

# U.S. History



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## Unit 2-Revolutionary Era

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### Enduring Understandings

- A desire for self-determination and/or political and economic change is at the core of most revolutions.

### Essential Questions

- How can we view the American Revolution from different perspectives (Loyalists, Patriots, British, and the French)?
- What are natural rights and how were they addressed within the Declaration of Independence?
- What examples of civic virtue can be found in the Revolutionary Era?
- How did individual leadership impact course of the American Revolution?
- How did the Declaration of Independence address colonial grievances?
- What were the driving forces that lead to the unification of the colonies?

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Name \_\_\_\_\_

\_\_\_\_\_ Period

**Directions:** Use your device to obtain the definitions from the word wall. Write an example sentence and draw a quick visual for each term. Note: example sentences must be COMPLEX!

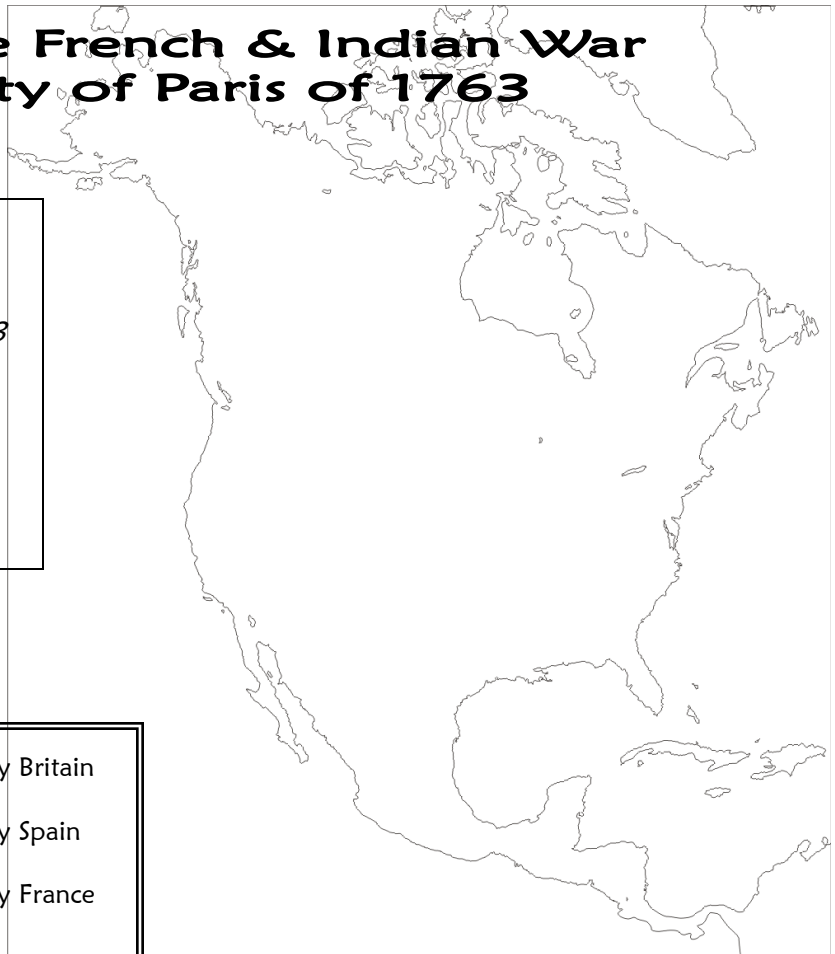
# VOCABULARY

TERM	DEFINITION	EXAMPLE SENTENCE	VISUAL
<b>CASH CROP</b>	Crops, such as cotton or tobacco, raised in large quantities in order to be sold for profit	Most of the slaves were brought to the colonies to work on cash crops such as tobacco.	
<b>PATRIOT</b>			
<b>LOYALIST</b>			
<b>BOYCOTT</b>			
<b>MINUTEMEN</b>			
<b>INDENTURED SERVEANT</b>			
<b>GREIVANCE</b>			

# North America - 1753



## After the French & Indian War Treaty of Paris of 1763



- Directions:*
- Draw & Label the Mississippi River and Ohio River
  - Draw & Label the area of the 13 Colonies
  - Draw & Label New Spain and Louisiana
  - Color the maps and the keys



MAPS

# Cartoon Analysis

In June 1754 delegates from most of the northern colonies and representatives from the Six Iroquois Nations met in Albany, New York. There they adopted a “plan of union” drafted by Benjamin Franklin of Pennsylvania. Under this plan each colonial legislature would elect delegates to an American continental assembly presided over by a royal governor. This “Albany Plan of Union” was designed to help unite the American colonists in their fight against the French, in the French and Indian War. The colonial delegates found however, the colonists were not ready for union, nor were the colonial assemblies ready to give up their recent and hard-won control over local affairs to a central government. That would not happen until well after the American settlements had declared their independence.

