Fifth Grade Social Studies: Integrated Early American History

Unit 5: Road to Revolution

Big Picture Graphic

Overarching Question:
Why did some colonists from different regions join to create an independent nation?

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Events
French and Indian War

Growing Colonial Dissatisfaction with British Rule
Lexington and Concord

Questions To Focus Assessment and Instruction:

1. How did economic issues and political experiences and ideas affect the relationship between Great Britain and the colonies?
2. Why were some colonists unhappy with British rule after the French and Indian War?
3. How and why did some people in different colonial regions unite against Great Britain?
**Graphic Organizer**

**Growing Colonial Dissatisfaction with British Rule**

**Events**
- French and Indian War
- Proclamation of 1763
- Sugar Act
- Quartering Act
- Stamp Act
- Townshend Acts
- Boston Massacre
- Committees of Correspondence
- Tea Act
- Boston Tea Party
- Intolerable Acts
- First Continental Congress
- Lexington and Concord

**Economic Issues**
- Imperialism
- Trade Policies

**Political Ideas**
- Power and Authority
- Liberty
- Limited Government
- Self-Government
- Representative Government

**People**
- Patriots/Loyalists
- George Washington
- Thomas Jefferson
- Benjamin Franklin
- Samuel Adams
- John Adams
- Patrick Henry
- Thomas Paine
Historical Overview
Well into the 1750s, most American colonists considered themselves loyal British citizens, perfectly content to remain part of the British Empire. By 1775, however, when the "shots heard round the world" rang out in Lexington, enough Americans were committed to the cause of independence to push the movement forward. How so much changed in such a relatively short span of time is, at first glance, remarkable. What one must keep in mind, though, is that American colonists, despite all of their regional differences, had basically been governing themselves for generations. It was through the momentous French and Indian War that the American colonists started down the irrevocable road toward independence. As American colonists fought against stout French and indigenous foes in the hinterlands of British North America, the British hardly sent any troops to aid the Americans for roughly the first two years of the struggle. It was during this crucial time that the Americans not only staved off defeat, but also forged the stirrings of a common American identity. The blood shed on the battlefields confirmed what the American colonists had vaguely felt through many years of self-government and liberty: they were different from their British cousins, and that distinction would soon translate into a movement for independence.

Feeling a separate and distinct American identity and actually going to war with the world’s strongest nation to achieve political independence are two very different things. Thus, it would be the American colonists’ reactions to postwar British policy that would ignite the true fire of revolution. After nearly a century of neglect, Britain started paying much more attention to its North American colonies. Stricter enforcement of the Navigation Acts, coupled with the infamous Proclamation of 1763, were two early signs of greater British involvement. The Sugar Act and, most harmful of all to colonial American sensibilities of liberty, the Stamp Act, further inflamed American public opinion. They had lived for generations in relative isolation from the British, all the while cultivating notions of self-government and quasi-political independence. They had even participated valiantly in a great war for control of North America. It is no wonder, then, that they felt they had earned and deserved certain basic rights of self-government afforded to all British citizens, and that they bristled under each successive British measure meant to exact greater control over their collective political destinies.

A collection of extraordinary events, individuals, and political developments emerged to finally galvanize the still disparate American colonists and deliver them to Lexington and Concord by 1775. Chafing under increased British supervision, American colonists were a restless bunch, waiting for someone or something to drive them together toward war. One such catalyst occurred on the wintry streets of Boston in March 1770. As a scuffle between British troops and Boston laborers escalated, shots were fired into a crowd, killing five people. American Patriot leaders, especially Paul Revere and Samuel Adams, immediately sensationalized the event and made

Middle School Foundations (see Grade 8, F1.1)
Describe the ideas, experiences, and interactions that influenced the colonists’ decision to declare independence by analyzing
- colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights)
- experiences with self-government (e.g., House of Burgesses and town meetings)
- changing interactions with the royal government of Great Britain after the French and Indian War.
martyrs out of its victims. The Boston Massacre, as it would become known, served as a powerful motivating force for the Americans for the remainder of the 1770’s. In fact, Samuel Adams used this event to help him create a committee of correspondence in Boston as a kind of clearinghouse for American Patriots’ information and grievances against the British. Adams’s committee in turn spurred the creation of other similar committees throughout the colonies, thus serving as a key unifying force for the Patriots. Not even three years later Boston was again home to a signal event in the process of American colonial unification. In response to the Tea Act, mass boycotts involving thousands broke out across the colonies. The greatest moment, however, occurred on a cold December night in 1773 when roughly 150 men posing as Mohawks broke into ships belonging to the East India Company and dumped chests of the loathsome British tea into the harbor.

When Lord North and the British crown responded with the most hated measures to date, the Coercive Acts (known in America as the Intolerable Acts), American Patriots grew ever closer and more unified. The First Continental Congress, convened in Philadelphia in 1774 partly in response to the Intolerable Acts, proved a great example of what many Americans had been increasingly feeling over the past decade: the time for independence had come. Thus, when the shots heard round the world rang out in Lexington on April 19, 1775, enough Americans at least felt ready for independence; beating seemingly insurmountable odds and actually slaying their Goliath on the battlefield, however, would be a different story entirely.

Challenges for Students:
Students might face a range of challenges as they engage in this unit. Many students at this level “see the past as fixed,” and they often conceptualize history as a series of discrete, disconnected events.1 This view of the past as isolated events may be a crucial factor in preventing students from developing a more organized and usable “big picture” of the past.2 Other scholars have found that students who are learning history tend to favor more personal explanations of that past and see actors from the past as making deliberate decisions on their own. In doing so, students ignore the larger historical context or societal forces affecting events.3

In addition, students often bring a range of preconceptions, sometimes developed from narratives and images in popular culture, to their interpretation of historical events without realizing it. These preconceptions can be misleading and even erroneous. For example, some research describes how young people brought their “Disney” narrative around Pocahontas to their study of Jamestown.4 Historical thinking then, in particular the consideration of diverse points of view as well as complex causal models of events, needs to be clearly modeled and taught to students, particularly at the upper levels of elementary school.

Reviews of the literature on historical learning found that students’ struggles with developing cohesive historical explanations appeared to stem from: 1) a lack of necessary historical

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2 Ibid. p. 6.
knowledge, 2) failure to consider the reliability of sources, 3) presentist ways of thinking, and 4) a lack of consideration of multiple causes for historical events. The complexity of historical texts and the abstract concepts represented in these texts are challenging for students, so teachers need to model and make visible the interpretation of historical language and texts.

One of the biggest misconceptions students have from studying this period of history is the notion that all colonists wanted to fight for independence from Britain. This period thus provides ample opportunity to explore competing perspectives of people about the same event. Another challenge for students (and teachers) is to understand the importance of the ideas behind the revolution. Oftentimes students study this period with a complete focus on cause-event relationships, which are important; however, the American Revolution’s uniqueness rests in the political ideas behind the revolution.

It is important for teachers to be aware of some common misconceptions that people have about this period of history when teaching. The following are a list of commonly identified misconceptions and why historians believe these to be erroneous:

- **Colonists were upset about being taxed.** The colonists had always paid taxes to Britain. The increase in frustration was in the lack of representation in determining the taxes; not the taxes themselves.
- **Taxes were the reason for independence.** While taxes were a part of the cause of discontent among colonists, this common rallying cry “No taxation without representation” misconstrues its importance. In reality, the colonists were upset about the mercantilist policies that Britain used to control almost every aspect of the colonial economy. In fact, taxes were number 17 in the list of grievances in the Declaration of Independence.
- **The Boston Massacre caused the Revolutionary War.** This event was not called the “Boston Massacre” until many years after it occurred in 1773. The first popular name popularized by Paul Revere was “The Bloody Massacre in King Street,” and some historians today call the event the King Street Riot. By the early 1800’s it was also called the State Street Massacre. Textbooks tend to describe the shooting as the spark that ignited the Revolutionary War. In reality there were several other historic milestones although less dramatic, that moved Boston towards the revolution. Townshend Acts, Stamp Act, and Boston Tea Party were some of them.
- **Independence preceded the war.** In fact, the war preceded independence by more than a year (April 1775 to July 1776). In that period, towns and community groups throughout the American colonies released their own local "declarations of independence" from Britain. The grievances most commonly cited in the documents related to the war.

**Unit Abstract:**
In this unit, students explore the causes of the American Revolution. Focusing on the period from the Seven Years’ War to the battles at Lexington and Concord (1756 to 1775), students trace the disputes between the British government and her colonies. They examine the British Parliament’s attempts to tighten control from the early Navigation Acts and the Proclamation of 1763 to the

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6 Historians generally refer to the French and Indian War as the Seven Years’ War.
Sugar Act, Stamp Act, the Townsend Acts, the Tea Act, and the Intolerable Acts. Students explore how colonists responded to the increasing control by Britain and analyze conflicting accounts of a variety of events such as the Boston Massacre and the Boston Tea Party. In doing so, students analyze how colonial and British views on authority and the use of power without authority differed. They read biographies of significant colonial leaders and compare their contributions during the Revolutionary War era. Students also focus on the role of political ideas, such as liberty (unalienable rights), representative government, and consent of the governed (social compact) as they analyze colonial disputes with Great Britain. They assess how colonial experiences with self-government, including the Committees of Correspondence and the First Continental Congress united many colonists from different colonial regions. Students also explore loyalist and patriot perspectives as the colonies moved closer towards declaring independence. The unit culminates with students constructing a chronology of events. Students then analyze the causes and effects of these events and assess their significance in leading to armed conflict at Lexington and Concord.

Focus Questions
1. How did economic issues and political experiences and ideas affect the relationship between Great Britain and the colonies?
2. Why were some colonists unhappy with British rule after the French and Indian War?
3. How and why did some people in different colonial regions unite against Great Britain?

Content Expectations
5 – U3.1.1: Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy.

5 – U3.1.2: Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.

5 – U3.1.3: Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government)

5 – U3.1.4: Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).

5 – U3.1.6: Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

5 – U3.1.8: Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.
Common Core State Standards

5 – RL.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 7

5 – RL.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

5 - RI.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5 – RI.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 2

5 – RI.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 2

5 – RI.6: Analyze multiple accounts of the same event or topic, noting important similarities and difference in the point of view they represent. 3

5 - RI.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 1

5 – RI.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 178

5 – RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 7

5 – RF.4: Read with sufficient accuracy and fluency to support comprehension
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 7

5 – W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
   b. Provide logically ordered reasons that are supported by facts and details.
   c. Link opinion and reasons using words and phrases and clauses (e.g., consequently, specifically).
   d. Provide a concluding statement or section related to the opinion presented. 3

5 – W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 8
5 – W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

5 – SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

Key Concepts
- authority / power
- cause and effect
- chronology
- conflict
- imperialism
- liberty
- limited government
- patriot/loyalist
- perspective
- representative government
- self-government
- taxation
- trade policies

Duration
6 weeks

Lesson Sequence
Lesson 1: The French and Indian War
Lesson 2: British Control of North America
Lesson 3: Sugar and Stamps - Governing without Consent
Lesson 4: Actions and Reactions
Lesson 5: Things Heat Up in Boston
Lesson 6: Closer to War
Lesson 7: People and Perspectives
Lesson 8: Creating a Timeline to Show Cause and Effect

Assessment
Selected Response Items

Constructed Response Items

Extended Response Items
Performance Assessments

Resources

Equipment/Manipulative
Chart paper
Document Camera or Projector
Map of the United States
Markers or crayons
Tissue boxes, one per student

Student Resource


* Although not specifically cited in the lessons for this unit, this resource has been included to provide meaningful options for teachers.
History Makers of the American Revolution. History Central. 31 January 2012

Important People of the American Revolution. The American Revolution. 31 January 2012
<http://www.theamericanrevolution.org/ipeople.asp>.


People of the Revolution. ThinkQuest USA. 2003. 26 December 2011
<http://library.thinkquest.org/TQ0312848/>.


Teacher Resource

<http://www.cr.nps.gov/history/online_books/colonials-patriots/introf.htm>.


Examples of Stamp Act Stamps. The American Revolution Website. 31 January 2012

Eyewitness Accounts of the Boston Massacre. Historywiz.com. 31 January 2012

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* Although not specifically cited in the lessons for this unit, this resource has been included to provide meaningful options for teachers.
The First Continental Congress. Architect of the Capitol. 31 January 2012

The French and Indian War of the 1750s. McCord Family Association. 31 January 2012


Illustration of Phillis Wheatley Book. Africans in America. PBS/WGBH. 31 January 2012

Join or Die Cartoon. Archiving Early America. 31 January 2012


http://books.google.com/books?id=l9qYWILfZkgC&printsec=frontcover&dq=bibliogroup:%22American+Eloquence%3A+a+Collection+of+Speeches+and+Addresses:+By+the+Most+Eminent+Orators+of+America%22&hl=en&sa=X&ei=LxGcnF0AH9hsmLAw&ved=0CDIQ6AEwAA#v=onepage&q=bibliogroup%3A%22American+Eloquence%3A%20Collection%20Speeches%20and%20Addresses%3A%20By%20the%20Most%20Eminent%20Orators%20of%20America%22&f=false>

No Stamp Act Teapot. 31 January 2012

Patrick Henry Speech. Colonial Williamsburg. 31 January 2012

*Paul Revere’s Engraving. Archiving America. 31 January 2012
<http://www.earlyamerica.com/review/winter96/enlargement.html>.


* Although not specifically cited in the lessons for this unit, this resource has been included to provide meaningful options for teachers.
Resources for Further Professional Knowledge

**American History Websites.** Discovery Education. 31 January 2012

**Digital History.** 31 January 2012 <http://www.digitalhistory.uh.edu/>.


**The Gilder Lehrman Institute of American History.** 31 January 2012
<http://www.gilderlehrman.org/>.

**History Cooperative.** 31 January 2012 <http://www.historycooperative.org/>.


**Making of America.** 31 January 2012 <http://quod.lib.umich.edu/m/moagrp/>.

**National Council for History Education.** 31 January 2012 <http://www.nche.net/>.

**National History Education Clearinghouse.** 31 January 2012 <http://teachinghistory.org/>.

Lesson 1: The French and Indian War

Big Ideas of the Lesson

Both the French and the British were interested in the land known as the Ohio River Valley. In 1750, the French began building forts in this region. This led to a conflict between the French and the British called the French and Indian War. It was called this because many Native Americans became allies of the French. George Washington and Benjamin Franklin were important historical figures during this time period. Eventually the British defeated the French. They signed a peace treaty in Paris that ended the conflict.

Lesson Abstract:
In this lesson, students explore the causes and major events of the French and Indian War. They begin by analyzing a primary source and comparing two historical maps. Next, they analyze a section of George Washington's 1753 journal and chronological information about the beginnings of the conflict. Early attempts at unifying the colonies are explored through a discussion of Benjamin Franklin's Albany Plan of Union. Finally, students explore the expansion and end of the conflict and predict effects of the war.

Content Expectations

5 – U3.1.1:

Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy.

5 – U3.1.6:

Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

5 – U3.1.8:

Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible
consequences, and describe the course of action taken.

**Common Core State Standards**

5 - *RI.7:* Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

5 – *RI.9:* Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Key Concepts**

cause and effect

conflict

**Instructional Resources**

**Equipment/Manipulative**

Chart paper

Map of the United States

Overhead projector or document camera/projector

**Student Resource**


**Teacher Resource**


**Lesson Sequence**
To engage students in this lesson, give each student a copy of the “Primary Source #1 Analysis” located in the Supplemental Materials (Unit 5, Lesson 1). Have students examine the primary source and then answer the two questions in the section marked “Before the Lesson.” When students have completed the activity, briefly discuss their answers to the questions and then collect the sheets, which will be used again at the end of the lesson.

Ask students to think about what they have already learned about the Thirteen Colonies in the previous unit. Then, have them write an entry in their social studies journal that describes what the Thirteen Colonies were like in 1750. Encourage them to include ideas that relate to government and the economy in the colonies. Give students time to write. (This technique is also called “stop and jot” or a “quick write” wherein students stop to think about something and write their thoughts.)

Have students share their journal entries with a partner and compare and contrast their descriptions. Next, create a class list of descriptive statements about the Thirteen Colonies by having students share ideas from their journals. Possible statements include:
The 13 Colonies formed three distinct regions. Each colony had its own government. This included an appointed governor, an appointed council, and an elected assembly. Different economic activities had developed in the three regions. These included things like ship-building in New England, growing of grain in the Middle Colonies, and the growing of rice and tobacco on large plantations in the Southern Colonies. The colonies exported raw materials to Britain and imported manufactured goods from Britain. Except for the Navigation Acts, Britain had not interfered much in the colonies.

Display the “Road to the American Revolution” graphic located in the Supplemental Materials (Unit 5, Lesson 1) to students and provide students with a copy of the graphic. Explain that at the beginning of this period, Britain and her colonies were on the same side in a war against the French and Indians (French and Indian War). However, soon the colonies would start a war against Britain. Explain that the words “Battles of Lexington and Concord” are the first battles in this conflict. Explain to students that between 1750 and 1775, a chain of events took place that led to the colonies rebelling against Britain and fighting a war for independence that led to the creation of a new country the United States of America. Explain these events as well as the important political ideas connected to them will be explored in this unit. Also explain that the “stop signs” on the graphic represent different forces that stopped cooperation between Britain and her colonies. At this point, just generally describe each stop sign in simple terms: economic issues have to do with the control of resources; political issues have to do with power; and that certain people played important roles in the colonies moving toward
independence. **Teacher Note:** Although direct reference to the unit graphic “Road to the Revolution” is not made in the lessons, it is recommended that teachers use the graphic throughout the lessons of the unit to remind students about what the events they studied that led to the conflict between Great Britain and her colonies. This is important so that students see how what they are learning in a particular lesson connects to the big picture of the unit. Students can add information to the “Road to the American Revolution” graphic from Lesson 1 throughout the subsequent lessons so that they will build the unit graphic organizer as they progress through the lessons of the unit.

Display the maps on the “Comparing Historical Maps”, located in the Supplemental Materials (Unit 5, Lesson 1). If possible, make copies for students. Have students examine the maps and discuss with a partner what the maps tell them. Ask students to share their insights with the entire class. Prompt students by asking them to explain their answers using the following kinds of questions: How do you know? What evidence leads you to think so? Guide students to understand that historians, like detectives, look for evidence. Explain that often, some evidence leads to more questions. Model how a historian might look at the two maps by identifying the dates on both first. Ask students the following question: “According to these two maps, what changes took place between 1700 and 1763 in North America?” Discuss student ideas. Possible responses include:

- France lost its territory in North America.
- The English took over some of the French territory.
- English territory in North America greatly expanded.
- Spain lost Florida but gained other territory.

Ask students to think of more questions that come to mind as they look at the two maps. Have students work in small groups of three or four students each to identify some questions that they have based on their exploration of the maps. Reconvene the class and list students’ questions on the board or overhead transparency.

Ask students how they think such dramatic changes came about. Discuss student responses. Guide students to the idea that France, Britain, and Spain were involved in a conflict that led to major changes in North America. Using Word Card #1, explain that this war was known as the French and Indian War in North America, but was part of a bigger conflict known as the Seven Years War in Europe.

Have students analyze the text features of the section from their textbook on the French and Indian War. If you are using the text listed in the student resources this would include pages 133-134. Have students work with a partner to make a list describing the text features they find. Note that common text features relating to the French and Indian war include:
Ask students to make predictions about the French and Indian War based on the text features they have analyzed. Possible predictions include:
Benjamin Franklin and George Washington have something to do with the war.
Battles took place in the Great Lakes region and near the Ohio River.
Forts played an important role in the war.
Native Americans were involved in the war also.

Assign students to read the section in their text relating to the French and Indian War for homework. To focus students reading, have them explain how two or three text features identified in Step 8 assist in understanding the text. Distribute copies of “Exploring Text Features” located in the Supplemental Materials (Unit 5, Lesson 1) to guide students’ reading and analysis. Have students review their work with a partner and then discuss as a whole class.

Using a physical map of the United States, point out the Ohio River Valley. Explain that conflicts over this area of land led to the French and Indian War.

Share the following information about this region:
The Ohio Valley is a region about 1000 miles wide along the Ohio River from the Appalachian Mountains to the Mississippi River.
Native Americans had lived in this region for a very long time. In the 1750s, between 3000 and 4000 Native Americans were living in the valley.
Both the French and the British claimed this region.
The French claimed the region because it was an important link between French land in Canada and Louisiana, another French territory.
The British claimed the region because it offered an area for growth and trade.

Using Word Card #2, explain that around 1750 the French began to make moves to strengthen their claim to the Ohio River Valley. They sent soldiers into the region to drive out British traders and also began to build a line of forts in the eastern end of the valley. Ask students how they think the British reacted to these actions. Discuss student responses and guide students to the idea that the British considered these actions “acts of war.”

Display “Primary Source #2”, located in the Supplemental Materials (Unit 5, Lesson 1). Read the text out loud and ask students what they can infer from this primary source. Possible answers include:
George Washington kept a journal in the 1750's.
In 1753, he was sent to the Ohio River valley region by the Governor of Virginia to deliver a letter to the French.
Ask students what they think the letter carried by George Washington to the French was about. Discuss student responses and guide them to the idea that the letter demanded that the French leave the Ohio River Valley. Explain that the French responded that they intended to stay in the region. Ask students to predict what they think happened next.

