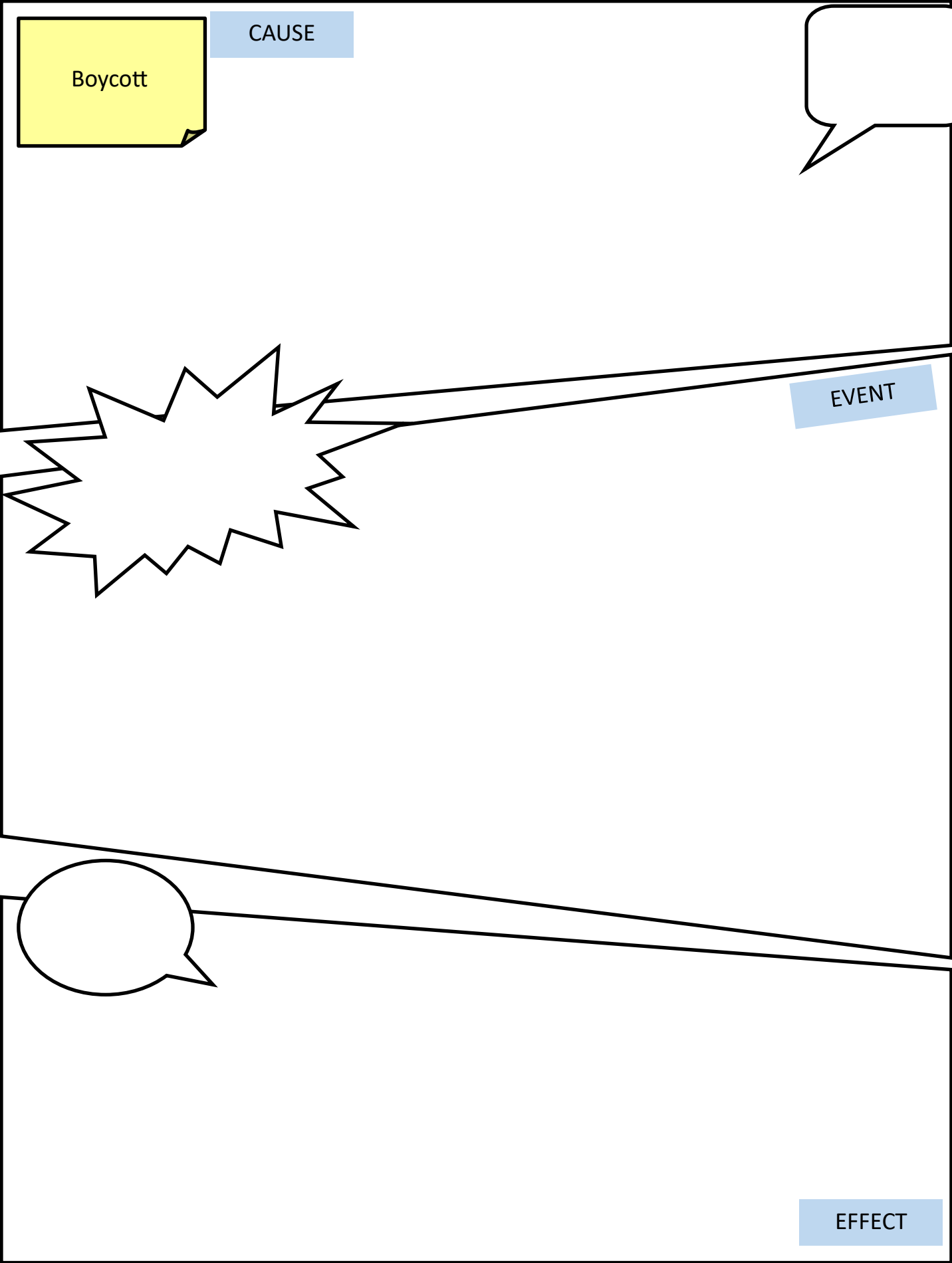
SKILL: Cause and Effect

 STAMP ACT CONGRESS	
<p>The Stamp Act Congress met in New York City in October, 1765, to voice colonists' concerns about British taxes being imposed on the colonies. Nine of the colonies sent delegates to the Congress which drew up a petition to the King protesting the Stamp Act. They argued that taxation could only be carried out by colonial assemblies, and not by the British Parliament in which the colonists had no representation ("No taxation without representation!"). This marked the first time the colonies united to discuss growing tensions between Britain and her colonies.</p>	 <p>1215</p> <p>1607</p> <p>1620</p> <p>★ 1776</p> <p>1787</p> <p>1803</p> <p>1861</p> <p>1865</p> <p>1877</p>
<p>QUESTIONS</p> <ol style="list-style-type: none">1) What was the purpose of the Stamp Act Congress?2) How did the Stamp Act Congress contribute to colonial unity?3) How was lack of representation in Parliament a cause of the American Revolution?	