*The following cartoon was created by Benjamin Franklin and shared during his presentation of the Albany Plan. It is thought to be the first “American” cartoon.*

## Visuals (what are the images?)

1. List the objects and/or people you see in the cartoon.
2. Which of the objects on your list are symbols?
3. What does each of the symbols represent?



## Words (not all cartoons contain words)

4. Identify the cartoon caption and/or title.
5. Locate the words or phrases used by the cartoonist to identify the objects or people within the cartoon. Write them.
6. Record any important dates or numbers that appear in the cartoon.
7. Which of the words or phrases in the cartoon appear to be the most significant? Why do you think so?
8. List at least 3 adjectives that describe the emotions portrayed in the cartoon. Include who/what is displaying those emotions.
9. What action is taking place in the cartoon? Describe it.
10. Explain how the words in the cartoon help clarify the symbols.
11. Explain the message of the cartoon in complete thought.
12. What special interest groups would agree/disagree with the cartoons message? Explain.

Event	What Happened?	Unrest Rating	Rationale for Unrest Rating
Placard 3.3A Proclamation of 1763			
Placard 3.3B Quartering Act 1765			5
Placard 3.3C Stamp Act 1765			
Placard 3.3D Townshend Act 1767			

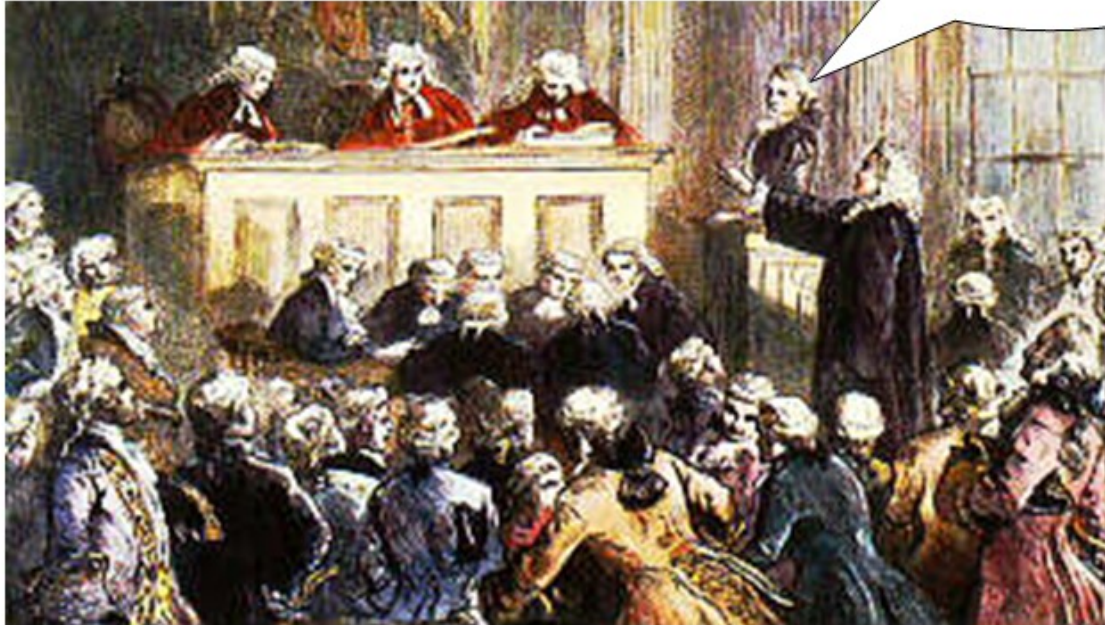
# Events Leading to the Revolution

Event	What Happened?	Unrest Rating	Rationale for Unrest Rating
Placard 3.3E Boston Massacre 1770			
Placard 3.3F Boston Tea Party 1773			
Placard 3.3G Intolerable Acts 1774			
Placard 3.3H First Continental Congress 1774			
Placard 3.3I Lexington and Concord 1774			

# Events Leading to the Revolution

# ZENGER'S FREEDOM OF PRESS

*Draw and fill in a dialogue bubble for John Peter Zenger and at least two other people in the courtroom expressing their views on the idea of freedom of press.*