Give each student a copy of the informational text article, “The French and Indian War” located in the Supplemental Materials (Unit 5, Lesson 1). Ask students to read the first section entitled “The War Begins.” Use the following questions to discuss this section:

Did the French have a right to build forts in the Ohio River Valley? Why or why not?
How do you think Native Americans viewed the building of French forts?
Did the British have a right to protest the building of French forts? Why or why not?

Ask students why they think the war was called the French and Indian War not the French and British War. Discuss student responses. Then, using Word Card #3, explain that many Native Americans sided with the French during the war and that is where the name came from. Explain that two important Native American groups helping the French were the Algonquin and the Huron.

Ask students why they think most Native Americans chose to side with the French. Discuss student responses and guide students to the idea that Native Americans felt the French were less a threat than the British. Guide students to recall what they learned about the relationship between the Native Americans and French that they learned in the previous units and lessons. Remind students that the French were mainly traders. Most French people respected Native American ways and some even married Native American women. The British, however, were mainly farmers who took Native American hunting grounds and were less respectful of Native Americans.

Ask students to read the section entitled “The Albany Congress” in the informational text selection they began in Step 14. Then, explain that the British government did try to get Native American allies. British leaders in London encouraged colonial leaders to meet with the Iroquois who had been allies of the British in the past. The groups met in Albany, New York in June and July of 1754. This became known as the Albany Congress.

Point out the Ben Franklin cartoon at the bottom of the informational text selection. Note that this is the primary source students were asked to analyze in Step 1 of this lesson. Explain that Ben Franklin got the idea for the cartoon from an old folk tale about snakes that said a snake cut into pieces would come back to life if it were put together before sunset. Franklin felt the colonies had to come together in order to survive. Explain that the colonies
were not ready to come together in 1754 so Franklin’s plan was never put into action.

Display “Main Events of the War”, located in the Supplemental Materials (Unit 5, Lesson 1). Use the information to conclude a discussion about the French and Indian War. Then, share the following information with students:

Although the fighting stopped around 1760 in North America, fighting continued in Europe.

In 1762 the Spanish joined with the French hoping to defeat their old enemy the British.

The powerful British navy defeated the Spanish forces, however.

To compensate for Spanish losses, the French gave Spain most of Louisiana and part of what is now Florida.

In 1763, the French and British met in Paris to try and come up with a peace treaty. (Use Word Card #4 for this section.)

Ask students to predict what the peace treaty signed in Paris said. Explain that they will learn about the actual details in the next lesson.

For enrichment activities to supplement the lesson consider the following:

Have students visit the site of Fort Necessity at the following website: HYPERLINK "http://www.nps.gov/fone/home.htm" www.nps.gov/fone/home.htm.


Have students explore library books, websites, etc. to find more information about the early life of George Washington.

Give each person a copy of “Important People on the Road to Revolution”, located in the Supplemental Materials (Unit 5, Lesson 1). Explain that students will be adding people to the chart in each lesson of this unit. When they complete four people, they will begin a new chart. Have them add George Washington and Benjamin Franklin to the chart and write a brief explanation of what they learned about each person in this lesson. Explain that they will add further information about each of these two people in subsequent lessons. Possible entries would be:

George Washington built Fort Necessity and was involved in the first battle of the French and Indian War.

Ben Franklin came up with a plan to unite the colonies called the Albany Plan of Union.

Pass out “Primary Source #1 Analysis Sheet”, used in Step 1 of the lesson and have students complete the bottom section: “After the lesson.”

Assessment
An assessment has been included in the *Supplemental Materials (Unit 5, Lesson 1)* in which students complete a chart containing questions about the French and Indian War. A completed chart of possible answers has also been included as a guide in evaluating student charts.
Both the French and the British became interested in the Ohio River Valley.

The French began to build forts in the Ohio River Valley.

The British demanded that the French leave the Valley but the French refused.

A war began between the French and the British.

Many Native Americans became allies of the French.

In the beginning the French won most of the battles.

The British sent new generals and soldiers to North America in an effort to win the war.

The British began capturing French forts.

The war ended in 1760 when the British captured Montreal.

The French and the British signed the Treaty of Paris to end the conflict.
## Big Ideas Card

**Big Ideas of Lesson 1, Unit 5**

- Both the French and the British were interested in the land known as the Ohio River Valley.

- In 1750, the French began building forts in this region. This led to a conflict between the French and the British called the French and Indian War. It was called this because many Native Americans became allies of the French.

- George Washington and Benjamin Franklin were important historical figures during this time period.

- Eventually the British defeated the French. They signed a peace treaty in Paris that ended the conflict.
## Word Cards

<table>
<thead>
<tr>
<th></th>
<th><strong>1</strong> the French and Indian War</th>
<th><strong>2</strong> fort</th>
<th><strong>3</strong> allies</th>
<th><strong>4</strong> treaty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a war in the mid 1700’s between France and Britain.</td>
<td>buildings and land protected by a tall wall and often lookout towers</td>
<td>people who work together to help each other solve problems or fight against another group.</td>
<td>a signed agreement between two countries</td>
</tr>
<tr>
<td></td>
<td><strong>Example</strong>: As a result of the French and Indian War, France lost its territory in North America to Britain.</td>
<td><strong>Example</strong>: The French began building forts in the Ohio River valley.</td>
<td><strong>Example</strong>: Many Native Americans became allies of the French in the French and Indian War.</td>
<td><strong>Example</strong>: A peace treaty between France and Britain ended the French and Indian War.</td>
</tr>
</tbody>
</table>

---

**Primary Source #1 Analysis**
<table>
<thead>
<tr>
<th>Before the lesson</th>
<th>What do you think this is?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What do you think it means?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After the lesson</th>
<th>What is this?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What did it mean?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Road to the American Revolution

Economic Issues

Political Ideas

People

French and Indian War

Lexington and Concord
Comparing Historical Maps

# Exploring Text Features

**Directions:** Use the chart below to explain the relationship between maps and/or images in your textbook and the assigned reading. Complete the chart below, based on your selections.

<table>
<thead>
<tr>
<th>Selection #1</th>
<th>Selection #2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of Map or Image</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What does it tell you?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>How does the image help you understand the reading?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>How does the reading help you understand the image?</strong></td>
<td></td>
</tr>
</tbody>
</table>
Primary Source #2

Major GEORGE WASHINGTON's Journal to the River OHIO, etc

Wednesday, October 31, 1753

I was commissioned and appointed by the Honourable Robert Dinwiddie, Esq, Governor, Etc. of Virginia, to visit and deliver a Letter to the Commandant of the French Forces on the Ohio, and set out on the intended Journey the same Day; the next, I arrived Fredericksburg, and engaged Mr. Jacob Van Braam, to be my French Interpreter; and proceeded with him to Alexandria, where we provided Necessaries; from whence we went to Winchester, and got luggage, Horse, Etc. and from thence we pursued the new Road to Wills Creek, where we arrived the 14th of November.
The French and Indian War

The War Begins

Following the French refusal to leave the Ohio Valley, Governor Dinwiddie of Virginia sent a small group of soldiers to the Forks in the Ohio River where Pittsburg, Pennsylvania is today. They were supposed to build a small fort there. Just after the fort was finished the French attacked. They drove off the Virginian soldiers and built a larger fort on the site. They named the fort, Fort Duquesne (doo-KAYN).

Not knowing about the attack, Governor Dinwiddie decided to send George Washington to the area to reinforce the Virginia fort. In April, 1754 Washington left for the region with a group of 150 soldiers. Along the way they surprised a small group of French soldiers with an attack. Fearing there would be many more French soldiers nearby, Washington and his men built a small fort in the area they named Fort Necessity.

A few days later, a large force of French soldiers and some Native American allies attacked Fort Necessity. Washington and the other Virginians were very outnumbered and were forced to surrender. This turned out to be the first battle in the French and Indian War. The French allowed Washington and his men to return to Virginia.

The Albany Congress

Since the French had enlisted the assistance of many Native American allies in the war, the British decided they needed to seek help from Native Americans also. In June and July of 1754 leaders from seven colonies met with Iroquois leaders in Albany, New York. At this meeting, the Iroquois reluctantly agreed to be allies of the British and fight the French.

However, Ben Franklin, who represented Pennsylvania, explained that he felt it would take more than Native American allies to defeat the French. He believed it was necessary for the colonies to be united.

Franklin presented a plan for unity which he called the Albany Plan of Union. His plan united all of the colonies under one government. To get support for his plan, he published a cartoon titled “Join, or die.”
Main Events of the War

- In 1755, Parliament sent an army to the colonies under the leadership of General Edward Braddock. George Washington became his advisor.

- In April of 1755, Braddock, with a group of British and colonial soldiers headed to Fort Duquesne to try and take it over.

- They battled the French near where Fort Necessity had been built. The French overpowered them and Braddock along with many of his soldiers were killed.

- For the next two years, the French won battle after battle.

- In 1757, William Pitt became leader of Parliament. He set out to win the war in North America. He began by sending his best generals to the colonies to lead the fight against the French.

- In 1758, the British captured three French forts including Fort Duquesne.

- In 1759, the British captured more forts including Fort Ticonderoga in New York. The same year they captured Quebec.

- In 1760, the British captured Montreal and the French gave up fighting in North America.
## Important People on the Road to Revolution

<table>
<thead>
<tr>
<th>Person</th>
<th>Important Information</th>
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<tbody>
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<td></td>
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<tr>
<td><strong>What happened?</strong></td>
<td></td>
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<tr>
<td>------------------</td>
<td>---</td>
</tr>
<tr>
<td><strong>Who was involved?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>When did it happen?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>How and why did it happen?</strong></td>
<td></td>
</tr>
</tbody>
</table>
# The French and Indian War

## Lesson Assessment – Sample Answers

<table>
<thead>
<tr>
<th><strong>What happened?</strong></th>
<th>A war broke out between the British and the French. Many Native American groups allied themselves with the French. The British won the war.</th>
</tr>
</thead>
</table>
| **Who was involved?** | - Native American groups that joined the French including the Algonquin and the Huron.  
- The Iroquois, who reluctantly helped the British  
- George Washington was an officer during the beginning of the war for the British.  
- Ben Franklin tried to unite the colonies under one government.  
- British Generals like Braddock.  
- French troops and British troops  
- The Spanish who sided with the French |
| **When did it happen?** | The war began in 1754 and lasted until 1763. The French and British met in Paris to sign a peace treaty. |
| **How and why did it happen?** | The conflict began over the Ohio River Valley, which both the French and British claimed. The French began to build forts in the area. |
Lesson 2: British Control of North America

Big Ideas of the Lesson

As a result of losing the French and Indian War, France lost its territory in North America. Britain took over this territory. Native Americans, under the leadership of Chief Pontiac, attempted to push the British out of their lands. British leaders worried about continued conflict between Native Americans and colonists in the newly gained territory. King George issued the Proclamation of 1763. This banned settlers from settling west of the Appalachian Mountains. The King hoped this would end these conflicts. Colonists were angry that they were no longer free to settle in the western areas.

Lesson Abstract:
In this lesson, students explore examples of authority and the use of power without authority by examining several interactions between the British government, colonists, and Native Americans. They begin by reviewing the French and Indian War and explore the Treaty of Paris, predicting possible effects of the treaty. Next, they examine the effects of the French and Indian War, and causes and effects of Pontiac’s Rebellion. Finally, they analyze the Proclamation of 1763 and colonial reactions to the proclamation in terms of power and authority. They also begin gathering notes for a timeline to be constructed at the end of the unit.

Content Expectations
5 – U3.1.1:

Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy.

5 – U3.1.3:

Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).

5 – U3.1.8:
Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.

**Common Core State Standards**

5 – RI.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

5 – RI.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**Key Concepts**
authority/power
conflict
imperialism

**Instructional Resources**

**Equipment/Manipulative**
Chart paper
Map of the United States
Overhead projector or document camera/projector

**Student Resource**

**Teacher Resource**


**Lesson Sequence**
Write the words "power" and "authority" on the board. Explain that these two words mean different things. Instruct students to turn and talk to a partner about how they might be different. Then, using Word Cards #5 and #6, engage the whole class in a discussion of how these two terms might be different. Guide students to think about power and authority by using the following questions:
When do you have a right to tell others what to do?
When does someone else have a right to tell you what to do?
Do your parents have a right to make you go to bed at a certain time?
Do you have a right to make a friend give you something they own?

Explain that authority is “the right to use power to influence or control the behavior of others.” Power is defined as “the ability to control or influence others.” Have students work with a partner to identify an example of someone using power without authority and one example of someone using power with authority. Then have students share their examples with the entire class. The following scenarios will help students distinguish between power and authority:

Robert is a bully. Using threats, he exerts power on the playground. When he wants to swing, he tells another student to get off and let him swing. Students are afraid of him so they give up their swing. He is using power without authority. Sometimes a teacher asks a student to get off a swing because it is muddy underneath or he/she is swinging unsafely. The teacher has the authority to do this. The teacher is using power with authority.

Using Word Card #7, explain to students that they are going to be learning about the events and ideas that led to our country’s fight for independence. As they learn about these different events, they should be thinking about how the ideas of authority and the use of power without authority played a role in how the British and colonists reacted to different events and to each other.

Briefly review the causes and main events of the French and Indian War. Give each student a copy of “Effects of the French and Indian War” chart, located in the Supplemental Materials (Unit 5, Lesson 2) and display a copy of the chart. Explain that students should think carefully about each of the four groups listed on the chart and then describe what they think each group was hoping would happen after the end of the war (the middle column). If necessary, model the process by talking about the French with the entire group. Have students complete the middle column of the chart and then share their ideas with a partner or small group. Collect the charts and explain that students will complete the rest of the chart at the conclusion of the lesson. Note that a chart showing possible answers has been included in the Supplemental Materials (Unit 5, Lesson 2).

Write the word “treaty” on the board and ask students to define the term in their own words. Guide students to the idea that a treaty is a written agreement between two or more nations. Explain that following the French and Indian War, France and Britain met in Paris to negotiate a peace treaty that also involved Spain. Ask students to predict what some of the provisions of the treaty were. Then, share the following information about land provisions in the treaty and agreements between France, Britain, and Spain: France gave up all land in North America with the exception of New Orleans.
Britain was given Canada and the land from the Appalachians to the Mississippi River.
Britain was given Florida by Spain.
The French gave Spain New Orleans and the lands west of the Mississippi.

Display the “Quotation” located in the Supplemental Materials (Unit 5, Lesson 2). Ask students to make inferences regarding who may have said these words and why. If desired, have students write their ideas as a journal prompt.

Explain that the quotation comes from Nimwha, a Shawnee diplomat. He made the statement following the French and Indian War. Reread the quotation to the class. Ask students to explain how their understanding of the quotation changed once they knew who said it. Remind students that it is important for historians to think like a detective. Knowing who made a statement and when it was made, provides vital clues to understanding what the quotation meant. Ask students to think about what additional questions this quotation might raise. Guide students to think about whether other Native American leaders feared what would happen as the British took over French territory.

Ask students to predict what they think happened in the Ohio River Valley following the Treaty of Paris. Discuss student responses and guide students to the idea that colonial settlers began to move into the region. Ask students how they think Native Americans reacted to these new settlers. Discuss student responses and guide students to the idea that Native Americans were very angry over the potential loss of land and hunting grounds.

Write the word “Pontiac” on the board or an overhead transparency. Have students “stop and jot” down what they know about it. After a few minutes, elicit students’ responses. Then add the word “Chief” so that “Chief Pontiac” is displayed on the board or an overhead transparency. Ask students to share any information they might know about Chief Pontiac. Guide students to understand that this Native American leader tried to unite several Native American tribes in order to fight against the British. Note that Chief Pontiac is covered in Unit 3 of third grade. Share the following information about Chief Pontiac:

Chief Pontiac was an Ottawa leader who wanted to stop the loss of Native American hunting grounds.
He united the tribes of the Great Lakes region and the Ohio River Valley region to fight against the settlers in those areas.
Starting in May of 1763, Pontiac and his united tribes began attacks on British forts in Pennsylvania, Ohio, Michigan, and Indiana. Most were destroyed except Fort Detroit and Fort Pitt, which had formerly been Fort Duquesne.
In Michigan, Fort St. Joseph, located where Niles is today, was captured on May 25, 1763. Fort Michilimackinac was taken by surprise on June 4, 1763.
By the end of 1763, Pontiac and other Native American leaders were short of supplies including ammunition. Some tribes signed treaties with the British. Pontiac eventually gave up control of the British forts. These historical events became known as Pontiac’s Rebellion or Pontiac’s War.

Explain that Pontiac's War caused a lot of concern in Britain. Many British leaders blamed colonial settlers for the conflict and stated that they had no right to claim land in the Ohio River Valley region. These leaders worried about more trouble and fighting. Ask students the following question: “What could Britain do to prevent further conflict between Native Americans and colonists who wanted to settle in the newly won regions?” Discuss student responses.

Display the map entitled “Proclamation of 1763”, located in the Supplemental Materials (Unit 5, Lesson 2). Use Word Card #8 to explain that a proclamation is an order from a leader. Ask students to examine the map carefully and draw a conclusion as to what the British king did in 1763 to try to prevent further conflict. If necessary, draw attention to the Proclamation Line of 1763 and the term “Indian Reserve.” Discuss student ideas.

Using the map, explain that the British king, King George III, issued a proclamation stating colonists could not claim or buy land west of the Appalachian Mountains. They could not explore it or hunt on it either. He stated that the land in this region was to be used by Native Americans only. Ask students to predict how colonists would feel about this proclamation. Discuss the King’s decision to issue the proclamation in terms of power and authority which were explored in Steps 1 and 2, using the following questions:

Did the King have authority to issue the Proclamation? Why or why not?
Do you think the colonists thought the King had authority to issue the Proclamation? Why or why not?
Do you think the King had the power to enforce the proclamation? Why or why not?

As an alternative method, place a paper crown on your head and announce that you are King George III and students are colonists. Using the map announce your royal proclamation and ask the “colonists” how they feel about your ruling. Counter their arguments by responding with statements such as the following:

I am your king and you must do as I say.
You have plenty of land east of the Appalachians.
I am trying to prevent further conflict.
You are under my authority and control. Therefore, you must obey my proclamation.

Explain that the colonists were angry over “The Proclamation of 1763.” Share the following regarding their anger:
Colonists were supposed to have the same rights as British citizens in Britain.
These rights had been stated in the English Bill of Rights of 1689. Colonists felt the Proclamation of 1763 took away their right as British citizens to move where they wanted. Colonists had hoped to gain more authority to govern themselves, but the opposite seemed to be happening.

Explain that colonists became even angrier when King George ordered British soldiers to stay in North America to protect the newly won lands. Their anger increased again when the King gave his colonial governors more authority over the colonists. Explain that the colonists felt the King did not have the authority to do these things. The colonists were used to governing themselves. They felt the King was now exerting power without the authority to do so.

As an optional enrichment activity, ask students to work with a small group to come up with a skit demonstrating the use of power without authority in the context of American history. What were some examples of the colonists having power to do something, but not the authority to do so? What are some examples of the use of power with authority? Again, guide students to think about the different players – King, Parliament, colonists, Native Americans, etc. Give students time to create and practice. Then, have them perform their skits for each other. Note that the students' skits will probably reflect a perspective of colonists or British. Use these perspectives to point out how both sides saw the other as using power without authority. Explain that the issues of infringement of rights, the use of power without authority, and limitations on government will be important ideas in the upcoming lessons of this unit.

Give each student a copy of “Events Leading to the American Revolution Chart”, located in the Supplemental Materials (Unit 5, Lesson 2) and display a copy of the chart. Explain that they will be adding events to this chart as they progress through the unit. Using Teacher Reference Sheet #1, “Events Leading to the American Revolution” located in the Supplemental Materials (Unit 5, Lesson 2) guide students in adding the Proclamation of 1763 to their charts. Note that by the end of the unit, students will have completed three pages as indicated on Teacher Reference Sheets #1, #2 and #3. Make sure to remind students to keep the chart in a safe place. As an alternative method, give students small note cards and have them summarize important information regarding the Proclamation of 1763 on a note card. Continue this process throughout the unit instead of using the charts.

Have students add Chief Pontiac to the “People Chart” they began in Lesson 1.

Pass out “Effects of the French and Indian War” charts, used previously in Step 4. Have students complete the last column on the chart by using the
knowledge they have acquired from this lesson. Use the chart with possible answers to help you evaluate student learning.

**Assessment**

An assessment in which students complete five constructed response items has been included in the *Supplemental Materials (Unit 5, Lesson 2)*. Note that a sheet showing possible answers has also been included. If desired, the chart used in Steps 4 and 18 can also be used as an assessment.
Graphic Organizer: Chain of Events

- **Effect of Treaty of Paris**: The British gain a lot of new land in North America.
- **Effect of British gaining new land**: American Indians try to get their land back from the British.
- **Effect of American Indian actions**: Britain is concerned about continued conflicts between settlers and American Indians in the newly gained territory.
- **Effect of British concerns**: King George issues the Proclamation of 1763, which bans settlement beyond the Appalachian Mountains.
- **Effect of Proclamation of 1763**: Colonists are angry and feel the Proclamation limits their freedom of movement.
### Big Ideas Card

#### Big Ideas of Lesson 2, Unit 5

- As a result of losing the French and Indian War, France lost its territory in North America. Britain took over this territory.

- Native Americans, under the leadership of Chief Pontiac, attempted to push the British out of their lands.

- British leaders worried about continued conflict between Native Americans and colonists in the newly gained territory.

- King George issued the Proclamation of 1763. This banned settlers from settling west of the Appalachian Mountains. The King hoped this would end these conflicts.