[Cause] Since...

[Event] Colonists gathered at the Stamp Act Congress to voice their concerns and discuss a solution.

[Effect] As a result...



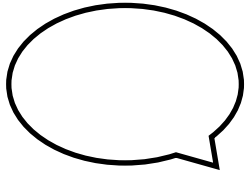
SKILL: Summary

B OSTON MASSACRE	
<p>On March 5, 1770, a group of young colonial dock workers and British soldiers faced off outside a customs house. A British soldier had stones, ice, and coal chunks thrown at him. More British soldiers arrived. The colonial mob taunted the soldiers. A fight broke out, and the soldiers began firing. Crispus Attucks, a former slave, and four other colonists were killed. The shooting was referred to as a "massacre," and Patriots used the incident as anti-British propaganda in newspaper articles, posters, and pamphlets. The colonists were outraged by the incident. Paul Revere's famous "Bloody Massacre" engraving appeared in many colonial publications.</p>	<p>1215</p> <p>1607</p> <p>1620</p> <p>★ 1776</p> <p>1787</p> <p>1803</p> <p>1861</p> <p>1865</p> <p>1877</p>
<p>QUESTIONS</p> <ol style="list-style-type: none">1) How did the Boston Massacre contribute to colonial unrest?2) How did propaganda of the Boston Massacre contribute to colonial unity?3) Why was the death of Crispus Attucks significant?	

[Beginning] First of all...

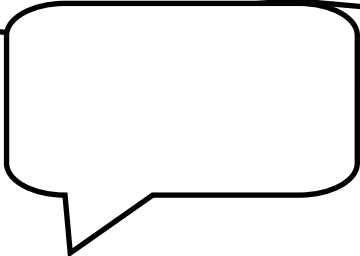
[Middle] Also...

[End] In conclusion....

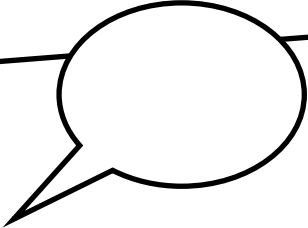


Civil Unrest

BEGINNING



MIDDLE



END

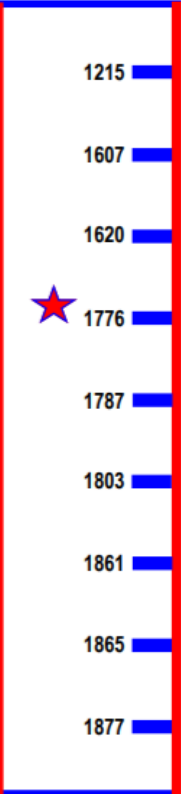
SKILL: Cause and Effect

BOSTON TEA PARTY

The Tea Act passed by Parliament in 1773 was unpopular in the colonies. It gave the English East India Company a monopoly on importing tea into the colonies. There were many protests against it, including the famous Boston Tea Party. The Sons of Liberty, led by Samuel Adams, disguised themselves as Mohawk Indians and boarded three tea ships docked in the Boston Harbor. They dumped 342 chests of East India Company tea into Boston Harbor in protest of the Tea Act. They believed that by destroying the tea Britain would see how strongly the colonists disagreed with the law.

QUESTIONS

- 1) Why did Parliament pass the Tea Act?
- 2) How was the Boston Tea Party an act of civil disobedience?



1215
1607
1620
★ 1776
1787
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1861
1865
1877

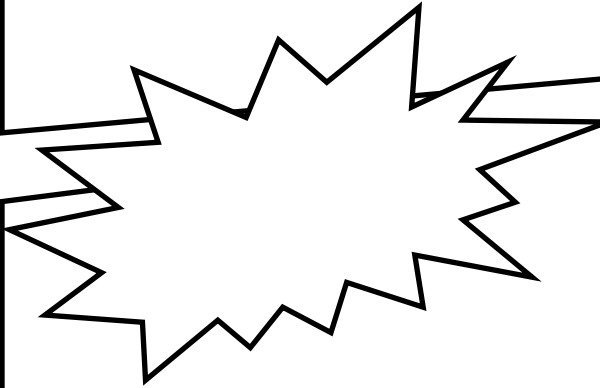
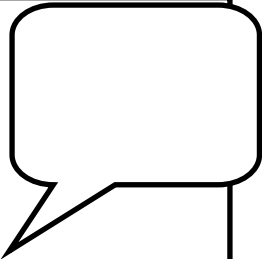
[Cause] Since...