## *John Peter Zenger's Trial*

*In 1733 John Peter Zenger began publishing a newspaper in New York to voice opposition to the. The governor issued a proclamation condemning the newspaper's "scandalous, virulent, false and seditious reflections." In 1734, Zenger was arrested and put on trial for libel – the act of publishing a statement that may unjustly damage a person's reputation. Zenger's lawyer argued that since the statements were true, his client was not guilty of libel. The jury agreed, and freed Zenger after eight months in prison. By successfully defending Zenger, his lawyer established the precedent that a statement is not libelous if it can be proved, thus affirming freedom of the press in America.*

1. Define libel:

2. Where do we see the influence of John Peter Zenger's trial in our government today?

# THE BOSTON MASSACRE

## Was it Fact or Fiction?



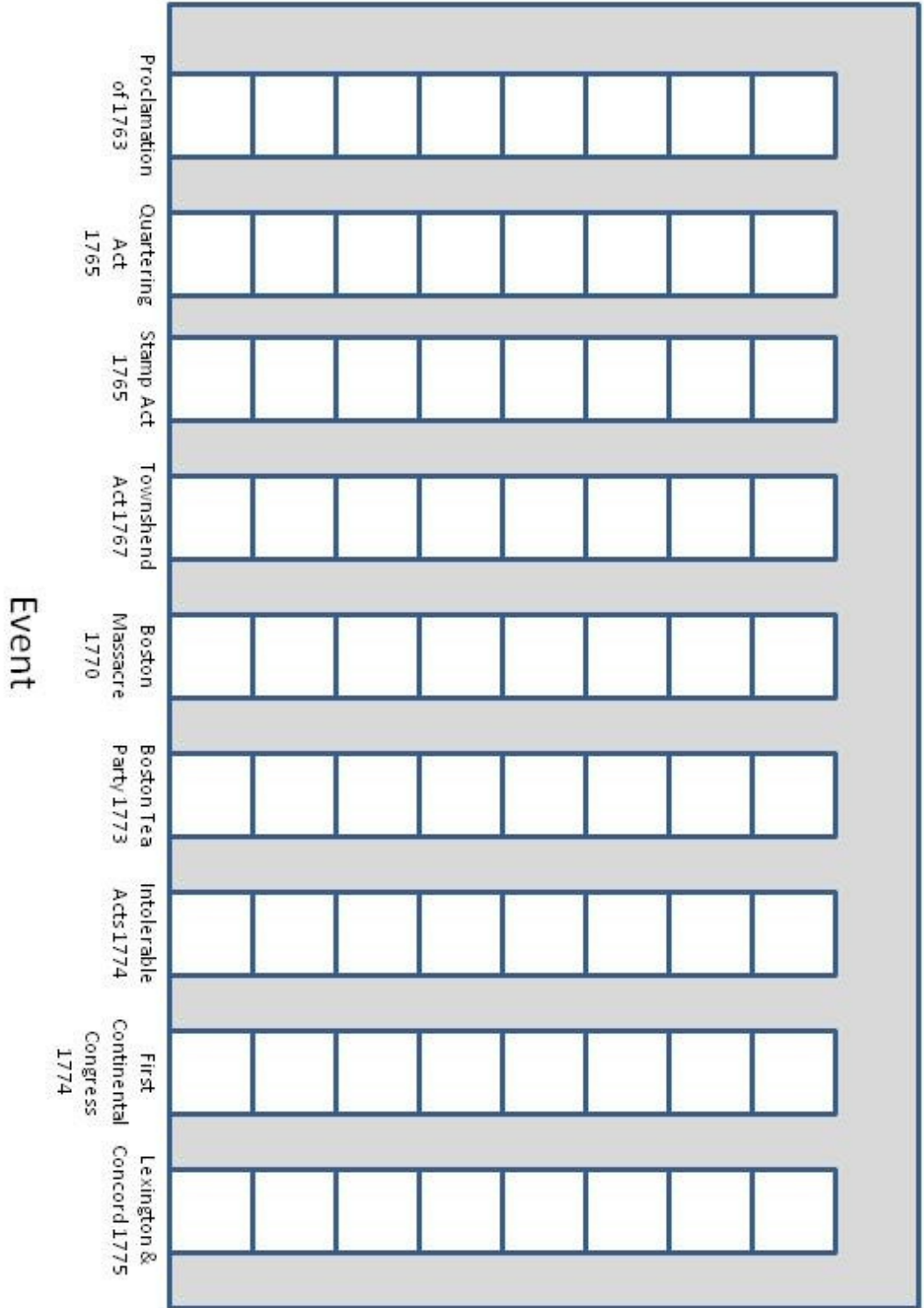
1. Who was the artist responsible for this Painting?
2. What is the Event shown?
3. From who's point of view was this created? Provide proof of your opinion.
4. In your opinion, how did the painting affect Colonial Opinion?