- Colonists were angry that they were no longer free to settle in the western areas.
### Word Cards

**Word Cards from previous lessons needed for this lesson:**

- Treaty – Word Card #4 from Lesson 1

<table>
<thead>
<tr>
<th><strong>Word Card</strong></th>
<th><strong>Definition</strong></th>
<th><strong>Example</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5 power</strong></td>
<td>the ability to control or influence others</td>
<td><em>Example:</em> A principal has the power to control many things in a school.</td>
</tr>
<tr>
<td><strong>6 authority</strong></td>
<td>the right to use power or to influence or control others.</td>
<td><em>Example:</em> A principal has authority to use power in a school.</td>
</tr>
<tr>
<td><strong>7 independence</strong></td>
<td>gaining freedom from another country and becoming your own country</td>
<td><em>Example:</em> The Colonies fought against Britain to win their independence.</td>
</tr>
<tr>
<td><strong>8 proclamation</strong></td>
<td>an order from a leader</td>
<td><em>Example:</em> King George issued the Proclamation of 1763.</td>
</tr>
</tbody>
</table>
## Effects of the French and Indian War

<table>
<thead>
<tr>
<th>Who?</th>
<th>What do you think they were hoping would happen after the French and Indian War?</th>
<th>What really happened?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The French</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The British</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The American Colonists</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Americans</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Effects of the French and Indian War – Possible Answers

<table>
<thead>
<tr>
<th>Who?</th>
<th>What do you think they were hoping would happen after the French and Indian War?</th>
<th>What really happened?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The French</strong></td>
<td>• They would be able to hold on to some of their land in North America.</td>
<td>• They lost their claims to land in North America.</td>
</tr>
<tr>
<td><strong>The British</strong></td>
<td>• They would take over all the French land in North America.</td>
<td>• They took over French land and greatly added to their territory in North America.</td>
</tr>
<tr>
<td></td>
<td>• Conflicts between settlers and Native Americans would end.</td>
<td>• Conflicts with Native Americans increased and led to Pontiac’s Rebellion.</td>
</tr>
<tr>
<td><strong>The American Colonists</strong></td>
<td>• They would be able to expand and settle in the land west of the Appalachian Mountains.</td>
<td>• At first they were allowed to settle in the newly claimed lands.</td>
</tr>
<tr>
<td></td>
<td>• Britain would continue to let them govern themselves.</td>
<td>• Then the Proclamation of 1763 banned settlement or exploration of the land west of the Appalachians.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Britain was exerting more power and authority over the colonies.</td>
</tr>
<tr>
<td><strong>Native Americans</strong></td>
<td>• They could somehow get their hunting lands back.</td>
<td>• Settlers began to settle in the Ohio River Valley.</td>
</tr>
<tr>
<td></td>
<td>• Settlers would not move westward.</td>
<td>• Under Pontiac’s leadership they decided to try and force the British out.</td>
</tr>
</tbody>
</table>
"You think yourselves Masters of this Country, because You have taken it from the French, who, You know, had no Right to it, as it is the Property of us."
The Proclamation of 1763

Source: National Park Service, 31 January 2012
<http://www.cr.nps.gov/history/online_books/colonials-patriots/introf.htm>.
## Events Leading to the American Revolution

<table>
<thead>
<tr>
<th>EVENT</th>
<th>YEAR</th>
<th>WHAT HAPPENED?</th>
<th>REACTION</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
# Events Leading to the American Revolution

## Teacher Reference Chart #1

<table>
<thead>
<tr>
<th>EVENT</th>
<th>YEAR</th>
<th>WHAT HAPPENED?</th>
<th>REACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proclamation of 1763</td>
<td>1763</td>
<td>- Result of French and Indian War.</td>
<td>- Colonists were angry they had been told they could not expand to the west.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The British government set a western boundary for the colonies.</td>
<td>- Colonists felt it infringed on their rights. Some believed the King did not have authority.</td>
</tr>
<tr>
<td>Sugar Act</td>
<td>1764</td>
<td>- Placed a tax on sugar and other things not from Britain.</td>
<td>- Colonists said it was an unfair tax.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- A way for Britain to control colonial trade</td>
<td>- Colonists protested.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- British sent tax collectors to the colonies from Britain</td>
<td>- Some colonists attacked tax collectors.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Colonists smuggled some goods like sugar.</td>
</tr>
<tr>
<td>Quartering Act</td>
<td>1765</td>
<td>- Colonists had to give supplies and shelter to British soldiers</td>
<td>- Colonists felt they should not have to pay for British soldiers and protested the Act.</td>
</tr>
<tr>
<td>Stamp Act</td>
<td>1765</td>
<td>- A tax was placed on many items such as printed paper goods made in the colonies.</td>
<td>- Colonists said it was an unfair tax.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- A stamp was placed on the item when a tax paid.</td>
<td>- Colonial rallying cry, “No taxation without representation” which reflected the idea of government by consent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Colonists boycotted British goods and engaged in some violence.</td>
</tr>
</tbody>
</table>
### Events Leading to the American Revolution

#### Teacher Reference Chart #2

<table>
<thead>
<tr>
<th>EVENT</th>
<th>YEAR</th>
<th>WHAT HAPPENED?</th>
<th>REACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Townshend Acts</td>
<td>1767</td>
<td>- British placed a tax on things like glass and paint.</td>
<td>• Colonists were very angry.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Writs of Assistance were issued that allowed the British to search for smuggling without evidence.</td>
<td>• Circular letter- Massachusetts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Boycott and more violence</td>
</tr>
<tr>
<td>Boston Massacre</td>
<td>1770</td>
<td>- Britain sent more troops.</td>
<td>• Talk of war begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- British fire on colonists and five colonists are killed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Crispus Attucks, former enslaved African, was first killed.</td>
<td></td>
</tr>
<tr>
<td>Committees of</td>
<td>1772</td>
<td>- Samuel Adams called for a Boston town meeting to create a committee of correspondence to communicate Boston’s position on issues to the other colonies.</td>
<td>• Similar committees were soon created throughout the colonies.</td>
</tr>
<tr>
<td>Correspondence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tea Act</td>
<td>1773</td>
<td>- Allowed one company to sell tea at a lower price.</td>
<td>• Colonists called it interference.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Hurt colonial merchants.</td>
<td></td>
</tr>
</tbody>
</table>
## Events Leading to the American Revolution

**Teacher Reference Chart #3**

<table>
<thead>
<tr>
<th>EVENT</th>
<th>YEAR</th>
<th>WHAT HAPPENED?</th>
<th>REACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boston Tea Party</strong></td>
<td>1773</td>
<td>• Colonists tossed tea into Boston Harbor as a protest of the Tea Act</td>
<td>• British were angry and demanded payment for the tea.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• British passed new laws.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• British blockaded Boston Harbor</td>
</tr>
<tr>
<td><strong>Intolerable Acts</strong></td>
<td>1774</td>
<td>• The British passed four new laws as punishment for the Boston Tea Party.</td>
<td>• Colonists decided to meet to protest: First Continental Congress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The British closed Boston Harbor until colonists paid for the money lost</td>
<td>• Some colonists got weapons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>when the tea was dumped in the harbor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• New Quartering Act</td>
<td></td>
</tr>
<tr>
<td><strong>First Continental Congress</strong></td>
<td>1774</td>
<td>• Representatives from all colonies except Georgia met in Philadelphia.</td>
<td>• Britain sent more soldiers to the colonies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• They wrote Declaration of Rights</td>
<td>• Britain decided to arrest some colonial leaders.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• They planned a boycott of British goods</td>
<td></td>
</tr>
<tr>
<td><strong>Battles of Lexington and Concord</strong></td>
<td>1775</td>
<td>• The colonists stored gunpowder at Concord, Massachusetts and the British decided to get it.</td>
<td>• The Revolutionary War officially began.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• British and colonial soldiers met at Lexington for a battle.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Another battle occurred at Concord.</td>
<td></td>
</tr>
</tbody>
</table>
Assessment

1. What was the purpose of the Treaty of Paris?

2. What was one effect of the Treaty of Paris?

3. What was stated in the Proclamation of 1763?

4. According to the British what was the reason for the Proclamation of 1763?

5. In general, how did the colonists view the Proclamation of 1763?
Assessment

1. What was the purpose of the Treaty of Paris?

   *The purpose of the Treaty of Paris was to end the French and Indian War.*

2. What was one effect of the Treaty of Paris?

   *The British gained a huge amount of land in North America had had been claimed by the French.*

3. What was stated in the Proclamation of 1763?

   *Colonists were banned from settling west of the Appalachian Mountains.*

4. According to the British what was the reason for the Proclamation of 1763?

   *It was attempt to end conflicts between Native Americans and colonists west of the Appalachian Mountains.*

5. In general, how did the colonists view the Proclamation of 1763?

   *They felt it was an infringement on their freedom of movement and were angry about it.*
Lesson 3: Sugar and Stamps - Governing without Consent

Big Ideas of the Lesson

As a way to raise money, the British Parliament passed the Sugar Act and Stamp Act. These acts taxed the colonists. Many colonists objected to these acts because they had no representatives in Parliament. They felt only their representatives could tax them. Britain also passed the Quartering Act as a way to save money in the colonies. This act required colonists to give British soldiers shelter and supplies. Colonists protested these acts in many ways including demonstrations, boycotts, and the creation of Sons of Liberty groups.

Lesson Abstract:
In this lesson, students examine the growing tension between the colonies and Britain by exploring Writs of Assistance, the Sugar Act, the Quartering Act, and the Stamp Act. They examine different perspectives relating to these laws the issues of liberty, taxation, representative government, and trade. In addition, students gather information regarding different colonial reactions to the laws as well as significant people of the time period in exploring why the colonists wanted to limit the power of government.

Content Expectations
5 – U3.1.1:
Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy.

5 – U3.1.2:
Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.

5 – U3.1.3:
Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).
Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

**Common Core State Standards**

5 – *RI.6:* Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

5 – *RI.9:* Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

5 – *W.1:* Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.

b. Provide logically ordered reasons that are supported by facts and details.

c. Link opinion and reasons using words and phrases and clauses (e.g., consequently, specifically).

d. Provide a concluding statement or section related to the opinion presented.

**Key Concepts**

- authority / power
- cause and effect
- liberty
- representative government
- taxation

**Instructional Resources**

**Equipment/Manipulative**

Chart paper

Overhead projector or document camera/projector

**Student Resource**


**Teacher Resource**


Lesson Sequence

Write and project the following question and ask students to answer the question in their journal: “What were some of the most important effects of the French and Indian War?” Allow time for writing and then have students share their ideas in groups of three.

Have a few students share their journal ideas with the entire class and then lead a discussion on the following significant effects: the transfer of North American territory from France to Britain, Pontiac's Rebellion, and the Proclamation of 1763. Note that these events mainly affected the colonies.

Ask students to think of possible ways the war may have affected the economy of Britain. Guide students to the idea that the war was very expensive and resulted in a large debt for Britain. Ask students to think of ways Britain could have raised money to pay its war debts. Discuss student answers. Possible answers include expanding trade, selling land to another country, etc. Guide students to the idea that Britain decided to come up with a plan to get money from the colonists. Ask students to think about why the British might have come to this conclusion.

Explain that even before the end of the French and Indian War, Britain decided one way to raise money was by enforcing the Navigation Acts. Remind students that these acts were passed beginning in the 1750’s to try and control colonial trade in a way that benefited Britain economically. Explain that the colonies had pretty much ignored these acts and some colonists even smuggled goods to get around the restrictions.

Display the short text selection “What Happened Here?” located in the Supplemental Materials (Unit 5, Lesson 3). Read over the text with students. Then, have students do a quick journal entry answering the question. Give students time to write and then have them share their ideas with a partner.

Discuss the text using the following questions to guide your discussion:
What were the British officials looking for?
Why do you think they chose Mr. Adams’ shop to search? (Note that it may be necessary to explain that a cooper, like Mr. Adams, made barrels.)
How did they treat Mr. Adams?
Do you think they had the right to search his shop? Why or why not?
Could a similar incident take place today? Why or why not?

Explain that the incident described in the text was similar to those that actually happened in the colonies in the 1760’s. Using Word Card #9, explain that in order to crack down on smuggling, the British government gave authorities “Writs of Assistance” which were search warrants that allowed an official to search for smuggled goods without any evidence. Discuss how this differs from search warrant procedures today.
Display “Quotation #1”, located in the Supplemental Materials (Unit 5, Lesson 3). Read the text out loud using a “Think Aloud” strategy. After reading, explain to students that James Otis made this statement in a court case where he tried to prove the Writs were illegal. He lost the case, but became famous for his statements and his belief that the Writs were a violation of the colonists’ right to property. Have students add James Otis to the “People Chart” they began in Lesson 1. Remind them that as they gather more information about him they should add it to the chart.

Explain that in addition to trying to enforce the Navigation Acts, Britain also decided to get more aggressive regarding raising money by taxing the colonies. (Optional Step: As an introduction to the Sugar Act, etc, show students the History Channel’s “Colonists Protest British Policies” found at HYPERLINK "http://www.history.com/videos/colonists-protest-british-policies" http://www.history.com/videos/colonists-protest-british-policies, and discuss the British intent and the colonial reactions. Explain that they will be investigating these acts in greater detail and will refer back to this video at the end of Lesson 6.) In 1764, Parliament passed the Sugar Act. Share the following information regarding this act:

The Sugar Act put a tax on sugar and other goods coming into the colonies from other places.

It angered many colonists like James Otis. These colonists claimed they had no voice in deciding on this new law.

James Otis and others protested that the King and Parliament had taxed the colonists without their consent, or agreement.

Many felt this violated their rights as British citizens.

Some colonists sent letters of protest to Britain.

Not all the colonists agreed with Otis. Some felt the colonists should be grateful to the King and Parliament for helping them defeat the French.

Have students add the Sugar Act to the “Events Leading to the American Revolution” chart, which they began in Lesson 2. Note that information for the chart is located on Teacher Reference Sheet #1 from Lesson 2.

Give each student a copy of “Differing Perspectives” chart, located in the Supplemental Materials (Unit 5, Lesson 3). Using Word Card #10 and #11, explain that these quotations show some of the different perspectives, or points of view, regarding the issues of liberty, taxation, representative government and trade. Tell students to analyze each quote and then describe the perspective in their own words. Note that a sheet showing possible answers has also been included in the Supplemental Materials (Unit 5, Lesson 3). Have them share their answers with a partner.

Display “Differing Perspectives” chart, and have the class discuss the
quotations by sharing what they wrote on the chart and discussed with their partners. Guide students in connecting the quotations to the following concepts: liberty, representative government, taxation, and trade. Draw attention to the two Samuel Adams quotations. Explain that Samuel Adams became a major figure in the fight for independence. Have students add Samuel Adams to their “People Chart.”

Explain that in March of 1765, Parliament passed another act that angered many colonists, the Quartering Act. Using Word Card #13, explain that this act required colonists to quarter (provide shelter and supplies) to British soldiers. Explain that Parliament passed the Quartering Act as a “cost-saving” measure. Britain had many soldiers in the colonies under the command of General Thomas Gage and it was hoped the Quartering Act would help pay for these soldiers.

Display “Quotation #2”, located in the Supplemental Materials (Unit 5, Lesson 3), and guide students in analyzing the quotation. Draw special attention to the word “authority”. Remind students that the issue of British authority over the colonies was addressed when they explored the Proclamation of 1763 in the previous lesson. Have students compare differing perspectives on power and authority by dividing the class in two groups. Explain that Group #1 represents the King and Parliament and Group #2 represents the colonists. Ask each group to explain their perspective on the Quartering Act. Note that the following summarizes each perspective:

Britain hoped to save money by having the colonists help provide food, housing, etc. Britain claimed this was fair because the soldiers were there to protect the colonists. The King and Parliament felt they had complete authority to pass the Quartering Act.

Many colonists felt they should not have to help pay for British soldiers and many protested. They also objected to having soldiers in the colonies during times of peace. They felt the King and Parliament did not have the right, or authority, to make them pay for soldiers.

Have students add the Quartering Act to the “Events Leading to the American Revolution” chart started in the previous lesson.

Display “Artifacts”, located in the Supplemental Materials (Unit 5, Lesson 3), and ask students to identify the artifacts. Discuss student responses. Explain that these artifacts are connected to another tax law passed by Parliament, the Stamp Act. Give each student a copy of “Notes on the Stamp Act” organizer, located in the Supplemental Materials (Unit 5, Lesson 3). Tell students to read about the Stamp Act in their textbook and take notes as they read using the chart. Note that if you are using the textbook listed in the Student Resource section, students will be reading page 137. A chart showing sample notes has been included in the Supplemental Materials (Unit 5, Lesson 3).
Give students time to read and take notes on their charts. Show the “Artifacts” again and discuss the two artifacts in light of what students have read. Then, discuss the Stamp Act by discussing what they have learned from their reading as well as the information below:

The Stamp Act placed a tax on all kinds of paper goods made in the colonies including newspapers, legal documents, licenses, and even playing cards. People who were suspected of violating the Stamp Act were to be tried in special courts that had no juries. This angered many colonists. The Stamp Act generated far more protest than the Sugar Act.

Explain to students that one of the first responses to the Stamp Act came from the House of Burgesses in Virginia. Share the following information regarding this:

In May of 1765, Patrick Henry introduced a series of resolutions in the House of Burgesses that stated Parliament had no power to levy the Stamp tax. He gave a speech in which he said the House of Burgesses alone could decide what taxes Virginians would pay. He called for resistance to the tax. Another member of the legislature, however, shouted that resistance would be a type of treason. Patrick Henry is supposed to have answered back “If this be treason, make the most of it.” (Use Word Card #14 to explain the term ‘treason’.)

Have students add Patrick Henry to the “People Chart” they are constructing.

Display “The Virginia Resolves on the Stamp Act”, located in the Supplemental Materials (Unit 5, Lesson 3). Guide students in getting the gist of this primary source by identifying words and phrases they know with a highlighter. The critical ideas include:

- The people who first settled in the Virginia colony brought with them all the rights they had in Britain.
- The colonists living in the colonies still have those rights. They have the same rights and privileges as people living in Britain.
- People can only be taxed by their representatives or themselves.

By choosing representatives, they consent to be governed and taxed by them.

Explain to students that most colonists believed they could do nothing but complain about the stamps and buy them until the Virginia House of Burgesses adopted Patrick Henry’s Stamp Act Resolves. Virginia Governor Fauquier did not approve of the resolutions, and he dissolved the House of Burgesses in response to their passage.

Explain that soon after the Virginia Resolves were passed, other resolutions followed. This was especially true in Massachusetts. Other forms of protest were also seen. For example, in Boston, an effigy, (a type of dummy) was made of a stamp commissioner and hung in a tree. Later a group gathered shouting “Liberty, property, and no stamps.” They took the effigy and burned it.
near the commissioner’s home.

Using Word Card #15, explain that the “Sons of Liberty” was a network of secret organizations formed to protest the Stamp Act. They began in New York and Massachusetts and then spread to other colonies. Explain that Samuel Adams was a leader in the Massachusetts group. These groups staged protests, but not all of the protests were peaceful. Sometimes customs officials were attacked. Explain that the formation of the Sons of Liberty was another way colonists reacted to the Stamp Act.

Display the phrase “No Taxation without Representation”. Explain that this was a common phrase heard in 1765 in the colonies. Historians attribute the phrase to James Otis. Ask students to write an explanation of what they think this term means in their social studies journal. Give them time to write and then have them share ideas with a partner. Then, discuss the phrase with the entire class. Guide students in understanding that James Otis, Samuel Adams, and many others believed that people could only be taxed by their representatives. Therefore, only colonial assemblies had the right to tax colonists. Since the colonies had no representatives in Parliament, they believed it was unfair for Parliament to tax colonists. Use the “No Taxation without Representation” graphic organizer, included in the Supplemental Materials (Unit 5, Lesson 3) to help students understand these ideas.

Guide students in adding the Stamp Act to their "Events Leading to the American Revolution" charts.

Ask students to predict what they think will happen next in the colonies. Record their ideas and keep them for the next lesson.

Assessment
As an assessment, have students write a letter to King George or Parliament in protest of the Sugar Act, Quartering Act, or Stamp Act. Criteria for the letter should include the following:
Description of the Act;
an explanation of why you, as a colonist, think it is unfair; and
a connection to one of the following concepts: liberty, taxation, representative government.
Note that a “Writing Plan”, designed to guide students in drafting their letter has been included in the Supplemental Materials (Unit 5, Lesson 3).
Graphic Organizer

Writs of Assistance

The Sugar Act

British Actions

The Quartering Act

The Stamp Act
Big Ideas Card

Big Ideas of Lesson 3, Unit 5

- As a way to raise money, the British Parliament passed the Sugar Act and Stamp Act. These acts taxed the colonists.

- Many colonists objected to these acts because they had no representatives in Parliament. They felt only their representatives could tax them.

- Britain also passed the Quartering Act as a way to save money in the colonies. This act required colonists to give British soldiers shelter and supplies.