[Event] The Sons of Liberty dumped 342 chests of tea into Boston harbor in protest.

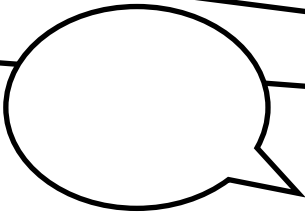
[Effect] As a result...

Civil
Disobedience

CAUSE




EVENT



EFFECT

Political and Economic Issues of the Revolutionary Era

 **Describe the political (government) and economic (money) issue of the following events of the Revolutionary Era. You will write your answer below each event.**

French and Indian War 1754-1763

CAUSE

Conflict between two European powers over colonial possessions in the New World

The war ended with a French defeat, but with a debt that the British felt the colonies should help with since they protected them during the war. This prompted strict enforcement of old trade laws, including the Navigation Acts, as well as the passage of new ones.

EFFECT

Colonists resented the new policies after the war as they had been allowed to establish local self-governments and follow loose enforcement of trade policies in the past. They also began to argue they were not represented in Parliament when these laws were enacted.

Political Issues:

Economic Issues:

Mercantilism

CAUSE

Economic policy strengthened by the British in governing their colonies after the war

The goal of the economic policy was to increase British wealth and power as well as gain and maintain better control of their growing empire. Examples of these new laws included requiring the colonists to transport their goods on British ships, export certain items only to Britain, and buy their imports from British merchants or pay an import duty.


EFFECT

Colonists, angry about this new enforcement of the economic policy, tried to defy the new stricter laws by smuggling goods in and out of the colonies.

Political Issues:

Economic Issues:

Political and Economic Issues of the Revolutionary Era

 **Describe the political (government) and economic (money) issue of the following events of the Revolutionary Era. You will write your answer below each event.**

Proclamation of 1763

CAUSE

Decree by George III, the king of England

The decree (order by the King) prohibited the colonists from settling west of the Appalachian Mountains. The intent was an attempt to protect the fur trade, remove a cause of Indian rebellion, and prevent the colonists from moving west which would require more British troops on the western frontier.

EFFECT

Colonists were angry they were not able to take advantage of settling the rich land gained from the French after their war. They wanted the right to move west as well as be protected from the Indians.

Political Issues:

Economic Issues:

Stamp Act

CAUSE

British act passed by Parliament that taxed every legal document, newspaper, and pamphlet published by the colonies

The stamp tax was the first tax levied that was not an export or import tax. Even though it was a relatively small tax, the groups that it most effected were some of the most influential in the colonies—lawyers, clergy, and printers. Colonists become openly hostile to the tax collectors.

EFFECT

The angered colonists from nine colonies met at the Stamp Act Congress to discuss a united resistance to the tax. They decided to boycott British goods. The Sons of Liberty organized much of the protest in Massachusetts and Committees of Correspondence were formed between the colonies to communicate about their opposition to British policies.

Political Issues:

Economic Issues:

Political and Economic Issues of the Revolutionary Era

➔ Describe the political (government) and economic (money) issue of the following events of the Revolutionary Era. You will write your answer below each event.

Intolerable Acts

CAUSE

Acts passed to punish Boston for the “tea party”

These acts severely limited local government in Massachusetts; said that people accused of crime in Massachusetts were to be tried in Britain; closed the Boston harbor until the tea was paid for; and authorized more quartering of troops in any colonial town they felt needed them.

EFFECT

The First Continental Congress met in 1774 to organize resistance to the harsh punishment of the Intolerable Acts. They issued a “Declaration of Rights and Grievances” to King George III and voted again to impose a boycott on British goods. Colonial patriots began training militia and storing military supplies.

Political Issues:

Economic Issues:



Battles of the American Revolution

 **Read through *Battles of the American Revolution* and circle or highlight the text evidence that answers the questions over each battle. You are gathering evidence in order to write a summary of the major battles of the American Revolution.**

Battles of Lexington and Concord

- 1) ***Why did British soldiers march into Lexington and Concord?***
- 2) ***Who were the Minutemen?***
- 3) ***Why were the Battles of Lexington and Concord called “the shot heard ‘round the world”?***

In April, 1775, British soldiers marched out of Boston to seize a stockpile of colonial weapons and arrest members of the Sons of Liberty. Warned by Paul Revere and William Dawes that “The Redcoats are coming!,” about seventy Minutemen stood in Lexington ready to face about 250 British soldiers. No one knows who fired first, but seven Americans were killed before British soldiers moved past Lexington to Concord. In Concord, they were met with more Minutemen who fought back until the British retreated. Americans regrouped and continued firing on the British throughout their twenty mile march back to Boston. Lexington and Concord are considered the first battles of the American Revolution. American poet Ralph Waldo Emerson described this event as “the shot heard round the world.”