# Events Leading to the Revolution

## Colonial Unrest-O-Meter

Degree  
Of  
Unrest



QUESTION (Problem, Prompt): Of all of the events that upset the colonists, which event caused the most unrest?

ASSERTION (Controlling Idea, Hypothesis, Thesis):

EVIDENCE #1:

EVIDENCE #2:

EVIDENCE #3:

COMMENTARY (Conclusion of lab report):

## THE CLASH OF ARMS

### Conflicting Versions of the Outbreak (1775)

*British troops from Boston, seeking secret military stores and presumably rebel leaders, clashed with colonials at Lexington and then Concord on April 19, 1775, in the first bloodshed of the American Revolution. Among the numerous conflicting accounts that exist, these two excerpts, representing an American version and an official British version are noteworthy. To this day scholars have not proved who fired the first shot. What undisputed and what probably facts emerge from these accounts? How can historians extract truth from conflicting contemporary testimony?*

#### AMERICAN VERSION

At Lexington... A company of militia mustered near the meeting house. The (British) troops came in sight of them just before sunrise; and running with a few rods of them, the Commanding Officer (Pitcairn) accosted the militia in words to this effect: "Disperse, you rebels—damn you, throw down your arms and disperse"; upon which the troops huzzaed, and immediately one or two officers discharged their pistols, which were instantaneously followed by the firing of four or five of the soldiers, and then there seemed to be a general discharge from the whole body. Eight of our men were killed and nine wounded...

In Lexington (the British)... also set fire to several other houses... They pillaged almost every house they passed... But the savage barbarity exercised upon the bodies of our unfortunate brethren who fell is almost incredible. Not contented with shooting down the unarmed, aged, and infirm, they disregarded the cries of the wounded, killing them without mercy, and mangling their bodies in the most shocking manner.

#### BRITISH VERSION

.....Six companies of (British) light infantry... At Lexington found a body of the country people under arms, on a green close to the road. And upon the King's troops marching up to them, in order to inquire the reason of their being so assembled, they went off in great confusion. And several guns were fired upon the King's troops from behind a stone wall, and also from the meeting house and her houses, by which one man was wounded, and Major Pitcairn's horse shot in two places. In consequence of this attack by the rebels, the troops returned the fire and killed several of them...

On the return of the troops from Concord, they (the rebels)... began to fire upon them from behind stone walls and houses, and kept up in that manner a scattering fire during the whole of their march of fifteen miles, by which means several were killed and wounded. And such was the cruelty and barbarity of the rebels that they scalped and cut off the ears of some of the wounded men who fell into their hands.

Primary Source

### Gaining Perspective

*With a partner, read the introduction and each version of the battles of Lexington and Concord above. After reading, complete the steps below.*

1. Underline any words that made this reading hard to understand. In the margins, write what you **think** the word might mean.
2. Define PERSPECTIVE:
3. Circle key words or phrases in each version that demonstrate the American and British perspective.
4. Using text evidence, write a complete statement taking sides with either the American or British Perspective, in the space below. *Who do you think fired the first shot?*

QUESTION (Problem, Prompt):

ASSERTION (Controlling Idea, Hypothesis, Thesis):

EVIDENCE #1:

EVIDENCE #2:

EVIDENCE #3:

COMMENTARY (Conclusion of lab report):

# SCHOOL HOUSE ROCK QUESTIONS

## **"No More Kings"**

1. In what year did the Pilgrims land in America?
2. The Pilgrim settlement eventually became which of the 13 colonies?
3. Who was the King of England in this episode of SHR?
4. The colonists who did not have a say in England cried, "No taxations without \_\_\_\_\_" and that's not fair!
5. What events in our nation's history are show taking place as a result of un-fair taxation of the colonies by England?

.....

## **"The Shot Heard 'Round the World: The start of the Revolution"**

1. Who warned that the British were coming?
2. What were the first battles of the American Revolution?
3. Who was the commander of the American Army?
4. What was the true name of the American Army?
5. Why do you think that Prescott warned his soldiers to not fire on the British until, "... you see the white's of their eyes"?
6. From what countries did the Americans receive help during the Revolution?
7. Name the last battle of the Revolution where Cornwallis surrenders to Washington.