- Colonists protested these acts in many ways including demonstrations, boycotts, and the creation of Sons of Liberty groups.
## Word Cards

**Word Cards from previous lessons needed for this lesson:**

- French and Indian War – Word Card #1 from Lesson 1
- Authority – Word Card #6 from Lesson 2

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td><strong>writs of assistance</strong></td>
<td><strong>perspective</strong></td>
</tr>
<tr>
<td>search warrants that allowed someone to search for smuggled goods without any evidence</td>
<td>how a person looks at a problem or an event</td>
</tr>
<tr>
<td><strong>Example:</strong> Many colonists objected to the use of writs of assistance.</td>
<td><strong>Example:</strong> People can have different perspectives, or points of view, because their ages or backgrounds are different.</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td><strong>representative government</strong></td>
<td><strong>quarter</strong></td>
</tr>
<tr>
<td>a form of democracy where people choose representatives to make decisions for them</td>
<td>to provide shelter and supplies to soldiers</td>
</tr>
<tr>
<td><strong>Example:</strong> The House of Burgesses was an example of representative government.</td>
<td><strong>Example:</strong> Many colonists objected to having to quarter British soldiers.</td>
</tr>
</tbody>
</table>
13  liberty
another word for freedom

Example: Liberty was an important right to colonists.

14  treason
betraying one’s country

Example: The British and the colonists had different points of view regarding who was guilty of treason.

15  Sons of Liberty
a network of secret organizations formed to protest the Stamp Act

Example: The Sons of Liberty protested in a variety of ways.
What Happened Here?

It was a quiet night. Henry Adams was working in his small cooper’s shop by himself. Suddenly, there was a bang on the door. Mr. Adams opened the door to find two British officials. They pushed past him and started searching through his shop. They pushed over barrels and broke a small stool.

Mr. Adams tried to protest but they told him angrily to be quiet. They announced they were searching for smuggled goods. After a few more minutes of rummaging through his shop, they stormed out, slamming the door behind them.
Quotation #1

James Otis: Against Writs of Assistance
February 1761

A man’s house is his castle; and whilst he is quiet, he is as well guarded as a prince in his castle. This writ, if it should be declared legal, would totally annihilate this privilege. Custom-house officers may enter our houses when they please; we are commanded to permit their entry. Their menial servants may enter, may break locks, bars, and everything in their way; and whether they break through malice or revenge, no man, no court may inquire.

Different Perspectives – Sample Answers

<table>
<thead>
<tr>
<th>Quotation</th>
<th>Describe the perspective in your own words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The colonies were acquired with no other view than to be a convenience to us, and therefore it can never be imagined that we are to consult their interest.” – <em>The London Chronicle</em>, 1764</td>
<td></td>
</tr>
<tr>
<td>“If taxes are laid upon us without our having a legal representation where they are laid, we are reduced from the character of free subjects to the state of tributary slaves.” - <em>Samuel Adams</em>, 1764</td>
<td></td>
</tr>
<tr>
<td>“If our Trade be taxed, why not our Lands, or Produce…in short, everything we possess? They tax us without having legal representation.” – <em>Samuel Adams</em>, 1765</td>
<td></td>
</tr>
<tr>
<td>“We are not yet recovered from a War undertaken…for their (the colonists’) Protection…and no time was ever so seasonable for claiming their Assistance. The Distribution is too unequal, of Benefits only to the colonies, and all of the Burdens upon the Mother Country” - <em>Thomas Whately, a member of the British Parliament</em></td>
<td></td>
</tr>
</tbody>
</table>
### Different Perspectives – Sample Answers

<table>
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<th>Quotation</th>
<th>Describe the perspective in your own words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The colonies were acquired with no other view than to be a convenience to us, and therefore it can never be imagined that we are to consult their interest.” – <em>The London Chronicle, 1764</em></td>
<td>The colonies exist for the benefit of Britain so why should we be concerned about their interests. If we need money, we’ll tax the colonies. (Taxation)</td>
</tr>
<tr>
<td>“If taxes are laid upon us without our having a legal representation where they are laid, we are reduced from the character of free subjects to the state of tributary slaves.” – <em>Samuel Adams, 1764</em></td>
<td>We have no representatives in the group that is taxing us. Therefore, we are not subjects of Britain we are slaves. (Liberty and representative government)</td>
</tr>
<tr>
<td>“If our Trade be taxed, why not our Lands, or Produce…in short, everything we possess? They tax us without having legal representation.” – <em>Samuel Adams, 1765</em></td>
<td>If trade items are taxed, what will be next? Maybe our land will be taxed or our houses or what we make? (Trade, taxation, representative government, and liberty)</td>
</tr>
<tr>
<td>“We are not yet recovered from a War undertaken…for their (the colonists’) Protection…and no time was ever so seasonable for claiming their Assistance. The Distribution is too unequal, of Benefits only to the colonies, and all of the Burdens upon the Mother Country” – <em>Thomas Whately, a member of the British Parliament</em></td>
<td>We fought the war to protect the colonists. Now is the best time for them to help pay for it. The colonies seem to be getting all the benefits and Britain is getting all the burdens. (Taxation)</td>
</tr>
</tbody>
</table>
“So it is only right and just that the colonists help to pay for the protection we are giving them. Clearly, Parliament and the King have authority over the colonies. It is in the name of that authority that we suggest new rules which will make the colonists pay taxes to the English government.”

- Prime Minister George Grenville
Artifacts


Notes on The Stamp Act

<table>
<thead>
<tr>
<th>Year it was passed</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>

**Why was it passed?**

**What did it do?**

**How did colonists react to the Act?**

**What is a question you have after reading?**
## Notes on The Stamp Act – Possible Answers

<table>
<thead>
<tr>
<th>Year it was passed</th>
<th>1765</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why was it passed?</strong></td>
<td>Britain was still hoping to raise money by taxing the colonies.</td>
</tr>
<tr>
<td><strong>What did it do?</strong></td>
<td>Put a tax on most paper goods such as newspapers, legal documents, even playing cards.</td>
</tr>
<tr>
<td><strong>How did colonists react to the Act?</strong></td>
<td>Protests were much stronger than for the Sugar Act. People started a boycott, resolutions were passed in colonial legislatures and the Stamp Act Congress was held.</td>
</tr>
<tr>
<td><strong>What is a question you have after reading?</strong></td>
<td>Answers will vary.</td>
</tr>
</tbody>
</table>
The Virginia Resolves on the Stamp Act
May 29, 1765

Resolved, that the first adventurers and settlers of His Majesty's colony and dominion of Virginia brought with them and transmitted to their posterity, and all other His Majesty's subjects since inhabiting in this His Majesty's said colony, all the liberties, privileges, franchises, and immunities that have at any time been held, enjoyed, and possessed by the people of Great Britain.

Resolved, that by two royal charters, granted by King James I, the colonists aforesaid are declared entitled to all liberties, privileges, and immunities of denizens and natural subjects to all intents and purposes as if they had been abiding and born within the Realm of England.

Resolved, that the taxation of the people by themselves, or by persons chosen by themselves to represent them, who can only know what taxes the people are able to bear, or the easiest method of raising them, and must themselves be affected by every tax laid on the people, is the only security against a burdensome taxation, and the distinguishing characteristic of British freedom, without which the ancient constitution cannot exist.

Resolved, that His Majesty's . . . people of this his most ancient and loyal colony have without interruption enjoyed the inestimable right of being governed by such laws, respecting their internal policy and taxation, as are derived from their own consent, with the approbation of their sovereign, or his substitute; and that the same has never been forfeited or yielded up, but has been constantly recognized by the kings and people of Great Britain.
No Taxation Without Representation

James Otis, Samuel Adams, and others believed that people could only be taxed by their representatives.

Since the colonies had no representatives in Parliament, it was unfair for Parliament to tax colonists.

THEREFORE, only the colonial assemblies had the right to tax colonists.
Writing Plan for Lesson 3 Assessment

Your Task: Write a letter to King George in protest of one of the following: The Sugar Act, the Quartering Act, or the Stamp Act.

Which Act have you chosen? ________________________________

Describe the Act:
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

Explain why you, as a colonist, think the act is unfair:
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

Explain how one of the following ideas is connected to why you think it is unfair: liberty, taxation, representative government

____________________________________________________
____________________________________________________
____________________________________________________
Lesson 4: Actions and Reactions

Big Ideas of the Lesson

As a way to raise money, the British Parliament passed the Sugar Act and Stamp Act. These acts taxed the colonists. Although the Stamp Act was repealed, Britain continued to anger many colonists by passing new acts such as the Townshend Acts. Colonial protests of these acts included boycotts of British goods, demonstrations, violent protest, and petitions to the King and Parliament. The colonists communicated through Committees of Correspondence and Circular Letters. Some colonists remained loyal to the king. They did not protest British actions. In an attempt to show its authority over the colonies Britain sent more soldiers to the colonies.

Lesson Abstract:
In this lesson, students continue to examine the growing tension between the colonies and Britain by exploring the Stamp Act Congress and the Townshend Acts. Students analyze primary sources as well as trade data as they explore various forms of colonial protest and the political ideas behind the protests. In addition, students complete a jigsaw small group activity based on the Declaration of Rights and Grievances.

Content Expectations
5 – U3.1.1:
Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy.

5 – U3.1.2:
Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.

5 – U3.1.3:
Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on
representative government).

5 – U3.1.6:

Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

Common Core State Standards
5 -RI.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5 – RI.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

5 – SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

Key Concepts
authority / power
cause and effect
liberty
patriot/loyalist
representative government
taxation

Instructional Resources
Equipment/Manipulative
Chart paper
Overhead projector or document camera/projector

Student Resource


Teacher Resource

Colonial Government and the Crown. Eagleton Institute of Politics. Rutgers, the
Lesson Sequence

Begin by asking students to do a quick write in their journal to answer the following question: “What were some of the ways colonists protested the Stamp Act?” Give students time to write and then time to share their ideas with a partner.

Have a few students share their journal ideas with the large group. Note that possible answers include the following:

- Resolutions condemning the Stamp Act were passed by colonial legislatures such as the House of Burgesses.
- There were peaceful protests.
- There were violent protests such as throwing rocks through the windows of British officials.
- The Sons of Liberty groups were formed and they led some of the protests.
- Stamped paper was burned.

Using Word Card #16, review the term ‘import’ and then give each student a copy of the “Analyzing Data” worksheet located in the Supplemental Materials (Unit 5, Lesson 4). Have students complete the worksheet. Note that a completed sheet showing possible answers has also been included in the Supplemental Materials (Unit 5, Lesson 4). Discuss the data with the class. Guide students to the idea that the data shows a decrease in colonial imports from Britain. Ask students why they think this was true. Using Word Card #17, guide students to the idea that, as a protest against the Stamp Act and other actions by Britain, some colonists boycotted British goods. Explain to students that a boycott is when people refuse to have dealings with another person or company in order to show their disapproval.

Explain that in order to promote protests such as the boycott of British goods, some colonial leaders such as James Otis, Benjamin Franklin, and Samuel Adams felt the legislatures in different colonies needed to communicate better with each other. Using Word Card #18, explain that Committees of Correspondence were created among the different colonial legislatures to foster communication between the colonies. Share the following information.
regarding the Committees of Correspondence:
Boston had created a temporary Committee of Correspondence in 1764 to protest the Currency Act.
In 1765 in response to the Stamp Act, both New York and Massachusetts set up a Committee.
The New York Committee called for a meeting of representatives from all the colonies to discuss resistance to the Stamp Act.
As a result of this request, leaders from nine colonies met in New York City in October of 1765. This meeting became known as the Stamp Act Congress.

Explain that leaders at the Stamp Act Congress were concerned not only with the taxes connected with the Stamp Act, but also with the continued use of Writs of Assistance and trials in special courts without juries. Explain to students that Writs of Assistance gave legal permission for officials to search for smuggled materials within people’s homes. The Congress ended up issuing a “Declaration of Rights and Grievances”, written mainly by John Dickinson of Pennsylvania. Use Word Card #19 to explain the term ‘grievances.’

Place students in groups of five and give each student a copy of “Declaration of Rights and Grievances”, located in the Supplemental Materials (Unit 5, Lesson 4). Assign one of the five-numbered sections of the Declaration to each group. Explain that group members should work together to “translate” or figure out the meaning of their assigned section of the Declaration. Note that a chart showing possible answers has also been included.

When groups have finished, re-arrange students into five new groups consisting of one member from each of the numbered groups in Step 6. Have each student in the group explain the section of the Declaration their group worked on in Step 6. (Jigsaw strategy).

Lead a discussion with the entire class regarding the Declaration. Draw special attention to the political ideas included in it such as:
- Representative government
- Consent of the governed (Use Word Card #20)
- No taxation without representation
- The right to petition (Use Word Card #21)

Explain that following the Stamp Act Congress, Parliament met to discuss the issue of colonial protest. Using Word Card #22, explain that Benjamin Franklin appeared in front of Parliament and urged Parliament to repeal the Stamp Act. He warned of a possible revolution in the colonies if the Stamp Act was enforced. Explain that some people in Britain also encouraged Parliament to repeal the Act. Ask students who they think these people might have been. Discuss student responses and guide students to the idea that it was British merchants who urged the repeal because the boycott of British
goods had begun to affect their businesses.

Divide students into groups of three and give each group a copy of “Primary Source” sheet and “Primary Source Analysis” sheet, located in the Supplemental Materials (Unit 5, Lesson 4). Explain that students should analyze the primary source and then complete the analysis sheet in their small group. Remind students that in colonial times an “s” looked like an “f” when it was printed. Note that a sheet showing possible answers has also been included in the Supplemental Materials (Unit 5, Lesson 4) as well as a “Transcription” of the primary source, which you may wish to use.

Give students time to work with the primary source. Then, have small groups share their responses to the questions on the analysis sheet. Most students will probably guess that the primary source is a newspaper. Technically, it is a pamphlet - a common way news was reported in colonial times. Explain that this is another example of the way colonists communicated. Use the following questions to further discuss the primary source:

- How long did it take for the news of the repeal to get from London to Boston?
- How long did it take for the news to get from Boston to New Haven?
- What problems may have resulted in colonial times from the slow speed at which news often traveled?
- How does the pamphlet say people reacted to the news of the repeal?
- Why do you think the king and Parliament repealed the Stamp Act?

Explain that, on the very same day Parliament repealed the Stamp Act, it also passed the Declaratory Act. Display “The Declaratory Act”, located in the Supplemental Materials (Unit 5, Lesson 4), and discuss the meaning of the Act with the class. Make sure to highlight phrases such as “full power and authority” and discuss them. Guide students to the idea that this act stated that Parliament could make laws for the colonies “in all cases.” Explain that colonial leaders were celebrating the repeal of the Stamp Act and not a lot of attention was given to the Declaratory Act at that time. This would change soon.

Display “Analyzing Data Graph #2”, located in the Supplemental Materials (Unit 5, Lesson 4), and ask students to draw a conclusion from the graph. Discuss student responses and guide them to the idea that after the repeal of the Stamp Act most colonists stopped their boycott of British goods and the number of imports began to rise again.

Display the term “Townshend Acts” on the board. Have students locate information about these Acts in their textbook. If you are using the textbook listed in the Student Resource section, information can be located on page 137. Ask students to read the information and summarize it briefly in their social studies journal. Then, discuss these Acts using the textbook information as well as the following:
The first of these acts suspended New York’s assembly for refusing to comply with the Quartering Act. The assembly was to remain suspended until people agreed to provide housing for British troops in New York. The Acts also placed a tax on imports such as paper, tea, glass, lead, and paint. Parliament hoped that the money raised by the taxes would pay the salaries of British governors and other British officials in the colonies. The acts continued to allow for writs of assistance to be used in searching for smuggled goods.

Using the handout from Lesson 2, “Events Leading to the American Revolution, Sheet #2”, guide students in adding the Townshend Acts to their chart.

Ask students to predict how colonists reacted to these new laws. Discuss student ideas and guide students to the idea that reactions included many of the same type of protests that followed the enactment of the Stamp Act. Explain that a boycott of British goods began again. People found substitutes for tea such as sassafras. They used homemade paper and left their houses unpainted. This is a good time to explain that not all colonists favored boycotts and protests. Many were very loyal to the king and felt the king and Parliament had full authority over the colonies. Using Word Cards #23 and #24, explain the difference between “loyalists” and “patriots”. Discuss how loyalists and colonists would have differed in their views on events explored thus far in the unit. For instance, how would the loyalists have felt about the passage of the Sugar Act, Quartering Act or the Stamp Act? How might that differ from how patriots felt about these events?

Using Word Card #25, explain that in February of 1768, in response to the Townshend Acts, Samuel Adams and James Otis of the Massachusetts legislature drafted a “Circular Letter.” Explain that this term was given to correspondence meant to circulate between the colonies. Ask students to predict what might have been included in this letter. Then, display the “Massachusetts Circular Letter of 1768”, located in the Supplemental Materials (Unit 5, Lesson 4). Use a highlighter to guide students in interpreting this primary source. Then, share the following information regarding it:

The Massachusetts Circular letter opposed taxation without representation and called for colonists to unite in their actions. It was sent to assemblies throughout the colonies. Many colonial assemblies then issued similar statements. In response to the Massachusetts letter, the British governor of Massachusetts dissolved the colony’s legislature.

Ask students how state legislatures might communicate with one another today. Discuss student responses. Possible answers include by email, phone, Internet, fax, etc. Discuss how these methods compare and contrast...
with Circular Letters and Committees of Correspondence. Make sure to emphasize that communication through letters and committees helped to unify the colonies.

Explain that the Virginia House of Burgesses responded to the Massachusetts Circular Letter with resolutions of its own against the Townshend Acts. Share the following regarding this event:

When the governor of Virginia learned of the resolutions, he dissolved the House of Burgesses.
The burgesses, however, moved the meeting to a tavern in Williamsburg. They signed a pledge of action that was drafted by George Mason and George Washington and supported by another colonial leader, Thomas Jefferson.

Have students add Thomas Jefferson to the “People Chart” they began in Lesson 1 and explain that this colonial leader will become increasingly important in subsequent lessons.

Explain that faced with the threat of a boycott, Britain repealed most of the Townshend Acts except the Tea Tax in 1770. Many colonial leaders were still angry, however. In Jefferson’s words “Parliament still claimed the right to bind us by their laws in all cases whatsoever.” Other issues included the dissolving of colonial legislatures, British troops being sent to Boston, etc. Discuss how different colonial leaders viewed the Townshend Acts in terms of power and authority. Explain that following the repeal of the Townshend Acts; Britain decided to send more soldiers to the colonies in order to show its authority. Share the following information regarding this issue:

By 1770, there were more than 9000 British soldiers in the colonies. Colonists had names for the soldiers that included “lobsterbacks” and “redcoats.” Soldiers sometimes responded to the name-calling by destroying colonial property. As a result, tensions began to rise. Fights between colonists and soldiers began to break out especially in Boston.

Ask students to predict what might happen next in Boston by writing a short entry in their social studies journal. Explain that they will be able to test their predictions in the next lesson.

Note that you may wish to integrate another piece of literature into the unit at this time. A good choice would be Why Don’t You Get a Horse, Sam Adams? by Jean Fritz. This entertaining book is filled with good historical information.

**Assessment**

An assessment has been included in the Supplemental Materials (Unit 5, Lesson 4), in which students identify actions and reactions from the lesson. Examples of correct answers can be found on the lesson graphic organizer. As an additional assessment students could be asked to write a “Circular Letter” describing colonial grievances.
Big Ideas Card

<table>
<thead>
<tr>
<th>Big Ideas of Lesson 4, Unit 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>- As a way to raise money, the British Parliament passed the Sugar Act and Stamp Act. These acts taxed the colonists.</td>
</tr>
<tr>
<td>- Although the Stamp Act was repealed, Britain continued to anger many colonists by passing new acts such as the Townshend Acts.</td>
</tr>
<tr>
<td>- Colonial protests of these acts included boycotts of British goods, demonstrations, violent protest, and petitions to the King and Parliament.</td>
</tr>
<tr>
<td>- The colonists communicated through Committees of Correspondence and Circular Letters.</td>
</tr>
<tr>
<td>- Some colonists remained loyal to the king. They did not protest British actions.</td>
</tr>
<tr>
<td>- In an attempt to show its authority over the colonies Britain sent more soldiers to the colonies.</td>
</tr>
</tbody>
</table>
Word Cards

Word Cards from previous lessons needed for this lesson:

- Authority – Word Card #6 from Lesson 2
- Writs of Assistance - Word Card #9 from Lesson 3
- Quarter – Word Card #12 from Lesson 3
- Sons of Liberty – World Card #15 from Lesson 3

<table>
<thead>
<tr>
<th>16</th>
<th>import</th>
</tr>
</thead>
<tbody>
<tr>
<td>A good that a country or region buys from another country or region</td>
<td></td>
</tr>
<tr>
<td>Example: The colonies imported many goods from Britain.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17</th>
<th>boycott</th>
</tr>
</thead>
<tbody>
<tr>
<td>When people refuse to have dealings or trade with another person or company in order to show disapproval</td>
<td></td>
</tr>
<tr>
<td>Example: To protest the Stamp Act, some colonists boycotted British goods.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>18</th>
<th>Committees of Correspondence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups that formed in order to communicate between the colonies.</td>
<td></td>
</tr>
<tr>
<td>Example: Committees of Correspondence helped colonial legislatures communicate with each other.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>19</th>
<th>grievances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complaints</td>
<td></td>
</tr>
<tr>
<td>Example: The colonists had many grievances against Britain including Britain’s taxing of the colonists.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Government by Consent</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------</td>
</tr>
<tr>
<td>20</td>
<td>People have to agree to be governed</td>
</tr>
<tr>
<td></td>
<td><em>Example:</em> Britain did not have the consent of the governed when it taxed the colonists.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Repeal</th>
<th></th>
<th>Loyalists</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>To take back a law or act</td>
<td>23</td>
<td>Colonists who remained loyal to the king</td>
</tr>
<tr>
<td></td>
<td><em>Example:</em> The British repealed the Stamp Act.</td>
<td></td>
<td><em>Example:</em> Loyalists felt the King and Parliament should have full authority over the colonies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Patriots</th>
<th></th>
<th>Circular Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Colonists who protested against the British</td>
<td>25</td>
<td>A letter that moved around from colony to colony</td>
</tr>
<tr>
<td></td>
<td><em>Example:</em> Patriots opposed British actions such as the Stamp Act and the Townshend Acts.</td>
<td></td>
<td><em>Example:</em> James Otis wrote a Circular Letter that began in Massachusetts and then went to other colonies.</td>
</tr>
</tbody>
</table>
Analyzing Data – Graph #1

Colonial Imports From Britain

<table>
<thead>
<tr>
<th>Year</th>
<th>Value in British Pounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1764</td>
<td>2,500,000.00</td>
</tr>
<tr>
<td>1765</td>
<td>2,000,000.00</td>
</tr>
<tr>
<td>1766</td>
<td>1,500,000.00</td>
</tr>
</tbody>
</table>

What is shown on this graph?