Battle of Saratoga

- 1) ***Why was the Battle of Saratoga significant?***
- 2) ***Why was Saratoga considered the turning point of the war?***

The Battle of Saratoga was a major battle of the American Revolution. In an effort to cut off the New England colonies from the rest of the English colonies by taking control of the Hudson River, British General John Burgoyne led a series of attacks in the summer of 1777. His troops were defeated in a two-part battle at Saratoga which marked the turning point of the Revolutionary War. After the victory at Saratoga, France and Spain pledged their aid to the United States in America’s fight for independence.

Battle of Yorktown

- 1) ***Why was the Battle of Yorktown significant?***
- 2) ***Who helped the Americans defeat the British at Yorktown?***

The Battle of Yorktown was the last major battle of the American Revolution. British General Charles Cornwallis marched his troops through Virginia to the coast where he expected to meet a British fleet of ships at Yorktown. The British controlled much of the coast during the war, but just before Cornwallis’ arrival at Yorktown, a French fleet of ships defeated the Royal Navy, which left Cornwallis in trouble. Washington’s troops quickly blocked Cornwallis in from the North as French troops landed to the South. Surrounded on every side, Cornwallis and his men held out for weeks but finally surrendered on October 19, 1781, effectively ending the war.

Battles of the American Revolution Writing Assignment

 **Using the information you highlighted in reviewing the Battles of the American Revolution, write a paragraph that summarizes the major battles of the American Revolution.**

Be sure to use transition words such as *First, Second, Next, Finally, etc.* Transition words will help your paragraph to flow nicely.

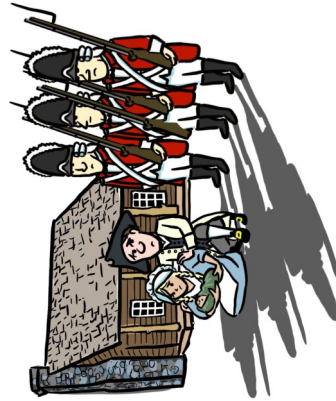
Cartooning the Birth of Our New Nation

Using the knowledge of the causes of the American Revolution, people and events of the American Revolution, look at the cartoons below and create captions to help tell the story of the birth of our nation. Use the example of the French and Indian War to help.



French and Indian War— In the French and Indian War the British defended the colonies from the French and Indians. The British also spent a lot of their own money to fight the war.

Paying Taxes—



Quartering Act—



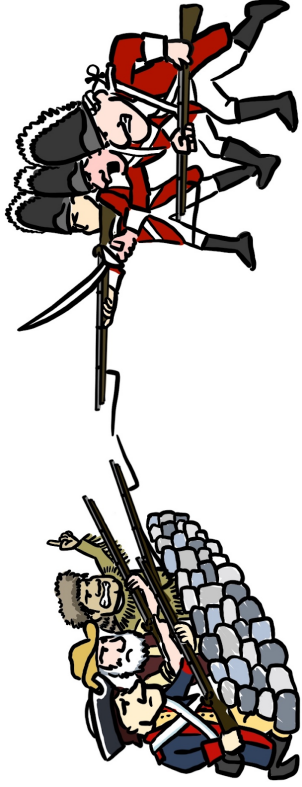
Boston Massacre—

Cartooning the Birth of Our New Nation

Using the knowledge of the causes, people and events of the American Revolution, look at the cartoons below and create captions to help tell the story of the birth of our nation. Use the example of the French and Indian War to help.



Boston Tea Party



Battles of Lexington and Concord—



Declaration of Independence—



Battle of Yorktown—

The War is Over—The Treaty of Paris

Although the American victory at Yorktown marked the last battle of the American Revolution, it was not until the **Treaty of Paris** was signed on September 3, 1783 (almost 2 years later) that the Americans and the British agreed on the diplomatic terms to end the conflict. The British gave up their rights to all land between the Atlantic Ocean and the Mississippi River, except for Florida and New Orleans, and recognized the United States of America as an independent nation.

➔ *Using the reading above and your knowledge of social studies, complete the following on the map.*

1. Choose a color and shade in the Original Thirteen Colonies. Be sure to fill in the Map Key with the color that you chose.
2. Choose a different color and shade the land that the British gave to the Americans at the end of the war with the Treaty of Paris 1783. Be sure to fill in the Map Key with the color that you chose.



My Map Key:

The War is Over—The Treaty of Paris

Consider what you know about the Treaty of Paris and examine this image.



➔ As you analyze the visual above, think about what you See, Think, and Believe. Complete the statements below.

I see...

I think...

I believe....