## PRE-REVOLUTION RIDDLES

Directions: Using chapters 5 and 6 of your text, answer the following riddles. Write the correct answer in the space before the riddle. **\*\* THIS WILL HELP FOR YOUR TEST TOMORROW!**

1. \_\_\_\_\_ In this protest, colonists dumped tea into Boston harbor.
2. \_\_\_\_\_ First Battles of the American Revolution.
3. \_\_\_\_\_ This act passed by Parliament taxed paper, glass, lead and tea.
4. \_\_\_\_\_ Colonists cried this when Parliament passed taxes without their consent.
5. \_\_\_\_\_ In this incident, colonists were killed including Son's of Liberty member Crispus Attucks.
6. \_\_\_\_\_ This act was meant to punish colonists after the incident in Boston, November, 1773.
7. \_\_\_\_\_ Disallowed colonists to settle west of the Appalachian Mountains.
8. \_\_\_\_\_ An army of citizens who serve as soldiers in an urgent situation.
9. \_\_\_\_\_ This act required colonists to supply candles, housing, bedding and beer to British soldiers stationed in the colonies.

### SEQUENCING EVENTS

*Put the following causes of the American Revolution in chronological order in the boxes below.*

- |                       |                      |
|-----------------------|----------------------|
| Quartering Act        | Sugar Act            |
| Tea Act               | Proclamation of 1763 |
| Boston Tea party      | Stamp Act            |
| Boston Massacre       | Intolerable Acts     |
| Lexington and Concord |                      |

<b>1</b> 1763—Proclamation of 1763	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b>
<b>7</b>	<b>8</b>	<b>9</b>

## Common sense By Thomas Paine

Quote from <i>Common Sense</i>	Summary of quote in my own words
1. "I have heard it asserted by some, that as America hath flourished under her former connection with Great Britain, the same connection is necessary towards her future happiness, and will always have the same effect. Nothing can be more fallacious than this kind of argument."	
2. "We have boasted the protection of Great Britain without considering that her motive was interest, not attachment; and that she did not protect us from our enemies on our account, but from her enemies on her own account..."	
3. "But Britain is the parent country, say some. Then the more shame upon her conduct. Even brutes do not devour their young, nor savages make war upon their families..."	
4. "I challenge the warmest advocate for reconciliation, to show a single advantage that this continent can reap, by being connected with Great Britain. I repeat the challenge: not a single advantage is derived."	
5. "Small islands, not capable of protecting themselves, are the proper objects for kingdoms to take under their care; but there is something absurd, in supposing a continent to be perpetually governed by an island... In no instance hath nature made a satellite larger than its primary planet."	
6. "Nothing but independence...can keep the peace of the continent...A government of our own is our natural right: and when man seriously reflects on the precariousness of human affairs, he will become convinced, that it is infinitely wiser and safer, to form a constitution of our own in a cool and deliberate manner, while we have it in our power..."	

**Patrick Henry's Give Me Liberty or Give Me Death Speech, March 23, 1775**

"... 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? Shall we acquire the means of effectual resistance by lying supinely on our backs and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot? 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.

"... 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!**"

*The Importance of Words*

1. Why do you think Thomas Paine and Patrick Henry's words inspired the colonists?
2. What motivated Thomas Paine and Patrick Henry to write these words?
3. If you were a colonists, which of these would you have found to be the most inspiring? Explain your answer.
4. Do you think Thomas Paine and Patrick Henry deserve recognition alongside Revolutionary heroes such as George Washington and Thomas Jefferson? Explain your answer.



# Declaration of Independence

Excerpt from the Declaration of Independence	What the Excerpt Means
<p>Excerpt 1: "When in the course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation."</p>	
<p>Excerpt 2: "We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness."</p>	
<p>Excerpt 3: "[T]o secure these [basic] rights, governments are instituted among men, deriving their just powers from the consent of the governed...."</p>	
<p>Excerpt 4: "[T]hat whenever any form of government becomes destructive [in protecting rights and responding to the people], it is the right of the people to alter or abolish it, and to institute a new government..."</p>	
<p>Excerpt 5: "The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having, in direct object, the establishment of an absolute tyranny over these States."</p>	
<p>Excerpt 6: "To prove [that England has interfered with colonial rights], let the facts be submitted to a candid world: He has refused to assent to laws the most wholesome and necessary for the public good."</p>	
<p>Excerpt 7: "In every state of these oppressions, we have petitioned for redress in the most humble terms; our repeated petitions have been answered only by repeated injury. A prince whose character is thus marked by every act which may define a tyrant is unfit to be the ruler of a free people."</p>	
<p>Excerpt 8: "We, therefore...solemnly publish and declare, that these united colonies are, and of right ought to be, free and independent states..."<sup>17</sup></p>	

# Analysis of the Declaration of Independence

*Directions: Answer the following questions in complete sentences.*

1. Explain the role Thomas Jefferson played in declaring independence from England.
2. In general, why was the Declaration of Independence written?
3. Define unalienable rights and give examples of these rights?
4. According to the document, why do the colonists have the right to declare independence?
5. How do you think the King and Parliament felt when they read this? What do you think their response was?
6. What risks did the colonists take by writing this?
7. From whose point of view was the Declaration of Independence written?
8. What colonial actions were omitted, or not mentioned, in this document? Why did the colonists choose to omit some colonial actions in the document?
9. What was the purpose of the Declaration of Independence? Why is July 4, 1776 still significant today?

Declaration of Independence

# It's Too Late to Apologize--DOI Edition

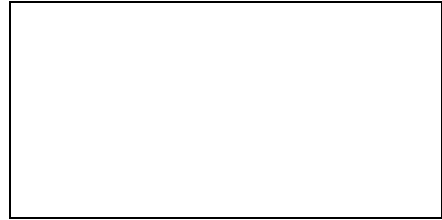
**Instructions:** Watch the video (it's on the class website) and annotate the lyrics in the boxes provided.

Halfway across the globe  
And we're standing on new ground  
Screaming 'cross the waves  
You can't hear a sound  
There's no fair trials, no trade, no liberties  
No tea  
We've colonized America; we won't stand for  
tyranny,  
Oh king




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And it's too late to apologize  
It's too late  
I said it's too late to apologize  
It's too late



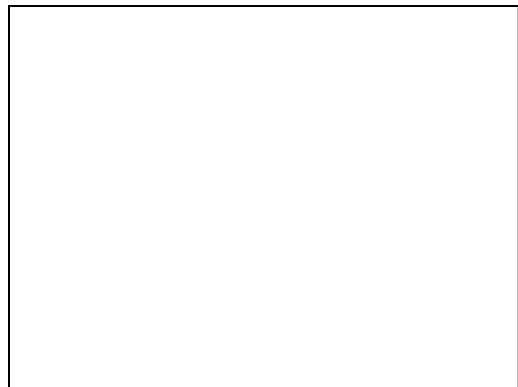
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We've paid your foolish tax, read the acts  
And they just won't do  
We want to make it clear, we believe this  
much is true  
All men were created with certain  
Unalienable rights  
Among these are life, liberty, and the pursuit  
Of happiness



---

And it's too late to apologize  
It's too late  
I said It's too late to apologize  
It's too late  
It's too late to apologize  
It's too late  
I said it's too late apologize  
It's too late  
I said it's too late to apologize, yeah  
It's too late  
I said it's too late to apologize, yeah  
Halfway across the globe



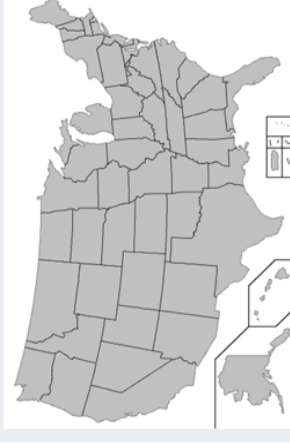
And we're standing on new ground 19

# The Revolutionary War

## BATTLES

## OTHER MAJOR EVENTS

	Lexington and Concord	Saratoga	Yorktown	Valley Forge	Treaty of Paris
Date				Date:	Date:
Location				Location:	American Leaders: 1. 2. 3.
American Leader				American Leader:	Terms of Treaty: 1. 2. 3.
British Leader				Season:	
Who won? Why is it important?				Why are they there?	
Interesting Fact				3 hardships: 1. 2. 3.	
Picture				Picture:	New Borders of America (draw them below)





# Events of the Revolution Through Art Research Information

Name of Event: \_\_\_\_\_

Date of Event (include month and year): \_\_\_\_\_

Location of Event: \_\_\_\_\_

Key People Involved: \_\_\_\_\_

\_\_\_\_\_

Significance of Event: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Results of Event: \_\_\_\_\_

\_\_\_\_\_




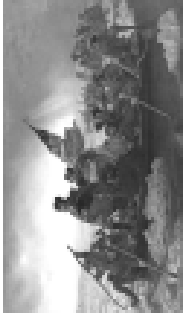
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\_\_\_\_\_

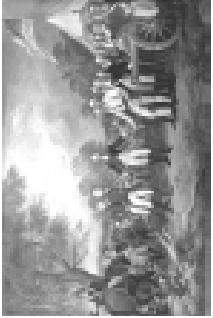



\_\_\_\_\_

# Events of the Revolution

## Events of the Revolution Through Art

Event	Date & Location	Key People	Significance	Results
<p data-bbox="358 1692 386 1976">Lexington &amp; Concord</p> 				
<p data-bbox="657 1728 721 1940">Capture of Fort Ticonderoga</p> 				
<p data-bbox="959 1696 987 1976">Battle of Bunker Hill</p> 				
<p data-bbox="1243 1717 1271 1948">Battle of Trenton</p> 				

# Events of the Revolution

<p><b>Battle of Saratoga</b></p> 					
<p><b>Winter at Valley Forge</b></p> 					
<p><b>Battle of Yorktown</b></p> 					
<p><b>Treaty of Paris 1783</b></p> 					

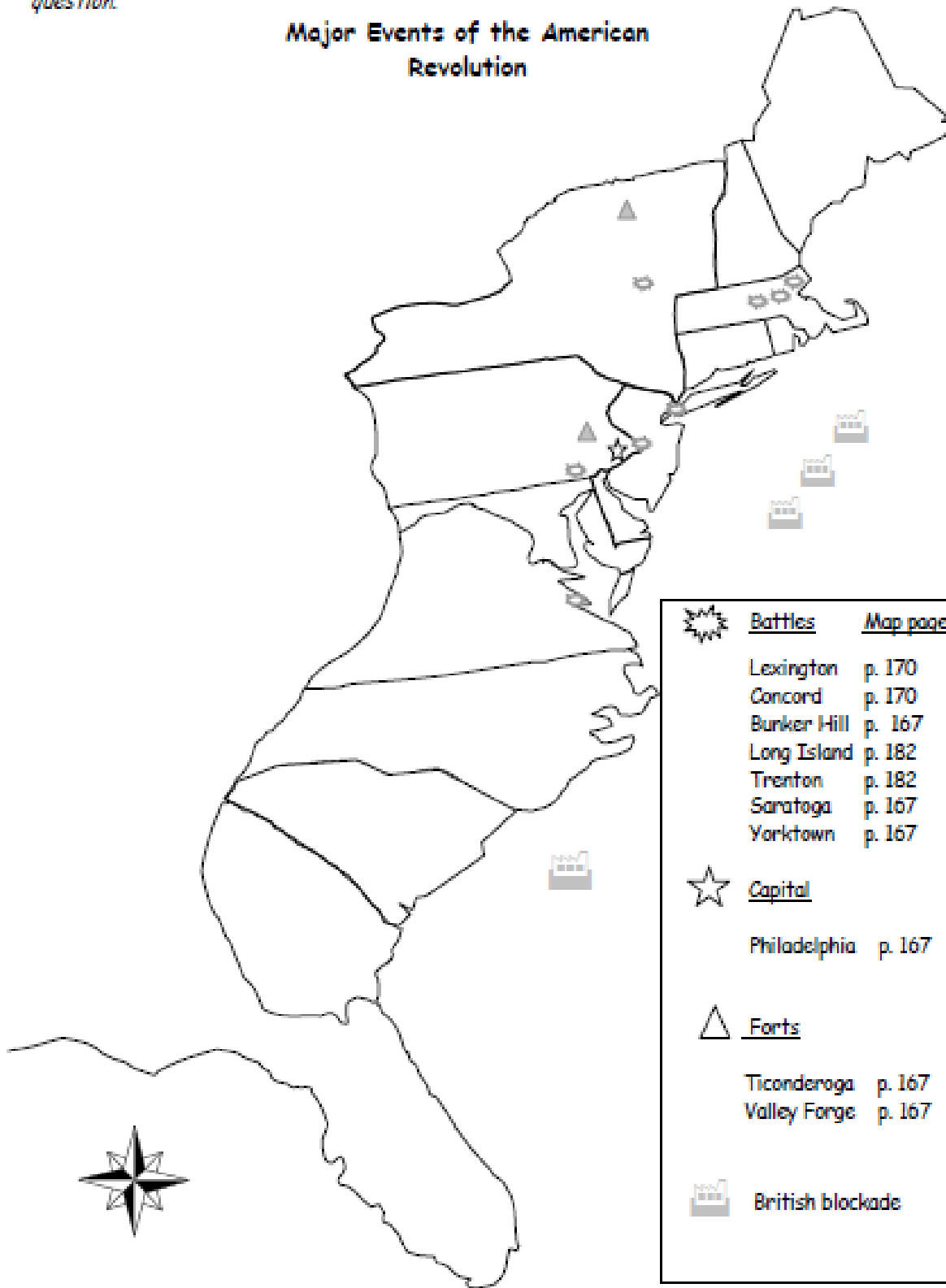








# Events of the Revolution

*Directions: Use your book to fill in the important sites of the American Revolution. Once you have finished, turn to the back the handout and thoughtfully respond to each question.*

## Major Events of the American Revolution



	<u>Battles</u>	<u>Map pages</u>
	Lexington	p. 170
	Concord	p. 170
	Bunker Hill	p. 167
	Long Island	p. 182
	Trenton	p. 182
	Saratoga	p. 167
	Yorktown	p. 167
	<u>Capital</u>	
	Philadelphia	p. 167
	<u>Forts</u>	
	Ticonderoga	p. 167
	Valley Forge	p. 167
	<u>British blockade</u>	

# Revolutionary Battles Map Questions

1. What was the first battle of the American Revolution?
2. Using your knowledge of the causes of the Revolution, why were the colonists in this area extra sensitive to the presence of the British?
3. What area on the map were most of the battles fought in? Why might there have been so many in this area?
4. Where, on this map, would be the greatest number of loyalists? Why do you think they would want to stay loyal to Britain?
5. Looking at the map, why might the colonists have had home field advantage during the Revolution?
6. Which colonies would have been most affected by the British blockades?

## Revolutionary Hero Research

**Name:**

**Birth & Death Dates:**

**Role in the American Revolution:**

**Additional Fact:**

**Additional Fact:**

### EPITAPH ROUGH DRAFT

SUGGESTION for how to write a quick epitaph:

1. Write down your 3 facts in sentence form and make the ends rhyme.
2. Make up a spooky beginning.
3. End it with an honorable closing.

# People of the Revolution

## Important People of the Revolution

Create 3-5 categories to classify the people of the Revolution in the boxes below. Below each name, write the category each person belongs in. Fill in the boxes of each person with the role they played in the Revolution.

Revolutionary People Categories	3.
1.	4.
2.	5.

PERSON	SIGNIFICANCE IN THE AMERICAN REVOLUTION
Abigail Adams Category:	
John Adams Category:	
Sam Adams Category:	
James Armistead Category:	
Crispus Attucks Category:	
Wentworth Cheswell Category:	
Benjamin Franklin Category:	

# People of the Revolution

Bernardo de Galvez Category:	
King George III Category:	
Patrick Henry Category:	
Thomas Jefferson Category:	
John Paul Jones Category:	
Marquis de Lafayette Category:	
Thomas Paine Category:	
Haym Salomon Category:	
Mercy Otis Warren Category:	
George Washington Category:	

Notes, Doodles, Thoughts, etc.

**QUESTION (Problem, Prompt):** {

**ASSERTION (Controlling Idea, Hypothesis, Thesis):**

**EVIDENCE #1:**

**EVIDENCE #2:**

**EVIDENCE #3:**

**COMMENTARY (Conclusion of lab report):**



# OPTIC

## Evaluating Visuals

### Overview

**What is the point of view of the visual?**

### Parts

**What details seem important?**

### Titles (Words)

**What is the title of the visual?  
Read all labels and any written words (if you can).**

### Interrelationships

**Using the title, what big umbrella concept connects the whole visual?**

### Conclusion

**Why is this visual important to what we are studying?**

**OPTIC—Evaluating Visuals**

**Title of Document** \_\_\_\_\_

**Over-**  
– Give a  
overview  
this vis-  
What is  
point of the visual?

view  
brief  
of  
ual.  
the

**Parts—**  
cus on

parts of the visual. Divide the visual into 4 parts and examine each part separately. What details seem important?

Fo-  
the

**Titles (Words) -** What is the title of the visual? What does it have to say about the visual? Read all labels and any written words (if you can).

**Interrelationships—**Using the title, what big umbrella concept connects the visual? Bring its parts together into a coherent picture.

Notes, Doodles, Thoughts,

The Proclamation Line of 1763	
The Sugar Act	
The Stamp Act	
The Quartering Act	
Townshend Act	
The Boston Massacre	
The Tea Act	
The Boston Tea Party	
The Intolerable Acts	