What conclusion can you draw from the data?

How might this graph be related to colonial protests against the Stamp Act?
Analyzing Data – Graph #1– Possible Answers

What is shown on this graph?

*This graph shows the value of imported goods from Britain into the colonies for the years 1764, 1765, and 1766.*

What conclusion can you draw from the data?

*There was a decrease in colonial imports from Britain between 1764 and 1766.*

How might this graph be related to colonial protests against British taxes?

*Colonist may have decided to buy fewer British goods as a protest against the Stamp Act and other actions by the British.*
### Declaration of Rights and Grievances

<table>
<thead>
<tr>
<th>GROUP 1</th>
<th>What does it mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td>That His Majesty's . . . subjects in these colonies, are entitled to all the inherent rights and liberties of his natural born subjects within the kingdom of Great-Britain.</td>
<td></td>
</tr>
</tbody>
</table>

| GROUP 2 | |
|---------| |
| That it is . . . essential to the freedom of a people, and the . . . right of Englishmen, that no taxes be imposed on them, but with their own consent, given personally, or by their representatives. | |

| GROUP 3 | |
|---------| |
| That the only representatives of the people of these colonies are persons chosen therein by themselves, and that no taxes ever have been, or can be constitutionally imposed on them, but by their respective legislatures. | |

| GROUP 4 | |
|---------| |
| That the restrictions imposed by several late Acts of Parliament, on the trade of these colonies, will render them unable to purchase the manufactures of Great Britain. | |

| GROUP 5 | |
|---------| |
| That it is the right of the British subjects in these colonies, to petition the King, Or either House of Parliament. | |
## Declaration of Rights and Grievances – Sample Answers

<table>
<thead>
<tr>
<th>GROUP 1</th>
<th>What does it mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td>That His Majesty’s . . . subjects in these colonies, are entitled to all the inherent rights and liberties of his natural born subjects within the kingdom of Great-Britain.</td>
<td>The colonists were entitled to the same rights and freedoms as British people have in Britain.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP 2</th>
<th>What does it mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td>That it is . . . essential to the freedom of a people, and the . . . right of Englishmen, that no taxes be imposed on them, but with their own consent, given personally, or by their representatives.</td>
<td>That it was the right of British citizens to only be taxed by their own elected representatives. They had to give their consent, or agree, to be taxed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP 3</th>
<th>What does it mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td>That the only representatives of the people of these colonies, are persons chosen therein by themselves, and that no taxes ever have been, or can be constitutionally imposed on them, but by their respective legislatures.</td>
<td>The only representatives of the colonists were those chosen to represent them in their colonial legislatures. Only the colonial legislatures could tax them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP 4</th>
<th>What does it mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td>That the restrictions imposed by several late Acts of Parliament, on the trade of these colonies, will render them unable to purchase the manufactures of Great Britain.</td>
<td>The Stamp Act would result in colonists being unable to buy British goods.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP 5</th>
<th>What does it mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td>That it is the right of the British subjects in these colonies, to petition the King, Or either House of Parliament.</td>
<td>The colonists as British subjects had the right to petition, or complain to, the King or Parliament about their complaints.</td>
</tr>
</tbody>
</table>
Primary Source

Glorious News:

Constitutional LIBERTY Revives!

NEW-HAVEN, Monday-Morning, May 19, 1766.
Mr. Jonathan Loker brought the following most agreeable Intelligence from Boston.

BOSTON, Friday 14 o’Clock, 16th May, 1766.
THIS Instant arrived from the Brig Harrison, belonging to John Hancock, Capt. Shabab Coffin, in 8 Weeks and 2 Days from LONDON, with important News as follows.

From the London Gazette.

WEDNESDAY, March 18th, 1766.

THIS Day His Majesty came to the House of Commons, and to his royal edict there, His Majesty was pleased to give his Royal Assent to an ACT for REPEAL as ACC at the last session of Parliament, relating to the tax and excises of the said colonies and plantations, as the manner of determining and recovering the penalties and forfeitures therein contained. Acts to publish bills, and sevenpence private acts.

Yesterday there was a meeting of the principal Merchants concerned in the American trade, at the King’s Arms tavern in Cornhill, to consider of an Address to His Majesty on the beneficial repeal of the late Stamp-Act.

Yesterday morning about eleven o’clock a great number of North-American Merchants went in their coach from the King’s Arms tavern in Cornhill to the House of Commons, to pay their duty to his Majesty, and to express their satisfaction at his signing the bill for repealing the Stamp-Act, there were upwards of fifty coaches in the procession.

Last night the said gentlemen dispersed in various parts of the country, to make the news of repealing the Stamp-Act to be forwarded immediately to New-York.

Orders are given for several Merchants in the river to proceed to London immediately on their arrival from New-York, some of whom have been absent since the beginning of November last.

Yesterday morning a dispatch was received from New-York, that several Merchants were sent to New-York, and all the great manufacturing towns in England, with an account of the final decision of the British assembly relating to the Stamp-Act.

BOSTON

When the King went to the House of Commons to give the Royal Assent, there was such a vast concourse of People, bustling, clapping Hands, etc. that it was several Hours before His Majesty reached the House.

Immediately on His Majesty’s giving the Royal Assent to the repeal of the Stamp-Act, the Merchants to America, dispatched a Vessel which had been waiting, to put into the main Port on the Continent with the Account.

There were the greatest Rejoicings throughout the City of London, by all Parties of People, on the TOTAL Repeal of the Stamp-Act. The Ships in the River displayed all their Colours, Illuminations and Bonfires in many Parts. In short, the rejoicings were as great as ever was known in any Occasion.

It is said the Ads of Trade relating to America would be taken under Consideration, and all Restrictions removed.

The French to America are very powerful, and disposed to afford us the utmost of their Ability.

It is impossible to express the Joy the Town is now in, on receiving the above great, glorious and important News. The Bills is all the Churches were immediately set a Ringing, and we hear the Day for a general Rejoicing will be the beginning of next Week.


I received a letter from New London, to New-Haven, dated May 17, 1766.

"I have the honour of informing you that the Act for repealing the Stamp-Act, has been passed by the House of Commons, and is now in their hands."
Primary Source Analysis

What kind of a primary source is this?

How do you know?

What important event does it describe?

Directions: Write the meaning of each of the phrases on the chart in your own words.

<table>
<thead>
<tr>
<th>Glorious News</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Constitutional Liberty Revives</td>
<td></td>
</tr>
<tr>
<td>Most agreeable Intelligence from Boston</td>
<td></td>
</tr>
<tr>
<td>Mr. Lowder having rode very hard to bring the above Glorious Tidings, it is not doubted the Sons of Liberty will be generous in helping to defray his Expenses.</td>
<td></td>
</tr>
</tbody>
</table>
Transcription of Primary Source
(with original spellings)

Glorious News.

Constitutional LIBERTY Revives!

New-Haven, Monday-Morning, May 19, 1766

Mr. Jonathan Lowder brought the following most agreeable Intelligence from Boston.

BOSTON, Friday 11 o'Clock, 16th May, 1766.

THIS Instant arrived here the Brig Harrison, belonging to John Hancock, Esq; Captain Shaubael Coffin in 6 Weeks and 2 Days from LONDON, with important News as follows.

From the London Gazette.

Westminster, March 18th, 1766.

THIS day His Majesty came to the House of Peers, and being in his royal robes seated on the Throne with the usual solemnity, Sir Francis Molineaux, Gentleman Usher of the Black Rod, was sent with a Message from His Majesty to the House of Commons, commanding their attendance in the House of Peers. The Commons being come thither accordingly, His Majesty was pleased to give his Royal Assent to An ACT to REPEAL an Act made in the last Session of Parliament, intitled an Act for granting and applying certain Stamp-Duties and other Duties in the British Colonies and Plantations in America, towards further defraying the Expences of defending, protecting and securing the same, and for amending such parts of the several Acts of Parliament relating to the trade and revenues of the said Colonies and Plantations, as direct the Manner of determining and recovering the penalties and forfeitures therein mentioned.

Also ten publick bills, and seventeen private ones.

Yesterday there was a meeting of the principal Merchants concerned with the American trade, at the King's Arms tavern in Cornhill, to consider of an Address to his Majesty on the beneficial Repeal of the late Stamp-Act.

Yesterday morning about eleven o'clock a great number of North-American Merchants went in their coaches from the King's Arms tavern in Cornhill to the House of Peers, to pay their duty to his Majesty, and to express their satisfaction at his signing the Bill for Repealing the Stamp-Act, there were upwards of fifty coaches in the procession.
Last night the said gentlemen dispatched an express for Falmouth with fifteen copies of the act, for repealing the Stamp-Act to be forwarded immediately for New-York.

Orders are given for several Merchantmen in the river to proceed to sea immediately on their respective voyages to North-America, some of whom have been cleared since the first of November last.

Yesterday messengers were dispatched to Birmingham, Sheffild, Manchester, and all the great manufacturing towns in England, with an account of the final decision of an august assembly relating to the Stamp-Act.

[From] BOSTON.

When the King went to the House of Peers to give the Royal Assent, there was such a vast Concourse of People, huzzaing, clapping Hands, Etc. that it was several Hours before His Majesty reached the House.

Immediately on His Majesty's Signing the Royal Assent to the Repeal of the Stamp Act, the Merchants trading to America, dispatched a Vessel which had been waiting, to put into the first Port on the Continent with the Account.

There were the greatest Rejoicings possible in the City of London, by all Ranks of People, on the TOTAL Repeal of the Stamp Act. The Ships in the River displayed all their Colours, Illuminations and Bonfires in many Parts. In short, the Rejoicings were as great as evern was known on any Occasion.

It is said the Acts of Trade relating to America would be taken under Consideration, and all Grievances removed. The Friends of America are very powerful, and disposed to [assist] us to the utmost of their Ability.

It is impossible to express the Joy the Town is now in, on receiving the above great, glorious and important News. The Bells in al the Churches were immediately set a Ringing, and we hear the Day for a generaly Rejoicing will be the Beginning of next Week.
Primary Source Analysis – Answer Sheet

What kind of a primary source is this?

_Some type of newspaper article (Technically it’s a pamphlet but students are not likely to know this.)_

How do you know?

_It has a headline and a date. It is written like a newspaper article._

What important event does it describe?

_The Repeal of the Stamp Act which must mean it will not be a law anymore._

Directions: Write the meaning of each of the phrases on the chart in your own words.

<table>
<thead>
<tr>
<th>Glorious News</th>
<th>Good news</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constitutional Liberty Revives</td>
<td>Freedom lives again</td>
</tr>
<tr>
<td>Most agreeable Intelligence from Boston</td>
<td>Good news from Boston</td>
</tr>
<tr>
<td>Mr. Lowder having rode very hard to bring the above glorious tidings, it is not doubted the Sons of Liberty will be generous in helping to defray his Expenses.</td>
<td>Mr. Lowder brought the news and the trip cost him money. Hopefully, the Sons of Liberty will help to pay him back.</td>
</tr>
</tbody>
</table>
The Declaratory Act

An act for the better securing the dependency of his majesty's dominions in America upon the crown and parliament of Great Britain.

Whereas several of the houses of representatives in his Majesty's colonies and plantations in America, have of late against law, claimed to themselves, or to the general assemblies of the same, the sole and exclusive right of imposing duties and taxes upon his majesty's subjects in the said colonies and plantations… may it be declared That the said colonies and plantations in America have been, are, and of right ought to be, subordinate unto, and dependent upon the imperial crown and parliament of Great Britain and that the King's majesty with parliament assembled have, full power and authority to make laws and statutes of sufficient force and validity to bind the colonies and people of America, subjects of the crown of Great Britain, in all cases whatsoever.
Analyzing Data – Graph #2

Colonial Imports From Britain

Value in British Pounds

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1764</td>
<td>2,200,000.00</td>
</tr>
<tr>
<td>1765</td>
<td>1,700,000.00</td>
</tr>
<tr>
<td>1766</td>
<td>1,200,000.00</td>
</tr>
<tr>
<td>1767</td>
<td>1,200,000.00</td>
</tr>
</tbody>
</table>
Massachusetts Circular Letter of 1768

The House of Representatives of this province, have taken into their serious consideration, the great difficulties that must accrue to themselves and their constituents, by the operation of several acts of Parliament, imposing duties and taxes on the American colonies.

As it is a subject in which every colony is deeply interested, they have no reason to doubt but your House is deeply impressed with its importance, and that such constitutional measures will be come into, as are proper. It seems to be necessary, that all possible care should be taken, that the representatives of the several assemblies, upon so delicate a point, should harmonize with each other.

Assessment

Complete the graphic below by listing a British Action, Colonial Reaction to that action and finally, the British reaction to the Colonists.
Lesson 5: Things Heat Up in Boston

Big Ideas of the Lesson

Boston became a leading center of patriot protest. Because of this, Britain sent more soldiers to Boston. Conflicts increased between colonists and British soldiers. This led to the Boston Massacre in 1770. Viewpoints of this event differed between the British and the patriots. Britain passed a Tea Act in 1773. The Boston Tea Party occurred as a protest of this act. Britain passed the Intolerable Acts to punish Boston for the Tea Party.

Lesson Abstract:
In this lesson, students explore events such as the Boston Massacre and the Boston Tea Party, which led the colonies and Britain to ultimate armed conflict. They explore conflicting points of view regarding both events using several primary sources. Finally, they analyze causes and effects of the Intolerable Acts as they continue their exploration of power and authority.

Content Expectations
5 – U3.1.1:
Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy.

5 – U3.1.2:
Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.

5 – U3.1.3:
Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).

5 – U3.1.6:
Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson,

**Common Core State Standards**

5 – RL.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

5 – RL.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**Key Concepts**

authority / power  
cause and effect  
conflict  
liberty  
limited government  
representative government  
trade policies

**Instructional Resources**

**Equipment/Manipulative**

Chart paper  
Overhead projector or document camera/projector

**Student Resource**


**Teacher Resource**


Lesson Sequence

Begin this lesson by reviewing the events students have summarized so far on their “Events Leading to the American Revolution” charts they began in Lesson 2. As an alternative, cut out several copies of the “Event” and “What happened?” sections from the charts and give the squares to groups of three or four students each. Instruct students to organize the cards based on what they have learned so far. Then have the groups share how they organized the cards with the entire class. End with a brief discussion of the Townshend Acts and colonial reactions to these laws. Remind students that Britain sent more troops to the colonies after the repeal of these acts. Ask students to engage in a quick write of what they think will happen next. Have them turn and talk with a partner. Ask the class, “How many think that tensions between the colonists and British will continue to rise?”

Display “Primary Source #1 and #2, located in the Supplemental Materials (Unit 5, Lesson 5). Ask students if these images look familiar. Then, remind students that they analyzed these images in Lesson 1 of Unit 2. Hand back the “Analyzing a Source” charts you collected in Step 8 of that lesson. Ask students to re-think what they thought about these images based on the new knowledge have gathered since Unit 2. Ask students what questions the illustrations might raise for them. Write students’ questions on the board. Guide students to think of how the pictures tell a story. Discuss whether the two illustrations reflect the same or different perspectives.

Explain that the engraving depicted an incident that happened on March 5, 1770, which became known in the colonies as the Boston Massacre. Share the following information regarding the incident:

On that night, a large crowd had gathered near several British soldiers. Some colonists had clubs. Some colonists began to throw rocks and snowballs at the British soldiers. Reinforcements were sent in under Captain Thomas Preston. As the crowd moved forward, a soldier fired his weapon in the confusion. Other soldiers fired and in the end four colonists were killed and one died later. Crispus Attucks, a black sailor who was active in the Sons of Liberty, was one of those who died in the attack.

Distribute sticky notes to students. Have students read their textbook account of the Boston Massacre to add to their knowledge of the event. If you are using the textbook listed in the Student Resource Section, the information can be located on pages 138-139. Instruct students to write down three facts.
about the Boston Massacre on the sticky notes as they read.

Explain that accounts of the event differed based on peoples’ perspectives. Place students in small groups and give each group copies of “The British Point of View,” “The American Point of View,” and the “Comparison Chart,” located in the Supplemental Materials (Unit 5, Lesson 5). Tell groups to read the two points of view and describe ways they differed on the chart.

Give groups time to work and then have them share their charts with the whole class. Discuss important points where the accounts differed as well as the use of emotional words. Note that if time is short, as an alternative, just give students the completed “Comparison Chart located in the Supplemental Materials (Unit 5, Lesson 5) and have them use the information on it to compare the two viewpoints.

Using Primary Source #1, ask students whether this engraving is showing the American point of view or the British point of view. Prompt students to support their conclusions with evidence from the engraving. Discuss student responses and push students to think deeply by asking them, “How do you know?” Guide them to the idea that the engraving was clearly showing the American point of view. Explain that it was done by Paul Revere, a patriot leader, and was created to gather sympathy for the patriot viewpoint. Have students add Paul Revere to the “People Chart” they began in Lesson 1 of this unit. Explain that this colonial leader will become increasingly important in subsequent lessons.

Guide students in comparing and contrasting Primary Sources #1 and #2 (which depicts the British point of view of the Boston Massacre.)

Using Word Card #26, discuss the meaning of the term ‘massacre.’ Then, display the following question: “Was this event a massacre? Why or why not?” Have students answer the question in their journal.

Using “Events Leading to the American Revolution, Teacher Reference Sheet #2”, from Lesson 2, guide students in adding the Boston Massacre to their charts.

Explain that Captain Preston and several of his soldiers were arrested and put on trial for murder. They were defended by John Adams, a colonial leader and patriot who was the cousin of Samuel Adams. John Adams was an outspoken critic of British actions in the colonies. He had protested the Stamp Act and had written several articles denouncing British actions. Ask students the following question: Why would a patriot leader like John Adams defend Captain Preston and his men? Discuss student responses. Guide students to the idea and John Adams believed everyone deserved a fair trial. Share the following information regarding the trial and then have students add
John Adams understood that taking the unpopular case would subject him to criticism. He knew it might also hurt his legal practice or even risk the safety of himself and his family. But he believed deeply that every person deserved a defense, and he took on the case without hesitation.

The trial resulted in an acquittal of Captain Preston and most of his soldiers. Two soldiers were found guilty of manslaughter, a lesser crime.

Near the end of his life John Adams called his defense of British soldiers in 1770 "one of the most gallant, generous, manly, and disinterested actions of my whole life, and one of the best pieces of service I ever rendered my country."

Review the term “Committees of Correspondence”, which was introduced in Lesson 4. Remind students that these were committees’ set up to share information between colonial towns and colonial legislatures. Share the following information regarding the growth of these committees. In 1770, Samuel Adams and Joseph Warren began a Committee of Correspondence in Massachusetts to draft a statement of rights and grievances. The immediate problem addressed by the committee was the British decision to pay the salaries of the royal governor and judges from customs taxes. This would mean they were no longer dependent on the colonial legislatures for their incomes.

This committee communicated with other towns and eventually other colonies. Soon most of the colonies had established permanent Committees of Correspondence. These became a very important part of the Independence movement and were a major factor in the unifying of the colonies.

Using the Teacher Reference Sheet #2 “Events Leading to the American Revolution”, from Lesson 2 guide students in adding the Committees of Correspondence to their charts.

Display the poem “Revolutionary Tea”, located in the Supplemental Materials (Unit 5, Lesson 5). Read the poem out loud to students. Then, have the class read it as a choral reading. Discuss the meaning of the poem using the following questions:

Who is the old lady?
Who is the daughter?
What does the phrase “the old lady’s pockets were full of gold” mean?
What did the old lady expect her daughter to do?
What is the real meaning of the poem?
Who do you think wrote the poem?

Explain that the poem refers to the tea tax that Parliament kept in effect after repealing the Townshend Acts. Explain that in May of 1773, Parliament added a new dimension to this tax by passing the Tea Act. This act maintained the tea tax but also gave one company, the East India Company, a monopoly on tea sales in the colonies. Share the following information...
about this act and then have students add it to their “Events Leading to the American Revolution” charts.

Parliament tried to give a monopoly on tea to the East India Company, which was Britain’s chief tea producer.

A monopoly is complete control of a product or service. (Word Card #27)

This meant the East India Company was able to sell tea for much cheaper than colonial merchants, many of whom sold smuggled tea.

Colonial merchants could no longer make money in the tea trade.

Many colonists decided to boycott tea.

There were also attempts to keep the tea from shops. For example, in Pennsylvania colonists did not allow ships carrying British tea to enter their ports.

Write the phrase “Boston Tea Party” on an overhead or board. Ask students how many of them have heard the phrase before. Then, have students describe what they think the term means in their social studies journals.

Display “The Boston Tea Party” illustration, located in the Supplemental Materials (Unit 5, Lesson 5) or have students view an illustration of the event from their textbooks. Ask students what they think this painting shows.

Discuss student responses and then share the following information about this event:

Boston had become a major center of colonial protest. Therefore, many people there were anxious to protest the Tea Act.

On the evening of December 16, 1773, thousands of Bostonians and farmers from around the city packed a meetinghouse to hear Samuel Adams denounce the Tea Act.

Later that night, the Sons of Liberty carried out a protest against the act. Members of the group, disguised as Mohawk Native Americans boarded three ships, opened over 300 tea chests and dumped the tea into the harbor.

As a way of integrating literature into this lesson, consider using the book Colonial Voices: Here Them Speak listed in the Teacher Resources at this point of the lesson. This book provides a set of free-verse vignettes describing the work and political viewpoints of several different people in Boston at the time of the Boston Tea Party. It provides not only an excellent way to review characteristics of colonial life but also to compare various viewpoints among patriots, loyalists and neutral colonists. To get the most out of the book copy the various vignettes and hand them out to individual students the day before you want to use them in class. Have these students practice their vignettes at home and then share them with the class the next day.

Explain that people in Britain called the Boston Tea Party an act of vandalism. Even some colonial leaders were upset by the action. Benjamin Franklin supposedly said the tea needed to be paid for and even offered to pay for it himself. Other colonial leaders, however, applauded the actions of the Sons of Liberty. Discuss these differing viewpoints using the following questions:
Do you think it was an act of vandalism? Why or why not?
Was it a violent protest? Why or why not?
Do you think it was an effective method of protest? Why or why not?
Is it ever okay to break a law to make a point?
Can you think of any other time in the past where someone has broken a law to make a point? Were they successful? Why or why not?
What do you think will happen next?

Have students take out their social studies journals and write two sentences. One describing the Boston Tea Party from the British point of view and one describing the Boston Tea Party from the Sons of Liberty point of view. Give students time to write and then have them share with a partner. Then, have students add the Boston Tea Party to their “Events Leading to the American Revolution” chart.

Explain that Britain reacted to the Boston Tea Party by passing a new set of acts to punish Boston. These were called the “Coercive Acts” in Britain and the “Intolerable Acts” in the colonies. Ask students why they think the different names were used. Have students read the section about the Intolerable Acts in their textbook. If you are using the textbook listed in the Student Resource Section, the information can be located on page 141. Add this additional information about the Acts as needed:
The Boston Port Bill passed in March of 1774. It closed the Port of Boston until the colonists paid for the tea they destroyed.
To enforce the law, Parliament ordered the British navy to blockade Boston Harbor. Warships were used to prevent other ships from entering or leaving. The Massachusetts Government Act stopped the Massachusetts legislature from making laws and banned town meetings that were not authorized by the royal governor. A new Quartering Act ordered that colonists in Boston had to quarter British soldiers.

Lead a discussion about these acts using the following questions:
How do you think these acts affected Boston?
Do you think these were a fair consequence for the Boston Tea Party? Why or why not?
Since these acts mainly punished Boston, do you think colonists in other places were angry about these new laws? Why or why not?

Explain that many colonists were quick to come to the defense of Boston. They protested the Intolerable Acts and sent supplies to Boston. The British had hoped to isolate Boston by these laws, but they had the effect of uniting the colonies.

Display “The Edenton Tea Party”, located in the Supplemental Materials (Unit 5, Lesson 5). Remind students that when historians encounter a primary
source such as this, they ask themselves several questions. Ask students what questions they think historians would ask. Guide students to recognize that historians would want to know who wrote it, when they wrote it, why they wrote it, and who the author intended to read it. Read the primary source out loud with students, guiding them in understanding difficult terms. Ask students what they think this primary source is. Discuss student responses and explain that this is a section of a petition and pledge signed in Edenton, North Carolina by a group of about fifty women in 1774. Share the following information regarding this event.

Women pledged to stop drinking tea and buying British clothes. The women’s action was considered a political first. Before the 1770's, women did not sign petitions. In Edenton, these politically aware women protested publicly. This was one of the first political activities in this country staged by women.

Ask students to predict what they think will happen next in their social studies journals.

Assessment
An assessment has been included in the Supplemental Materials (Unit 5, Lesson 5) in which students complete five constructed response items. Note that a sheet showing sample answers has also been included in the Supplemental Materials (Unit 5, Lesson 5).
Britain sends more soldiers to the Colonies especially to the city of Boston.

Conflicts increase between colonists and British soldiers in Boston.

The Boston Massacre occurs in 1773.

Many colonists are very angry about the Boston Massacre.

Anger increases as the British pass the Tea Act of 1773.

The Boston Tea Party occurs in December of 1773.

Britain passes the Intolerable Acts in 1774 to punish Boston for the Tea Party.
### Big Ideas Card

#### Big Ideas of Lesson 5, Unit 5

- Boston became a leading center of patriot protest. Because of this, Britain sent more soldiers to Boston.

- Conflicts increased between colonists and British soldiers.

- This led to the Boston Massacre in 1770. Viewpoints of this event differed between the British and the patriots.

- Britain passed a Tea Act in 1773. The Boston Tea Party occurred as a protest of this act.

- Britain passed the Intolerable Acts to punish Boston for the Tea Party.
## Word Cards

**Word Cards from previous lessons needed for this lesson:**

- Authority – Word Card #6 from Lesson 2
- Writs of Assistance - Word Card #9 from Lesson 3
- Quarter – Word Card #12 from Lesson 3
- Sons of Liberty – Word Card #15 from Lesson 3
- Boycott – Word Card #17 from Lesson 4
- Committees of Correspondence – Word Card #18 from Lesson 4
- Loyalists – Word Card #23 from Lesson 4
- Patriots – Word Card #24 from Lesson 4

<table>
<thead>
<tr>
<th>26</th>
<th>massacre</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>the killing of a large number of people who are usually helpless</td>
</tr>
</tbody>
</table>

**Example:** The “Boston Massacre” occurred in 1770.

<table>
<thead>
<tr>
<th>27</th>
<th>monopoly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>complete control of a product or service</td>
</tr>
</tbody>
</table>

**Example:** The Tea Act gave one British company a monopoly on the sale of tea.

(SS050505)
Primary Source #1


Primary Source #2

The British point of view:

*Excerpt from the report of Captain Thomas Preston:*

...In my way there I saw the people in great commotion, and heard them use the most cruel and horrid threats against the troops. In a few minutes after I reached the guard, about 100 people passed it and went towards the custom house where the king's money is lodged. They immediately surrounded the sentry posted there, and with clubs and other weapons threatened to execute their vengeance on him. I was soon informed by a townsman their intention was to carry off the soldier from his post and probably murder him... I immediately sent a noncommissioned officer and 12 men to protect both the sentry and the king's money, and very soon followed myself to prevent, if possible, all disorder, fearing lest the officer and soldiers, by the insults and provocations of the rioters, should be thrown off their guard and commit some rash act. They soon rushed through the people, and by charging their bayonets in half-circles, kept them at a little distance... The mob still increased and were more outrageous, striking their clubs or bludgeons one against another, and calling out, come on you rascals… you lobster scoundrels, fire if you dare…and much more such language was used. At this time I was between the soldiers and the mob, parleying with, and endeavouring all in my power to persuade them to retire peaceably, but to no purpose. They advanced to the points of the bayonets, struck some of them and even the muzzles of the pieces, and seemed to be endeavouring to close with the soldiers. On which some well behaved persons asked me if the guns were charged. I replied yes. They then asked me 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, and must fall a sacrifice if they fired ...

...While I was thus speaking, one of the soldiers having received a severe blow with a stick, stepped a little on one side and instantly fired, on which turning to and asking him 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 by a great number of heavy clubs and snowballs being thrown at them, by which all our lives were in imminent danger, some persons at the same time from behind calling out, why don't you fire. Instantly three or four of the soldiers fired, one after another, and directly after three more in the same confusion and hurry. The mob then ran away, except three unhappy men who instantly expired, in which number was Mr. Gray at whose rope-walk the prior quarrels took place; one more is since dead, three others are dangerously, and four slightly wounded. The whole of this melancholy affair was transacted in almost 20 minutes. 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; that my words were, don't fire, stop your firing. In short, it was scarcely possible for the soldiers to know who said fire, or don't fire, or stop your firing.
The American Point of View:

From an anonymous source:

THE HORRID MASSACRE IN BOSTON, PERPETRATED IN THE EVENING OF THE FIFTH DAY OF MARCH, 1770, BY SOLDIERS OF THE TWENTY-NINTH REGIMENT WHICH WITH THE FOURTEENTH REGIMENT WERE THEN QUARTERED THERE; WITH SOME OBSERVATIONS ON THE STATE OF THINGS PRIOR TO THAT CATASTROPHE

...Whether the boys mistook the sentry for one of the said party (a group of unruly soldiers who had been about the area earlier), and thence took occasion to differ with him, or whether he first affronted them, which is affirmed in several depositions,—however that may be, there was much foul language between them, and some of them, in consequence of his pushing at them with his bayonet, threw snowballs at him, which occasioned him to knock hastily at the door of the Custom House. From hence two persons thereupon proceeded immediately to the main-guard, which was posted opposite to the State House, at a small distance, near the head of the said street. The officer on guard was Capt. Preston, who with seven or eight soldiers, with firearms and charged bayonets, issued from the guardhouse, and in great haste posted himself and his soldiers in front of the Custom House, near the corner aforesaid. In passing to this station the soldiers pushed several persons with their bayonets, driving through the people in so rough a manner that it appeared they intended to create a disturbance. This occasioned some snowballs to be thrown at them which seems to have been the only provocation that was given. Mr. Knox (between whom and Capt. Preston there was some conversation on the spot) declares, that while he was talking with Capt. Preston, the soldiers of his detachment had attacked the people with their bayonets and that there was not the least provocation given to Capt. Preston of his party; the backs of the people being toward them when the people were attacked. He also declares, that Capt. Preston seemed to be in great haste and much agitated, and that, according to his opinion, there were not then present in King street above seventy or eighty persons at the extent. The said party (British soldiers) was formed into a half circle; and within a short time after they had been posted at the Custom House, began to fire upon the people. Captain Preston is said to have ordered them to fire, and to have repeated that order. One gun was fired first; then others in succession and with deliberation, till ten or a dozen guns were fired; or till that number of discharges were made from the guns that were fired. By which means eleven persons were killed and wounded, as above represented.

# Comparison Chart

<table>
<thead>
<tr>
<th>British Viewpoint</th>
<th>American Viewpoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many Americans were there?</td>
<td></td>
</tr>
<tr>
<td>Words used to describe the Americans</td>
<td></td>
</tr>
<tr>
<td>Words used to describe the soldiers</td>
<td></td>
</tr>
<tr>
<td>What were the Americans carrying?</td>
<td></td>
</tr>
<tr>
<td>What did the Americans do?</td>
<td></td>
</tr>
<tr>
<td>What did the soldiers do?</td>
<td></td>
</tr>
<tr>
<td>How did the firing start?</td>
<td></td>
</tr>
<tr>
<td>Who told the soldiers to fire?</td>
<td></td>
</tr>
<tr>
<td>How many were killed?</td>
<td></td>
</tr>
<tr>
<td>What was the event called?</td>
<td></td>
</tr>
<tr>
<td>What is another difference you notice?</td>
<td></td>
</tr>
</tbody>
</table>
### COMPARISON CHART – SAMPLE ANSWERS

<table>
<thead>
<tr>
<th>Question</th>
<th>British Viewpoint</th>
<th>American Viewpoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many Americans were there?</td>
<td><em>about 100</em></td>
<td><em>70 to 80</em></td>
</tr>
<tr>
<td>Words used to describe the Americans</td>
<td><em>rioters, mob, outrageous,</em></td>
<td><em>the people, boys,</em></td>
</tr>
<tr>
<td>Words used to describe the soldiers</td>
<td><em>soldiers, the men</em></td>
<td><em>unruly, armed with guns and bayonets</em></td>
</tr>
<tr>
<td>What were the Americans carrying?</td>
<td><em>Snowballs</em></td>
<td><em>clubs and other weapons</em></td>
</tr>
<tr>
<td>What did the Americans do?</td>
<td><em>surrounded the soldiers with clubs, threatened them</em></td>
<td><em>threw snowballs</em></td>
</tr>
<tr>
<td>What did the soldiers do?</td>
<td><em>defended themselves and kept the mob at a distance</em></td>
<td><em>pushed people with their bayonets, pushed them in a rough manner</em></td>
</tr>
<tr>
<td>How did the firing start?</td>
<td><em>soldier received a severe blow with a stick, stepped to one side and fired</em></td>
<td><em>within a short time after they were posted they began to fire upon the people – only provocation was the throwing of snowballs</em></td>
</tr>
<tr>
<td>Who told the soldiers to fire?</td>
<td><em>it was hard to tell – some of the mob had been calling our “fire”, “fire”</em></td>
<td><em>Captain Preston</em></td>
</tr>
<tr>
<td>How many were killed?</td>
<td><em>3 killed, one more later, 3 seriously wounded and 4 slightly wounded</em></td>
<td><em>11 killed and wounded</em></td>
</tr>
<tr>
<td>What was the event called?</td>
<td><em>a melancholy affair</em></td>
<td><em>a horrid massacre</em></td>
</tr>
<tr>
<td>What is another difference you notice?</td>
<td><em>Answers will vary.</em></td>
<td><em>Answers will vary.</em></td>
</tr>
</tbody>
</table>
Revolutionary Tea

There was an old lady lived over the sea
And she was an island queen.
Her daughter lived off in a new country
With an ocean of water between
The old lady’s pockets were full of gold
But never contented was she,
So she called on her daughter to pay her a tax
Of three pence a pound on her tea,
Of three pence a pound on her tea.

The Boston Tea Party

Source: *The Boston Tea Party*. Library of Congress, Rare Book and Special Collections Division, Washington, D.C.
The Intolerable Acts

- The Boston Port Bill passed in March of 1774. It closed the Port of Boston until the colonists paid for the tea they destroyed.

- To enforce the law, Parliament ordered the British navy to blockade Boston Harbor. Warships were used to prevent other ships from entering or leaving.

- The Massachusetts Government Act stopped the Massachusetts legislature from making laws and banned town meetings that were not authorized by the royal governor.

- A new Quartering Act ordered that colonists in Boston had to quarter British soldiers.
The Edenton Tea Party
Oct. 25, 1774

“The Provincial Deputies of North Carolina, having resolved not to drink any more tea, nor wear any more British cloth, many ladies of this province have determined to give memorable proof of their patriotism, and have accordingly entered into the following honourable and spirited association. I send it to you to shew your fair countrywomen, how zealously and faithfully, American ladies follow the laudable example of their husbands, and what opposition your matchless Ministers may expect to receive from a people thus firmly united against them.”

“We cannot be indifferent on any occasion that appears nearly to affect the peace and happiness of our country, and . . . it is a duty which we owe, not only to our near and dear connections, . . . but to ourselves. . . .”
Assessment

What are two things the British used their power to do under the Intolerable Acts?

1. ________________________________________________________________
   ________________________________________________________________

2. ________________________________________________________________
   ________________________________________________________________

Do you think the British thought they had the authority to do this? Explain your answer.

Do you think colonial leaders like Samuel Adams thought the British government had the authority to do this? Explain your answer.

Do you think the British had the authority to do this? Explain your answer.

People like Samuel Adams and Joseph Warren wanted to limit the power of the British government. Why do you think they wanted to do this?
Assessment – Sample Answers

What are two things the British used their power to do under the Intolerable Acts?

1. **closed the Port of Boston**

2. **stopped town meetings**

Do you think the British thought they had the authority to do this? Explain your answer.

*The British thought they had the authority because they believed the colonies were there to benefit Britain. When the people in Boston destroyed British property, Parliament believed it had the authority to punish Boston.*

Do you think colonial leaders like Samuel Adams thought the British government had the authority to do this? Explain your answer.

*People like Samuel Adams thought the British government did not have the authority to stop town meetings because colonists had the right to self-government through a legislature just like citizens in Britain. They did not have the authority to close a colonial port either. They used power without authority.*

Do you think they had the authority to do this? Explain your answer.

*Answers will vary.*

People like Samuel Adams and Joseph Warren wanted to limit the power of the British government. Why do you think they wanted to do this?

*By closing the port of Boston and banning town meetings, people like Samuel Adams felt the British had overstepped their authority. They felt there had to be a limit on British authority in order to protect the rights and liberties of colonists.*
Lesson 6: Closer to War

Big Ideas of the Lesson

As a reaction to the Intolerable Acts, the representatives from the colonies met together in 1774. This was important because it helped unify the colonies. They wrote a Declaration of Rights at this meeting and planned a boycott of British goods. In Massachusetts, militia members stored arms and ammunition at the town of Concord. A British general ordered his troops to go after these supplies. British troops were also sent to arrest Samuel Adams and John Hancock who were hiding in the town of Lexington. These events led to the Battles of Lexington and Concord, which became the first battles of the American Revolution.

Lesson Abstract:
In this lesson, students explore the First Continental Congress and the issues of colonial unity, independence, and political action. After they examine the actions and ideas of colonial leaders involved in the First Continental Congress, students engage in a simulation of the Congress. They are introduced to civic ideas and text from the era through “The Declaration of Resolves of the First Continental Congress” and Patrick Henry’s speech in the House of Burgesses on March 23, 1775, as they explore the events leading up to the battles of Lexington and Concord. Students read a picture book about the battles of Lexington and Concord and use maps to enhance their spatial awareness of the events. Throughout the lesson, students continue to gather chronological information for the timelines they will construct later in the unit.

Content Expectations
5 – U3.1.1: Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy.

5 – U3.1.4: Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).

5 – U3.1.6: Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

Common Core State Standards
5 – SL.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Key Concepts
cause and effect
conflict
liberty
self-government

Instructional Resources
Equipment/Manipulative
Chart paper
Overhead projector or document camera/projector

Student Resource


Teacher Resource


Lesson Sequence

Begin this lesson by reviewing the events students have summarized so far on their “Events Leading to the American Revolution” charts they began in Lesson 2. End with a brief discussion of the Intolerable Acts. Remind students that although the Intolerable Acts targeted the colonists of Massachusetts, and Boston in particular, people in all the colonies were angry and quick to come to the defense of Boston. Ask students to think of ways the colonists may have protested these acts based on what they have learned about previous colonial reactions to British laws and actions. Possible answers include:

- A boycott of British goods
- Demonstrations
- A Petition to the King and/or Parliament
- Destruction of British property similar to the Boston Tea Party, or
- Circular letters sent between the colonists listing ideas of what to do.

Write the following phrase on the board: “First Continental Congress.” Explain that this phrase describes one of the most important colonial reactions to the Intolerable Acts. Have students turn and talk with a partner about what they think the term means. Discuss student responses and guide students to the idea that this was a meeting of colonial leaders. Display the illustration of the First Continental Congress and the illustration of the theme of the Congress located on page four of the Supplemental Materials (Unit 5, Lesson 6). Ask students where they have encountered the phrase “Join or Die” before. Discuss student responses and remind them that Benjamin Franklin coined the phrase “Join or Die” just after the Albany Congress and the failed attempt at unifying the colonies. Ask students the following question: “What does the use of this phrase as the theme of the First Continental Congress tell you?” Discuss student responses and guide students to the idea that Congress leaders hoped this meeting would be an important step in further unifying the colonies.

Give each student a copy of the “Notes about the First Continental Congress” chart located in the Supplemental Materials (Unit 5, Lesson 6). Tell students to read about the First Continental Congress in their textbook and take notes as they read on the chart. Note that if you are using the textbook listed in the Student Resource section, students will be reading page 141. As an alternative, have students access or provide students with a copy of the following web page: HYPERLINK "http://www.usfca.edu/fac_staff/conwell/revolution/congress.htm" http://www.usfca.edu/fac_staff/conwell/revolution/congress.htm. Note that a chart showing possible answers has also been included in the Supplemental Materials (Unit 5, Lesson 6). Provide students with time to read and take notes on their charts or assign as a homework assignment.
Display the additional information about “The First Continental Congress”, located in the Supplemental Materials (Unit 5, Lesson 6). As you go over the information, highlight the main idea of each of the bulleted sections. Then, engage students in a whole class discussion about the First Continental Congress using information students’ collected in Step 3 as well as this additional information. Have students add additional information to their notes charts based on the class discussion. Guide students in adding the First Continental Congress to the “Events Leading to the American Revolution” chart they have been working on since Lesson 2 of this unit.

Place students in groups of three and give each group a copy of the “Declaration of Resolves of the First Continental Congress”, located in the Supplemental Materials (Unit 5, Lesson 6). Explain that group members should work together to translate or figure out the meaning of some of the sections of the Declaration. Note that a chart showing possible answers has also been included. When groups have finished, lead a discussion regarding the Declaration. Draw special attention to the political ideas included in it which include:

- Life, liberty, and property as important rights,
- Consent of the governed (taxation, quartering of troops),
- Representative government,
- No taxation without representation,
- The right to assembly and petition the government about complaints. (Word Card #28)

Explain that as a writing/speaking project, students need to prepare a short statement to give at a simulation of the First Continental Congress. Share the following criteria for the project:
- The statement needs to be at least three sentences long.
- The statement needs to mention at least one grievance of the colonists such as the Intolerable Acts.
- The statement needs to reference at least one political idea such as representative government.
- The statement needs to be rehearsed and then presented in front of the class.

Give each student a copy of the “Writing Plan”, located in the Supplemental Materials (Unit 5, Lesson 6). Explain that students should use this sheet to draft their statement. Give students time to write and practice their statements. Then, convene a simulated First Continental Congress and have each student stand and give their statement. Discuss similarities and differences among the statements.

Ask students the following question: “What effect did the colonists hope the boycott planned at the First Continental Congress would have on the king and Parliament?” Discuss student responses and guide them to the idea that
colonial leaders hoped the boycott would have the same effect if had had after the Stamp Act and Townshend Acts. In other words, the Intolerable Acts would be repealed. Explain that this was not the case. Parliament stood firm and even increased restrictions on trade and sent more troops to the colonies.

Display the “Patrick Henry Speech” located in the Supplemental Materials (Unit 5, Lesson 6), and explain that Patrick Henry delivered this speech in the House of Burgesses on March 23, 1775. Read the speech out loud to students. Then, using a highlighter mark important words and phrases in the speech as you re-read it to the class. As an alternative, go to HYPERLINK "http://www.history.org/Almanack/people/bios/biohen.cfm#speech" http://www.history.org/Almanack/people/bios/biohen.cfm#speech and click on the link, “Listen to the speech.” Ask students to describe two important ideas contained in the speech in their social studies journal. Give students time to write and then have them share their ideas with a partner. Guide students in understanding that Patrick Henry, and other patriot leaders such as Samuel Adams, felt war with Britain was inevitable at this point.

Ask students if they think war could have been avoided at this point. Discuss their ideas. Then, share the following information:

In Massachusetts, colonists had responded to the Intolerable Acts by organizing special militia units (Word Card #29) called the “Minutemen.” (Word Card #30) These were special members of the militia that were supposed to be “ready in a minute” to defend Massachusetts. British General Gage learned that these Massachusetts militiamen were storing arms and ammunition in Concord about 20 miles northwest of Boston. He also learned that Sam Adams and John Hancock, two strong patriot leaders, were in Lexington. General Gage ordered his troops to destroy the supplies and arrest Adams and Hancock.

Have students add John Hancock to the “People Chart” they began in Lesson 1 and explain that this colonial leader will become increasingly important in subsequent lessons. Students should also add more information about previously listed colonial leaders such as Patrick Henry, Samuel Adams, etc. on the “People Chart.”

Read students the picture book, Let It Begin Here! Lexington and Concord: First Battles of the American Revolution by Dennis Brindell Fradin an informative description of the opening shots of the American Revolution with great illustrations. As you read the book, use the “Map of the Boston Area” and “Map Key”, located in the Supplemental Materials (Unit 5, Lesson 6), to point out locations described in the book.

Have students read their textbook account of the Battles of Lexington and
Concord to add to their knowledge of the events. Using Teacher Reference Sheet #3, “Events Leading to the American Revolution”, located in the Supplemental Materials (Unit 5, Lesson 6), guide students in adding information on the Battles of Lexington and Concord to their chart. This will complete the three pages of events they began in Lesson 2.

Ask students to predict what they think will happen next in their social studies journals. (Optional Step: Re-watch the video “Colonists Protest British Polices” from Lesson 3, optional step 9 found at HYPERLINK "http://www.history.com/videos/colonists-protest-british-policies#colonists-protest-british-policies". Ask students to summarize information/events they think are missing from the video in explaining the events leading to the American Revolution.)

Assessment
As an assessment, have students complete the “Road to the Revolution Web”, located in the Supplemental Materials (Unit 5, Lesson 6). You may wish to allow students to use their notes. You may wish to have students re-create the web on 12" X 18" drawing paper in order to give them more room for writing. Note sample answers have been included for use in evaluating student answers.
The Intolerable Acts were passed.

The meeting was called the First Continental Congress.

Representatives from the Colonies met to protest the Intolerable Acts.

A Declaration of Rights was written.

Plans for a boycott were made.

A Continental Association was formed.

The first battles of the American Revolution took place.
**Big Ideas Card**

<table>
<thead>
<tr>
<th>Big Ideas of Lesson 6, Unit 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a reaction to the Intolerable Acts, the representatives from the Colonies met together in 1774. This was important because it helped unify the colonies.</td>
</tr>
<tr>
<td>They wrote a Declaration of Rights at this meeting and planned a boycott of British goods.</td>
</tr>
<tr>
<td>In Massachusetts, militia members stored arms and ammunition at the town of Concord. A British general ordered his troops to go after these supplies.</td>
</tr>
<tr>
<td>British troops were also sent to arrest Samuel Adams and John Hancock who were hiding in the town of Lexington.</td>
</tr>
<tr>
<td>These events led to the Battles of Lexington and Concord, which became the first battles of the American Revolution.</td>
</tr>
</tbody>
</table>
Word Cards

Word Cards from previous lessons needed for this lesson:

- Independence – Word Card #7 from Lesson 2
- Representative Government – Word Card #11 from Lesson 3
- Liberty – Word Card #13 from Lesson 3
- Boycott – Word Card #17 from Lesson 4
- Grievances – Word Card #19 from Lesson 4
- Government by Consent – Word Card #20 From Lesson 4
- Right to Petition – Word Card #21 from Lesson 4
- Patriots – Word Card #24 from Lesson 4

28 freedom of assembly
the right to meet with others

*Example*: She exercised freedom of assembly when she held a meeting in her home to discuss problems with the new mayor.

29 militia
units of soldiers that began in towns and villages

*Example*: Members of the militia were often farmers who came together to train and practice.

30 Minutemen
special members of the militia who were supposed to be ready in a minute to fight

*Example*: Minutemen in Massachusetts had stored weapons in Concord.
The Theme of the First Continental Congress
# The First Continental Congress

<table>
<thead>
<tr>
<th>When did it meet?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Where did it meet?</td>
<td></td>
</tr>
<tr>
<td>What was its purpose?</td>
<td></td>
</tr>
<tr>
<td>Who was involved?</td>
<td></td>
</tr>
<tr>
<td>What was accomplished?</td>
<td></td>
</tr>
</tbody>
</table>
The First Continental Congress – Possible Answers

<table>
<thead>
<tr>
<th>When did it meet?</th>
<th>September of 1774</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where did it meet?</td>
<td>Carpenters’ Hall in Philadelphia</td>
</tr>
<tr>
<td>What was its purpose?</td>
<td>To discuss ways to respond to the growing British threat especially the Intolerable Acts</td>
</tr>
<tr>
<td></td>
<td>To speak with a unified voice</td>
</tr>
<tr>
<td>Who was involved?</td>
<td>56 Delegates that represented every colony except Georgia</td>
</tr>
<tr>
<td></td>
<td>Leaders such as Samuel Adams, Patrick Henry, and George Washington</td>
</tr>
<tr>
<td>What was accomplished?</td>
<td>Creation of a statement of rights in the form of a petition</td>
</tr>
<tr>
<td></td>
<td>Delegates agreed to a boycott trade with Britain</td>
</tr>
<tr>
<td></td>
<td>The creation of the “Continental Association” to enforce the boycott</td>
</tr>
<tr>
<td></td>
<td>Delegates discussed the need to train militia</td>
</tr>
</tbody>
</table>
Information on the First Continental Congress

- Delegates to the Congress included colonial leaders such as Samuel Adams, John Adams, Patrick Henry, and George Washington.

- Many different viewpoints were represented at the Congress. Some people wanted to break away completely from Britain, while others wanted to find a way to get along.

- One of the decisions made at the Congress was to endorse the “Suffolk Resolves.” These were resolutions written by Joseph Warren and passed in Massachusetts. They declared the Intolerable Acts illegal and called for a boycott of British goods and trade. Paul Revere carried these historic documents to Philadelphia from Boston.

- The Congress also passed a petition called the “Declaration and Resolves of the First Continental Congress.”
  - This described the rights of the colonists and their grievances with Britain.
  - In this document the Congress stated that Parliament had the power to regulate colonial trade, but not the power to tax the colonies arbitrarily and without the colonists having representatives in Parliament.

- One of the most important actions of the Congress was the formation of a “Continental Association” which was in charge of enforcing the boycott. Following the meeting of the Congress, this Association assumed the leadership of the colonies.

- The delegates as a whole were not ready to call for independence, but were determined to uphold their rights.

- The Congress agreed to meet again on May 10th, 1775 if the King and Parliament failed to respond to their petition.
**DECLARATION OF RESOLVES OF THE FIRST CONTINENTAL CONGRESS**

That the [people] of the English colonies in North-America, by the laws of nature, the principles of the English constitution, and the several charters or compacts, have the following RIGHTS:

<table>
<thead>
<tr>
<th>Resolution</th>
<th>What does it mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resolved</strong>, That they are entitled to life, liberty and property: and they have never [given up] . . . a right to dispose of either without their consent.</td>
<td></td>
</tr>
<tr>
<td><strong>Resolved</strong>, That the foundation of English liberty, and of all free government, is a right in the people to participate in their legislative council: and as the English colonists are not represented, and from their local and other circumstances, cannot properly be represented in the British parliament, they are entitled to a free and exclusive power of legislation in their several provincial legislatures, where their right of representation can alone be preserved, in all cases of taxation and internal polity. . . .</td>
<td></td>
</tr>
<tr>
<td><strong>Resolved</strong>, That they have a right peaceably to assemble, consider of their grievances, and petition the king; and that all prosecutions, prohibitory proclamations, and commitments for the same, are illegal.</td>
<td></td>
</tr>
<tr>
<td><strong>Resolved</strong>, That the keeping a standing army in these colonies, in times of peace, without the consent of the legislature of that colony, in which such army is kept, is against law.</td>
<td></td>
</tr>
</tbody>
</table>
**DECLARATION OF RESOLVES OF THE FIRST CONTINENTAL CONGRESS**

That the [people] of the English colonies in North-America, by the laws of nature, the principles of the English constitution, and the several charters or compacts, have the following RIGHTS:

<table>
<thead>
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<th>Resolution</th>
<th>What does it mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resolved</strong>, That they are entitled to life, liberty and property: and they have never [given up] ... a right to dispose of either without their consent.</td>
<td>The colonists have natural rights that include life, freedom, and property.</td>
</tr>
<tr>
<td><strong>Resolved</strong>, That the foundation of English liberty, and of all free government, is a right in the people to participate in their legislative council: and as the English colonists are not represented, and from their local and other circumstances, cannot properly be represented in the British parliament, they are entitled to a free and exclusive power of legislation in their several provincial legislatures, where their right of representation can alone be preserved, in all cases of taxation and internal polity....</td>
<td>The foundation of freedom and free government is the right to representative government. Since the colonists are not represented in Parliament, the power of legislation in all matters of government and taxation belong to the colonial legislatures.</td>
</tr>
<tr>
<td><strong>Resolved</strong>, That they have a right peaceably to assemble, consider of their grievances, and petition the king; and that all prosecutions, prohibitory proclamations, and commitments for the same, are illegal.</td>
<td>The colonists have a right to meet together, talk about their grievances and petition their king. Any laws or arrests that violate those rights are illegal.</td>
</tr>
<tr>
<td><strong>Resolved</strong>, That the keeping a standing army in these colonies, in times of peace, without the consent of the legislature of that colony, in which such army is kept, is against law.</td>
<td>It is against the law for Britain to keep an army in any colony in times of peace without the approval of the legislature of that colony.</td>
</tr>
</tbody>
</table>
Writing Plan for First Continental Congress Simulation

Your Task: Pretend you are a representative at the First Continental Congress. Write a short three-sentence statement describing your feelings and ideas.

First Sentence: Describe how you feel about Parliament and the King:

_______________________________________________________
_______________________________________________________
_______________________________________________________

Second Sentence: Describe a grievance, or complaint, you have:

_______________________________________________________
_______________________________________________________
_______________________________________________________

Third Sentence: Support your other two sentences with a core democratic value or political idea:

_______________________________________________________
_______________________________________________________
_______________________________________________________
Patrick Henry Speech

They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? …Sir, we are not weak if we make a proper use of those means which the God of nature hath placed in our power. The millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force, which our enemy can send against us. …The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable and let it come! I repeat it, sir, let it come.

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

Map of the Boston Area
Map Key

1. Old North Church, Boston - The church sexton hung a signal, two lanterns, in the steeple on the night of April 18, 1775. The lanterns alerted Paul Revere and others that the British planned to leave Boston the next day by boat across the Charles River.

2. Boston Neck, Boston - In 1775, Boston was almost an island. Only a thin strip of land -- Boston Neck -- connected it to the mainland. William Dawes had cultivated friends among the British soldiers guarding it, and was able to slip through the gate on the night of April 18 and head west.

3. Lechmere Point, Cambridge - This was the landing-place for British soldiers on their way from Boston to Concord in the early hours of April 19, 1775.

4. Lexington Green, Lexington - By 5 a.m. on April 19, 1775, British troops had reached Lexington. Facing them down on the town green were Captain John Parker and 77 other minutemen. A shot was fired (who fired it remains a mystery), leading to a brief military skirmish. Eight Americans were killed and ten wounded in the first direct conflict of the American Revolution.

5. North Bridge, Concord - By 9 a.m. on the morning of April 19, 1775, British soldiers and American minutemen were clashing in Concord. Three British soldiers were killed, and nine others were wounded. On the American side, two dead and four wounded.

6. Menotomy - The bloodiest spot of the day was at Menotomy, present-day Arlington, as the British retreated to Boston. Additional British soldiers and minutemen arrived to fight as the day went on.

Source: [http://www.pbs.org/wgbh/amex/patriotsday/maps/index.html#info1](http://www.pbs.org/wgbh/amex/patriotsday/maps/index.html#info1)
Assessment Web

Political Ideas

Colonial Leaders

The Road to the Revolution

Major Events

Methods of Protest
Assessment Web – Sample Answers

The Road to the Revolution

Political Ideas
- Self-governance
- Representative Government

Colonial Leaders
- John Adams
- Benjamin Franklin
- Samuel Adams
- Patrick Henry

Major Events
- Stamp Act
- Boston Tea Party
- Intolerable Acts
- Minuteman Congress

Methods of Protest
- Petitions
- Demonstrations
- Committees of Correspondence

Trial by jury
Government by Consent
Life, Liberty, Property

Boycott
Lesson 7: People and Perspectives

Big Ideas of the Lesson

In response to the Intolerable Acts, representatives from the colonies met together in 1774. This was important because it helped unify the colonies.
Colonial leaders such as George Washington, Benjamin Franklin, and Samuel Adams made important contributions to the struggle for Independence.
Women like Phillis Wheatley, Mercy Otis Warren, and Abigail Adams also made important contributions.
Many of these people showed civic virtue, which means they put the common good above their personal interests.
Not all colonists, however, believed the colonies should be independent. These people were called Loyalists because they stayed loyal to the King.

Lesson Abstract:
In this lesson, students explore the important role of people in the pre-Revolution time period. They begin by learning about three important women: Phillis Wheatley, Abigail Adams, and Mercy Otis Warren. Next, they research one of the people listed on the “People Charts” they have been creating throughout the unit. Finally, they explore the issue of loyalists versus patriots through a picture book and a primary source.

Content Expectations
5 – U3.1.1: Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy.

5 – U3.1.6: Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

Common Core State Standards
5 – RL.2.: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
5 – RI.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

5 – RF.3: Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

5 – RF.4: Read with sufficient accuracy and fluency to support comprehension:
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Key Concepts**
- patriot/loyalist
- perspective

**Instructional Resources**

**Equipment/Manipulative**
- Construction or butcher paper
- Markers or crayons
- Overhead projector or document camera/projector
- Tissue box

**Student Resource**


Lesson Sequence

Remind students that history is made up of people, events, and ideas. Explain that this lesson will emphasize people. Then, review the “People Charts” students have been collecting data on since Lesson 1.

Ask students how they might categorize all the people on the chart. Discuss student responses and guide students to the idea that all of people were white males. Ask students why they think this was true. Possible answers include that the roles of men and women were quite different in colonial times, women were not encouraged to be politically active, and women were not allowed to vote or be elected to office.

Explain that despite limits placed on them, women did play an important role in the movement toward independence. Review the “Edenton Tea Party” which was described in Lesson 5. Note that this was a good example of political action on the part of women.

Place students in pairs and give each pair a copy of “Primary Source #1”, located in the Supplemental Materials (Unit 5, Lesson 7). Tell students to analyze the primary source by completing the chart below it. Give students time to work and then lead a discussion about the primary source by having students share the ideas on their charts. Note sample answers have also been included in the Supplemental Materials (Unit 5, Lesson 7). During your discussion, be sure to point out to the class where you found the information on the primary source. Remind students that historians act like detectives, looking for clues. Supplement your discussion with the following information: The primary source is a section of a book of poems written by an enslaved African, Phillis Wheatley. It was published in 1773, in London, and was sold in England and the colonies.

Give each student a copy of the “Phillis Wheatley” informational article, located in the Supplemental Materials (Unit 5, Lesson 7). Display a copy for
the class to see. Model a Think-Aloud strategy for the class using the first paragraph. In a Think-Aloud strategy, the reader reads the text out loud to a partner and make visible their thinking as they are reading. Predicting, asking questions, and connecting the information to other knowledge are all ways in which the reader can make his/her thinking visible to their partner. Using the first paragraph from the reading, the teacher may add in the italicized text below as he/she reads:

Phillis Wheatley was born in 1753 in West Africa. That was over two hundred years ago. What do I know about the mid-1750s? That was when there were colonies in America. We just studied it. What else do I know about that time period? (add information as appropriate). She was born in “West Africa.” I wonder what that has to do with the American Revolution? I remember we learned about the meeting of three worlds earlier this year. I wonder if this is going to be an example of that? West Africa is far away from the colonies. When she was seven years old, she was kidnapped and taken by slave ship to Boston, Massachusetts. That must have been awful. I wonder if any of her family members were kidnapped. I would have been terrified to be pulled from my home and forced on a ship that would travel miles away. A man named John Wheatley who wanted her as a servant for his wife, Susannah, purchased her. I hope Mr. Wheatley was nice. He wanted her as a servant – I think that might be another way to say slave. I wonder what chores his wife had that she wanted or needed help.

Have students read the remainder of the article with a partner using a Think Aloud strategy. Instruct students to take turns, each reading and thinking through a paragraph. While students engage in the think aloud, move around the room to monitor students understanding and how they are making sense of the text.

Once students have completed the think aloud, pose the following questions to students class:
In what ways was Phillis Wheatley’s story similar to others during this the time period?
In what ways was Phillis Wheatley’s story different than most enslaved Africans?

Have students add Phillis Wheatley to the “People Charts” they have been creating throughout this unit.

Display the “Quotations of Abigail Adams”, located in the Supplemental Materials (Unit 5, Lesson 7). Explain that these are the words of another
important woman from the colonial time period. Ask students to look at the
text and identify any words they do not know. For example, the word
“iniquitous” will be unfamiliar to students. Highlight this word and guide
students in using context clues to figure out its meaning. Ask students,
“Based on what Abigail is saying in the sentence, does it seem that the word
‘iniquitous’ is a positive/good thing or a negative/bad thing?” Guide students
to see that it is a negative word (an adjective) to describe the “scheme.” A
synonym for the word iniquitous is evil. Reread the sentence with students,
discussing what Abigail Adams is saying. Continue discussing the meaning of
the quotes with students, dissecting any unfamiliar words and discussing
Abigail’s concerns.

Have students rewrite the meaning of each quote in their own words, and
have a few students share their rewrites with the class. Guide the class
discussion so that students see that Abigail Adams was opposed to slavery
and her feelings are reflected in the first quotation. She found it unfair that
people in the colonies were fighting for freedom from the British, yet denying
freedom to enslaved Africans. The second quote refers to the idea that she
felt freer writing than she did speaking. Ask students why this would be so.
Have they ever put something in writing that they were afraid to say out loud?
Why? Do you think Abigail had the same thoughts? Explain to the class that
both quotes come from letters Abigail Adams wrote to her husband, John. T
he first was written in 1774 and the second in 1775.

Display the informational text on “Abigail Adams”, located in the Supplemental
Materials (Unit 5, Lesson 7), or give each student a copy of the text. Review
the information with the class and have students add Abigail Adams to their
“People Charts”. Note that the publisher, Teacher Created Materials, which is
listed in the Student Resource section, has a kit of primary sources that
includes short books on both Abigail Adams and Phillis Wheatley. You may
wish to share these with students.

Write the name “Mercy Otis Warren” on the board. Explain that she was
another significant woman of the colonial period. Share the following
information about her and then have students add her to their “People
Charts.”
Mercy Otis Warren was born in 1728. Her brother was James Otis, a famous
colonial leader. She was cousin and friend to Abigail Adams.
She married James Warren, a colonial leader and patriot, in 1754. They had five
sons.
She became a Patriot writer and wrote plays, poems, and other writings that
supported independence.
One of most famous plays was a satire in which the colonial governor was the
main villain.
Hundreds of her letters to people including Benjamin Franklin, Thomas Jefferson,
Abigail Adams, and her husband John have been published. They provide
historians with details about the early history of our country. One of her most famous achievements was the writing of a three-volume set on the American Revolution.

Have students work in groups of three or four to compare and contrast the three women studied so far in this lesson by describing similarities and differences using a t-chart on chart paper. Have the groups share their charts or do a “stroll” around the class to see what the other groups identified as similarities and differences. Possible answers include:
Mercy Otis Warren and Abigail Adams were both famous for their letters. They were also both married to colonial leaders.
Phillis Wheatley had been enslaved so her life was quite different than the other two.
All three women had strong political views.

Explain that students will now have an opportunity to choose one of the people on their “People Charts” and find out more about them. Give each student a copy of the “Research Chart”, located in the Supplemental Materials (Unit 5, Lesson 7). Review the sections of the chart with the class. Explain that students should first use their own textbook to look up information about the person. Discuss how they might use their textbook to find information about a person. Guide students to the book index or special sections of their book (people glossary) that would contain the desired information. Be explicit with how an index works – it identifies pages in the text on which the topic may be found. Demonstrate how to use the index for students and how to find the appropriate pages of the textbook to look for information. Next, they could explore library books, classroom books, etc. Note that several student-friendly websites with useful information have also been included in the Student Resource section for this lesson.

Give students time to research their person. Then, place students in groups of four and have them share what they have learned about the people they researched. Encourage groups to compare and contrast the individuals. As an alternative, consider having students share what they have learned about their person using one of the following methods:
Have students ‘become the person’ and give a short presentation about their life. Have students create a mobile, a poster, or a PowerPoint, or other technology based (animoto, iMovie, etc.) presentation describing the person. Have students write a short biography of the person they researched. Have students use a tissue box to make a person cube, which contains different information on each side of the cube.

Explain that there is one final issue relating to people that needs to be explored in this lesson. Display “Primary Source #2”, located in the Supplemental Materials (Unit 5, Lesson 7). Analyze the artifact with the entire class, having students point to evidence on the primary source and explaining
what they may be able to conclude from such evidence. Also encourage them to think of questions that this primary source may raise for them. Note that the primary source is a broadside, or one-page paper, asking people not to buy any goods from William Jackson because he was a loyalist. Review the term “loyalist” with students.

Share the following information about loyalists with students:
Loyalists were colonists who remained loyal to the king. From the American perspective they were traitors. From the British perspective, they were heroes who stood by the king and Britain while the American rebels were the traitors.
In 1775 about 1/3 of the colonists were Loyalists, 1/3 Patriots, and 1/3 neutral. Loyalist views were strongest in the southern colonies of Georgia and the Carolinas and in the middle colonies of New York and Pennsylvania. Some were merchants who feared the conflict would destroy their businesses, others were new immigrants from Britain, and still others had a variety of reasons for remaining loyal to the king and Parliament.
One famous loyalist was William Franklin, who had been a New Jersey governor and was the son of Benjamin Franklin. His strong Loyalist views caused many problems between him and his father. This is a good example of how families were often split apart over their different perspectives.

To further explore the loyalist issue, read students Katie’s Trunk by Ann Turner. This book, which is based on a true incident, describes how patriot soldiers searched the home of a loyalist family.

Assessment
The primary source analysis charts, research charts, and people research project may be used as assessments of student learning. Informal assessment can be based on both small group and large group discussion.
Big Ideas Card

### Big Ideas of Lesson 7, Unit 5

- In response to the Intolerable Acts, representatives from the colonies met together in 1774. This was important because it helped unify the colonies.

- Colonial leaders such as George Washington, Benjamin Franklin, and Samuel Adams made important contributions to the struggle for Independence.

- Women like Phillis Wheatley, Mercy Otis Warren, and Abigail Adams also made important contributions.

- Many of these people showed civic virtue, which means they put the common good above their personal interests.

- Not all colonists, however, believed the colonies should be independent. These people were called Loyalists because they stayed loyal to the King.
Word Cards

Word Cards from previous lessons needed for this lesson:

- Independence – Word Card #7 from Lesson 2
- Loyalists – Word Card #23 from Lesson 4
- Patriots – Word Card #24 from Lesson 4
## Primary Source #1

Source: [http://www.pbs.org/wgbh/aia/part2/2h7b.html](http://www.pbs.org/wgbh/aia/part2/2h7b.html)

<table>
<thead>
<tr>
<th><strong>What?</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Who?</strong></th>
<th></th>
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<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>When?</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Primary Source #1 – Sample Answers

Source: <http://www.pbs.org/wgbh/aia/part2/2h7b.html>

<table>
<thead>
<tr>
<th>What?</th>
<th>This is a section of a book of poems that was published in London and sold in Boston. It was written by a servant, maybe an enslaved African.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
<td>It was written by Phillis Wheatley who was owned, or worked for, John Wheatley.</td>
</tr>
<tr>
<td>When?</td>
<td>1773</td>
</tr>
</tbody>
</table>
Phillis Wheatley

Phillis Wheatley was born in 1753 in West Africa. When she was seven years old she was kidnapped and taken by slave ship to Boston, Massachusetts. A man named John Wheatley who wanted her as a servant for his wife, Susannah, purchased her.

The family became fond of Phillis and they quickly noticed how intelligent she was. She was taught to read and was encouraged to study many things including Greek and Latin literature.

She became interested in writing and published her first poem in 1767, when she was only fourteen. Six years later, she published a book of poems called *Poems on Various Subjects*. Since no publisher in the colonies was willing to publish a book written by an enslaved African, the Wheatley family arranged for the book to be published in Britain. It became popular in England and in the colonies.

The book included poems about life and events in Boston. One poem was about Crispus Attucks, the former enslaved African, who was killed in the Boston Massacre. Another described the British troops that had been sent to Boston. In other poems she wrote of her hope for the end of slavery.

The Wheatley family freed Phillis in 1773. She continued to live with them for a while to take care of Susannah Wheatley who had become ill.

In 1778, she married John Peters, a free black living in Boston. They had three children all of whom died young. She herself died in 1784, at the age of thirty-one. She had been working on a second book, but died before she could find a publisher. The manuscript for that book was never found.
Quotations of Abigail Adams

“It always appeared a most iniquitous scheme to me to fight ourselves for what we are daily robbing and plundering from those who have as good a right to freedom as we have.”

“My pen is always freer than my tongue. I have wrote many things to you that I suppose I never could have talked.”
Abigail Adams

- Abigail Adams was born in 1744 in Massachusetts. She lacked formal education since in those times that was just for boys. However, her father urged her to read and had a large library of books for her to choose from.

- She was never a published author, but many of her letters to her husband and her many friends survive to this day. They describe thoughts, attitudes, and lifestyles common during the period. They are valuable primary sources.

- Her letters reflect her concern about the social and political issues of her day and serve as an eyewitness account of the times just before and during the Revolution.

- She argued for women having more rights and against slavery.

- Her husband, the colonial leader John Adams, became the second president of the U.S. and her son, John Quincy Adams was the fifth president.

- As a colonial leader, her husband was often gone. He served as a delegate to the First Continental Congress and many other meetings. While he was gone she ran the household and family farm, engaged in business, and took care of the family.

- She was considered a strong patriot.
# Research Chart

<table>
<thead>
<tr>
<th>Name</th>
</tr>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Early life</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Contributions to the Colonies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Political ideas Important to him/her</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other interesting information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Primary Source #2

WILLIAM JACKSON,
an IMPORER; at the 
BRAZEN HEAD,
North Side of the TOWN-HOUSE,
and Opposite the Town-Pump, in 
Corn-hill, BOSTON.

It is desired that the Sons and 
DAUGHTERS of LIBERTY, 
would not buy any one thing of 
him, for in so doing they will bring 
Disgrace upon themselves, and their 
Prosperity, for ever and ever, AMEN.

Source: Library of Congress
Lesson Abstract:
In this culminating lesson, students summarize what they have learned in the unit by creating a timeline of significant events leading to the American Revolution. They begin by examining timelines in a textbook. Next, they sort and sequence event cards as they explore cause and effect relationships. As a project, they create a timeline by choosing from one of several different formats. Finally, they identify the six events they feel were most significant in leading to the Revolution and consider criteria for determining significance.

Content Expectations
5 – U3.1.2: Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.

5 – U3.1.4: Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).
Common Core State Standards
5 – RI.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

5 – W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

5 – W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Key Concepts
cause and effect
chronology
conflict
self-government

Instructional Resources
Equipment/Manipulative
Overhead projector or document camera/projector

Student Resource

Teacher Resource

Lesson Sequence
Remind students that history is made up of people, events, and ideas. Explain that this lesson will emphasize events.

Using Word Cards #31 and #32, review the terms “chronological order” and “timeline.” Have students examine timelines in their textbook or another resource. Have them take notes regarding how the timelines are organized, the span of years covered, the events listed, etc.

Discuss the various ways the textbook timelines are organized with the class. For example, some have illustrations and some do not. Note that most textbook timelines are horizontal. Make sure to explain to students that timelines can be vertical also.

Provide each student a copy of “Timeline Cards”, located in the Supplemental Materials (Unit 5, Lesson 8), and have them cut the cards apart. Tell students to sort the cards into two piles, one showing British actions and one showing...
colonial reactions. Explain they should set aside any card that doesn’t seem to fit into one of these two categories. Provide time for students to sort the cards. Then, place them in pairs and have them compare their sorting arrangement to that of their partner. Note that the only card that they may find difficult to categorize is the “Battles of Lexington and Concord” card.

Other cards can be categorized as follows:

**British Actions:** Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Townshend Acts, Boston Massacre, Tea Act, Intolerable Acts.

**Colonial Reactions:** Committees of Correspondence, Boston Tea Party, First Continental Congress.

After students have shared their categorization with a partner, ask them the following question: “What are some colonial actions/reactions that are not shown on the cards?” Discuss student responses. Possible answers include: the Stamp Act Congress, circular letters, boycotts, protests, etc. Record students’ ideas on the board for use later in the lesson. Also ask students about British actions/reactions that are not on the cards. List these on the board under a different column.

Next, have students place the cards in chronological order. Provide students with time to arrange their cards and then have them compare their arrangement with that of another student. With the whole class, discuss strategies they used for sequencing the cards. Possible strategies include: Determining the first event and the last event and then sequencing the rest. Looking for cards that have a cause and effect relationship, for example the Boston Tea Party and the Intolerable Acts. Placing six or eight events in order that you are fairly sure of and then trying to “fit in” the other events.

Have students take out the three “Events Leading to the American Revolution” charts they have been creating throughout this unit. Note that the three Teacher Reference Charts have been included located in the Supplemental Materials (Unit 5, Lesson 8). Have them match their timeline card sequence with the sequence on the charts. Discuss reasons why their card sequence may have been incorrect. For example, Committees of Correspondence occurred at multiple times so this card may be hard to sequence.

Explain that both the charts and the timeline cards show a chain of events that led to the American Revolution. Display the “Chain of Events” Reference Sheet, included in the Supplemental Materials (Unit 5, Lesson 8), and give students a copy. Discuss how history may have been different had there been a “break in the chain”. Use the following questions to guide your discussion:

If Parliament had allowed the colonies to have representatives in Parliament right after the Sugar Act was passed, would there still have been an American
Revolution?
If the colonies had paid for the tea that was dumped in the harbor, would there still have been an American Revolution?
At what point do you think the American Revolution became inevitable?
Be sure to encourage students to explain their thinking.

Explain to the class that they will now be creating their own timelines of the 12 events from their “Events Leading to the American Revolution Charts.” Offer them the following choices for timelines:
A timeline created on three 12” X 18” sheets of paper taped together.
A timeline created by attaching large index cards to a long piece of string.
A timeline created in PowerPoint or a web 2.0 presentation resource.
A timeline flipbook.

Give students time to work on their timelines in class or assign the project as homework. Note that adding illustrations or images to the timelines requires additional time so keep this in mind when establishing criteria for the timelines.

When the timelines are finished, display them in the room. Then, as a culminating project, give each student a copy of the “Assessment Chart” located in the Supplemental Materials (Unit 5, Lesson 8) and have them complete the chart. When students have completed the assessment, place them in groups of four and have them compare and contrast the events each group member identified on their charts. As students share and compare, have them think about what made an event significant. Push students to identify criteria that would make an event “significant” in the road to the revolution.

With the whole class, have each group share the criteria they created to identify when an event was “significant.” Also, discuss the events the small groups of students identified with the whole class. Be sure to point out that historians often try to evaluate evidence and events based on their criteria of significance.

As a culminating activity for the entire unit, write the following question on the board and lead a discussion based on it: “Would the American Revolution have happened if the colonies had not experienced self-government early in their history?” Push students to think about whether colonial experiences with self-government were significant to the American Revolution using their ideas/criteria for significance discussed in Step 11.

Assessment
The timelines constructed by students and the Assessment from Step 11 can be used as assessments.
Graphic Organizer

Economic Issues
- Imperialism
- Trade Policies

Political Ideas
- Power and Authority
- Liberty
- Limited Government
- Self-Government
- Representative Government

People
- Patriots/Loyalists
  - George Washington
  - Thomas Jefferson
  - Benjamin Franklin
  - Samuel Adams
  - John Adams
  - Patrick Henry
  - Thomas Paine

Events
- French and Indian War
- Proclamation of 1763
- Sugar Act
- Quartering Act
- Stamp Act
- Townshend Acts
- Boston Massacre
- Committees of Correspondence
- Tea Act
- Boston Tea Party
- Intolerable Acts
- First Continental Congress
- Lexington and Concord

Growing Colonial Dissatisfaction with British Rule
Big Ideas Card

<table>
<thead>
<tr>
<th>Big Ideas of Lesson 8, Unit 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>All events have causes and consequences. Historians try to understand the past by considering the causes and consequences of people’s actions or events.</td>
</tr>
<tr>
<td>The struggle for independence included many important events that were linked together through causes and consequences or effects.</td>
</tr>
<tr>
<td>For example, one of the causes of the French and Indian War was that some colonists were moving west in the desire for more land. This caused conflicts with both Native Americans and the French. Some of the consequences of the French and Indian War were that the British won the war and obtained lands west to the Mississippi River, and the British Parliament issued a declaration telling colonists they could not move west past the Appalachian Mountains.</td>
</tr>
<tr>
<td>Another example of cause and effect involves the chain of events leading to the Revolutionary War. For example, when the British passed the Tea Act, colonists reacted by throwing tea into Boston Harbor. The British reacted to this action by colonists by passing the Intolerable Acts. These acts closed Boston Harbor.</td>
</tr>
<tr>
<td>The American Revolution officially began with the Battles at Lexington and Concord.</td>
</tr>
</tbody>
</table>
Word Cards

Word Cards from previous lessons needed for this lesson: Since this is the culminating lesson for the unit the Word Cards from Lessons 1 – 7 should be reviewed.

<table>
<thead>
<tr>
<th>31 chronological order</th>
<th>32 timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>time sequence</td>
<td>a diagram that shows the order in which events happened</td>
</tr>
</tbody>
</table>

**Example:** He put the events in Michigan history in chronological order.

(SS050508)

**Example:** You can make a timeline of important events in your life.

(SS050508)
### Timeline Cards

<table>
<thead>
<tr>
<th>Sugar Act</th>
<th>Committees of Correspondence</th>
<th>Tea Act</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stamp Act</td>
<td>Boston Tea Party</td>
<td>Intolerable Acts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Continental Congress</td>
<td>Proclamation of 1763</td>
<td>Quartering Act</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Townshend Acts</td>
<td>Boston Massacre</td>
<td>Battles of Lexington and Concord</td>
</tr>
</tbody>
</table>
# Events Leading to the American Revolution

## Teacher Reference Chart #1

<table>
<thead>
<tr>
<th>EVENT</th>
<th>YEAR</th>
<th>WHAT HAPPENED?</th>
<th>REACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proclamation of 1763</td>
<td>1763</td>
<td>• Result of French and Indian War.</td>
<td>• Colonists were angry they had been told they could not expand to the west.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The British government set a western boundary for the colonies.</td>
<td>• Colonists felt it infringed on their rights. Some believed the King did not have authority.</td>
</tr>
<tr>
<td>Sugar Act</td>
<td>1764</td>
<td>• Placed a tax on sugar and other things not from Britain.</td>
<td>• Colonists said it was an unfair tax.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• A way for Britain to control colonial trade</td>
<td>• Colonists protested.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• British sent tax collectors to the colonies from Britain</td>
<td>• Some colonists attacked tax collectors.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Colonists smuggled some goods like sugar.</td>
</tr>
<tr>
<td>Quartering Act</td>
<td>1765</td>
<td>• Colonists had to give supplies and shelter to British soldiers</td>
<td>• Colonists felt they should not have to pay for British soldiers and protested the Act.</td>
</tr>
<tr>
<td>Stamp Act</td>
<td>1765</td>
<td>• A tax was placed on many items such as printed paper goods made in the colonies.</td>
<td>• Colonists said it was an unfair tax.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• A stamp was placed on the item when a tax paid.</td>
<td>• Colonial rallying cry, “No taxation without representation” which reflected the idea of government by consent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Colonists boycotted British goods and engaged in some violence.</td>
</tr>
</tbody>
</table>
# Events Leading to the American Revolution

## Teacher Reference Chart #2

<table>
<thead>
<tr>
<th>EVENT</th>
<th>YEAR</th>
<th>WHAT HAPPENED?</th>
<th>REACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Townsend Acts</td>
<td>1767</td>
<td>• British placed a tax on things like glass and paint.</td>
<td>• Colonists were very angry.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Writs of Assistance were issued that allowed the British to search for smuggling without evidence.</td>
<td>• Circular letter- Massachusetts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Boycott and more violence</td>
</tr>
<tr>
<td>Boston Massacre</td>
<td>1770</td>
<td>• Britain sent more troops.</td>
<td>• Talk of war begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• British fire on colonists and five colonists are killed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Crispus Attucks, former enslaved African, was first killed.</td>
<td></td>
</tr>
<tr>
<td>Committees of Correspondence</td>
<td>1772</td>
<td>• Samuel Adams called for a Boston town meeting to create a committee of correspondence to communicate Boston’s position on issues to the other colonies.</td>
<td>• Similar committees were soon created throughout the colonies.</td>
</tr>
<tr>
<td>Tea Act</td>
<td>1773</td>
<td>• Allowed one company to sell tea at a lower price.</td>
<td>• Colonists called it interference.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Hurt colonial merchants.</td>
<td></td>
</tr>
</tbody>
</table>
# Events Leading to the American Revolution

## Teacher Reference Chart #3

<table>
<thead>
<tr>
<th>EVENT</th>
<th>YEAR</th>
<th>WHAT HAPPENED?</th>
<th>REACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston Tea Party</td>
<td>1773</td>
<td>• Colonists tossed tea into Boston Harbor as a protest of the Tea Act</td>
<td>• British were angry and demanded payment for the tea.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• British passed new laws.</td>
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<td></td>
<td></td>
<td></td>
<td>• British blockaded Boston Harbor</td>
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<tr>
<td>Intolerable Acts</td>
<td>1774</td>
<td>• The British passed four new laws as punishment for the Boston Tea Party.</td>
<td>• Colonists decided to meet to protest: First Continental Congress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The British closed Boston Harbor until colonists paid for the money lost</td>
<td>• Some colonists got weapons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>when the tea was dumped in the harbor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• New Quartering Act</td>
<td></td>
</tr>
<tr>
<td>First Continental Congress</td>
<td>1774</td>
<td>• Representatives from all colonies except Georgia met in Philadelphia.</td>
<td>• Britain sent more soldiers to the colonies.</td>
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<tr>
<td></td>
<td></td>
<td>• They wrote Declaration of Rights</td>
<td>• Britain decided to arrest some colonial leaders.</td>
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<tr>
<td></td>
<td></td>
<td>• They planned a boycott of British goods</td>
<td></td>
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<tr>
<td>Battles of Lexington and</td>
<td>1775</td>
<td>• The colonists stored gunpowder at Concord, Massachusetts and the British</td>
<td>• The Revolutionary War officially began.</td>
</tr>
<tr>
<td>Concord</td>
<td></td>
<td>decided to get it.</td>
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<tr>
<td></td>
<td></td>
<td>• British and colonial soldiers met at Lexington for a battle.</td>
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<tr>
<td></td>
<td></td>
<td>• Another battle occurred at Concord.</td>
<td></td>
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</tbody>
</table>
Britain needed money so Parliament decided to tax the colonies with the Sugar Act.

As a result, colonists objected to the tax because they had no representatives in Parliament.

Britain continued to tax the colonists with the Stamp Act.

As a result, the colonists protested against the Stamp Act by meeting in the Stamp Act Congress and beginning a boycott.

As a result, Britain repealed the Stamp Act, but asserted power again by passing the Declaratory Act and the Townshend Acts.

As a result, there were stronger colonial protests and a boycott again.

As a result, Britain decided to send more troops to the colonies.

As a result, tensions rose in Boston.

Rising tensions led to the Boston Massacre.

Colonial anger increased following the deaths in Boston.

Britain continued to anger the colonists by passing the Tea Act.

As a result, the Boston Tea party occurred.

As a result of the Tea Party, Britain passed the Intolerable Acts.

As a result, the First Continental Congress met.

The British decided to arrest Congress leaders such as Samuel Adams and John Hancock. They also wanted to confiscate gunpowder the colonists had stored.

As a result, the Battles of Lexington and Concord occurred.
Assessment

**Directions:** Identify the six events from your timeline that you think were **most** significant in leading to the American Revolution. Then, explain why you chose each event.

<table>
<thead>
<tr>
<th>EVENT</th>
<th>Why did you choose it?</th>
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My Criteria for Determining Significance: