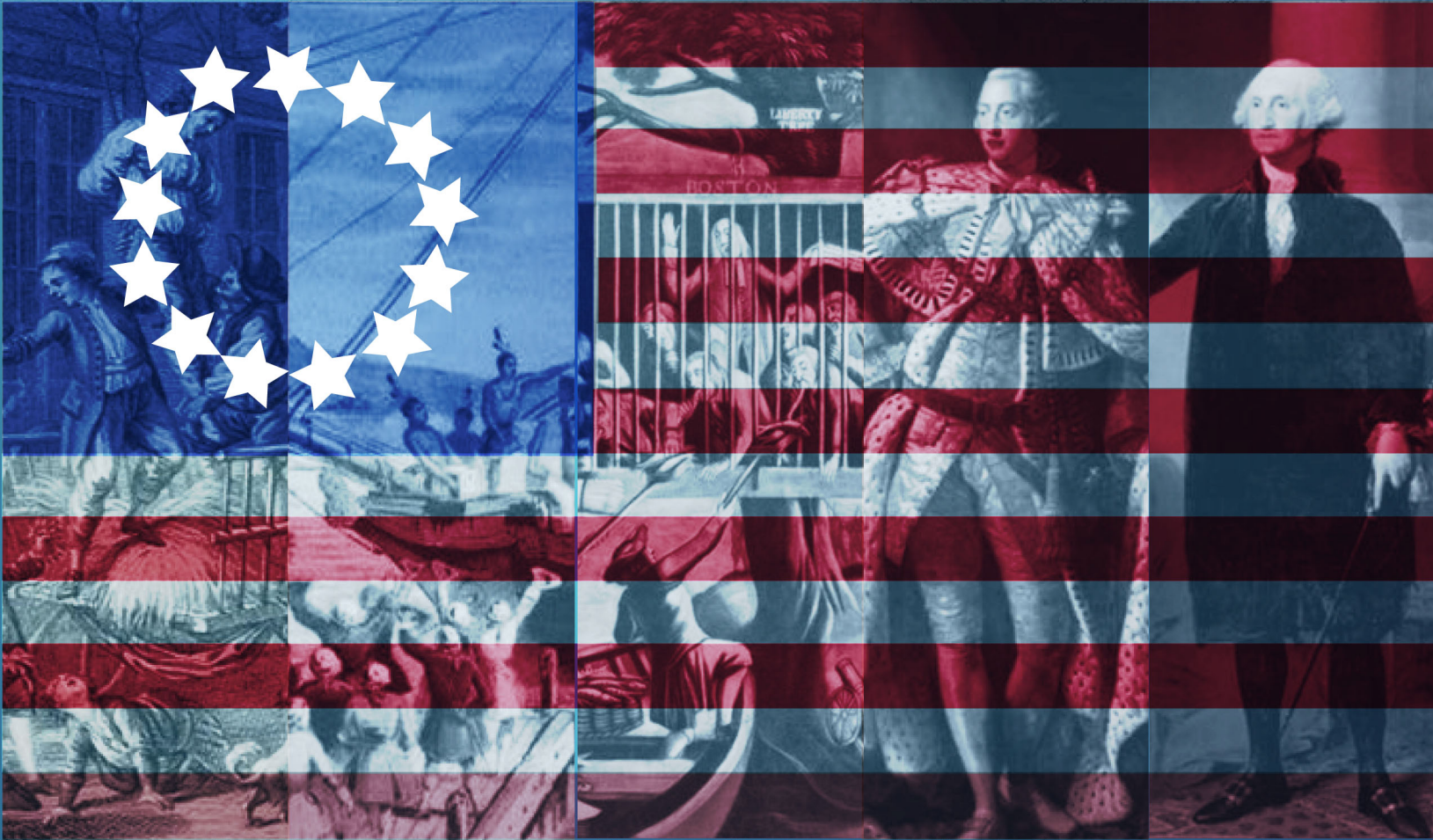


# Causes of the American Revolution



## Lessons Integrating Critical Thinking and Document-Based Analysis Into the 4th Grade Curriculum





# Causes of the American Revolution

Produced in Collaboration with:

The Ithaca City School District, Ithaca NY  
and  
Project Look Sharp, Ithaca College

[www.projectlooksharp.org](http://www.projectlooksharp.org)

Providing materials, training and support to help teachers prepare students  
for life in today's media-saturated world.



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School of Humanities and Sciences

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[www.projectlooksharp.org](http://www.projectlooksharp.org)

#### **Mission Statement**

Project Look Sharp is a not-for-profit, mission driven initiative committed to providing teachers with the training and materials they need to integrate media literacy, critical thinking and 21<sup>st</sup> century learning into the curriculum.

Project Look Sharp provides staff development workshops and consulting.

### **Please Consider Donating**

All our curriculum kits are available **free** of charge on our web site.  
Please contact *Project Look Sharp* to make a donation.

**E-mail:**  
[looksharp@ithaca.edu](mailto:looksharp@ithaca.edu)  
**PHONE:** 607-274-3471  
**FAX:** 607-274-1925

**Project Look Sharp**  
**1119 Williams Hall**  
**Ithaca College**  
**Ithaca, NY 14850-7290**

## **About This Kit**

This kit provides teachers and other educators with the materials and guidance to help fourth grade students understand the reasons that the British colonists elected to declare their independence from King George III between the years 1763-1776. As a part of these lessons students will be encouraged to consider the intent and impact of media documents from a variety of points of view including those of the colonists, King George, patriots, loyalists, slaves and Native Americans.

All materials can be accessed for free on our website and are also available through mobile non-Internet based versions viewed on a digital media device. Digital devices include a master PDF as well as all specified media within lesson folders purchased from the Ithaca College Bookstore. Access the bookstore through our website.

#### **FAIR USE NOTICE:**

The media documents in this kit are provided free of charge for the purpose of commentary, criticism and education as provided by the fair use clause of US Copyright Act of 1976.

# Causes of the American Revolution

*Executive Producer*

**Chris Sperry**

*Researcher/Writer*

**Sox Sperry**

*Editors and Co-authors*

**Whitney Bong**

**Rachel Coates**

**Amy Eckley**

**Karen Griffin**

**Lynn VanDeWeert**

**Andrea Volckmar**

*Publisher and Copy Editor*

**Sherrie Szeto**

*Recording Assistance*

*“To the Right Honorable William, Earl of Dartmouth”*

*Read-Aloud: **Jessica Bennet***

*The Declaration of Independence Read-Aloud: **Grant Carey***

*“The Rebels” Read-Aloud: **Miles Crossman***

*Audio Manager: **Erik Kibelsbeck***

*Technical Editing Assistant*

**Rebecca Rozek**

*Executive Director, Project Look Sharp*

**Cyndy Scheibe**

*Cover Design*

**Kai Keane**

*Media Production*

**Edwin Carstensen**

A special thanks to: **Ken Brown** and **Kim Fontana**

*Major Funding Provided by:*

**Ithaca City School District**

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School of Humanities and Sciences

1119 Williams Hall

Ithaca, New York 14850

607-274-3471 · looksharp@ithaca.edu · www.projectlooksharp.org



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**Introduction to:**

**Causes of the  
American Revolution**

Overview, Objectives, and Design..... 3

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## OVERVIEW OF THE KIT

# Overview, Objectives, and Design

## Overview

This kit provides teachers and other educators with the materials and guidance to help fourth grade students understand the reasons that the British colonists elected to declare their independence from King George III between the years 1763-1776. As a part of these lessons students will be encouraged to consider the intent and impact of media documents from a variety of points of view including those of the colonists, King George, patriots, loyalists, slaves and Native Americans. Students will engage in comprehension skill activities in map reading, editorial cartoon decoding and in the analysis of poetry and text. Students will also consider techniques used by the media makers of the time to convey their message to a wider public.

## Objectives

- To teach core background information about the causes of the American Revolution.
- To train students to understand and evaluate purpose, credibility, historical context and point of view in different media sources and forms.
- To teach students to analyze how the portrayal of the American Revolution has been constructed differently and gives different meaning to history depending upon: who was doing the constructing, for what purpose, for what audience, with what bias, using what techniques, and using what media form.
- To engage all students, and particularly those disengaged from traditional school work, in complex critical thinking and the development of reading, listening and visual decoding skills and attitudes that support life-long democratic citizenship.

## Design of the Curriculum Kit

This kit was designed by educators in Ithaca, New York. These lessons were intended to integrate media literacy and critical thinking skills into a study of the history and ideas of the Revolutionary War period into the social studies curriculum. The content and document-decoding approach makes the lessons usable (or easily adaptable) for middle school through high school level classes in history, social studies, English, politics, and media.

## Teacher Guides and Student Handouts

Teachers may want to print and review the *Teacher Guide* for each of the lessons, and to make copies of student handouts prior to instruction. The *Teacher Guide* includes background information for students in gray boxes. There are also lists of vocabulary, suggestions for extending discussion with questions related to historical content, media literacy questions and additional resource links for further information on the documents and historical events. Additional resources include a timeline and glossary at the end of the kit.

## Access to Materials and Media

All materials can be accessed for free on our website and are also available through mobile non-Internet based versions viewed on a digital media device. Digital devices include a master PDF as well as all specified media within lesson folders purchased from the Ithaca College Bookstore. Access the bookstore through our website: [www.projectlooksharp.org](http://www.projectlooksharp.org)

Educators will need access to a computer and projector for projecting the PowerPoint slides. You will also need speakers for your computer to be able to play the audio and video clips.



## OVERVIEW OF THE KIT

# Media Literacy

We live in an age when the most influential messages about pressing social issues and events are delivered through mass media, such as television, newspapers and the Internet. Most students use the Internet as their primary source of information, yet few have any formal training in assessing the credibility of information in Web sites. It is essential to the success of our democracy that young people consciously and consistently analyze and evaluate media messages. They need to be taught to seek out current, accurate, and credible sources of information; they need to understand the influence of media messages on their understanding of the world; and they need training in identifying and using various techniques for communicating messages in different media forms. Without these critical skills, we risk losing the diversity and freedom of thought that underpins a culture of true democracy.

## **Collective Reading of Media Messages**

This curriculum is based on the classroom practice of collective reading, in which the teacher leads the class through the process of decoding images, sounds and text as a way of developing a range of critical thinking skills while teaching core knowledge. This constructivist approach encourages the development of moral reasoning as students clarify their own interpretations, listen to the analysis of their peers, and discuss ethical issues. Decoding of the documents in this curriculum will help train students to distinguish fact from opinion, analyze point of view and identify biases, and use evidence to back up their conclusions.

The classroom decoding process is particularly effective in involving students who rarely share their opinions or ideas, which may include students with reading disabilities, visual learners, and students for whom English is a second language. The teacher should consider calling on students or going around the room to ensure participation by all students in the collective reading process.

## **Encouraging Multiple Readings**

Although the Teacher Guides for each lesson include possible answers to the probe questions, the teacher should encourage multiple readings and a diversity of responses for most of the questions posed in the teacher guide. It is important that students give evidence from the media message to explain their conclusions. Occasionally a question has only one right answer (e.g., “What is the label on the line marking the western boundary of settlement for colonists?”) and students should learn to distinguish between objective and subjective questions. The suggested answers given in the teachers guide are intended to reflect typical responses that address the relevant history and media literacy concepts and information. However, it is important that students recognize that all people do not interpret media messages the same way. Depending upon each reader’s background, including life experience, age, gender, race, and culture, he or she may have very different interpretations of a particular message. The collective reading experience provides the opportunity to explore these differences and discuss the important concept that readers interpret messages through their own lenses.

**Reading Bias**

All media messages come from a particular point of view and have biases that reflect the intent and perspective of the producer and sponsor. With these materials, teachers can train students to recognize bias and point of view. The teacher should encourage students to ask critical questions about any media messages encountered inside or outside the classroom using the *Key Questions To Ask When Analyzing Media Messages* found at [www.projectlooksharp.org](http://www.projectlooksharp.org).

**Bias in this Curriculum and in the Classroom**

This series of lessons, like all media, also has a point of view and a bias. As teachers use these lessons, they may identify opinionated language, selective facts, missing information, and many other subjective decisions that went into constructing this view of history. The same questions the curriculum applies to other documents can be applied to this media construction: Who produced this curriculum for what purpose and what are its biases? Teachers and students could and should be asking critical questions about the editorial choices that went into constructing these lessons. For instance, why did we choose to focus on certain topics (e.g., the point of view of the patriots and loyalists), but not others (e.g., the point of view of the French and the Spanish)? And, what is your evidence for these conclusions? When using these materials teachers will make their own decisions of what to include and to edit, what questions to use and what issues to avoid. All of these decisions, both by the creators and users of the curriculum, will influence the view of history and media that students receive. Teachers should encourage students to thoughtfully analyze and discuss the information, the perspectives, and the biases celebrated and criticized within our own classrooms. Those skills and practices are core to an educated democratic citizenship.

**Additional Resources**

For more information about media decoding you can download the following documents from the Project Look Sharp website ([www.projectlooksharp.org](http://www.projectlooksharp.org)), some of which have been produced in cooperation with the National Association for Media Literacy Education ([www.namele.net](http://www.namele.net)):

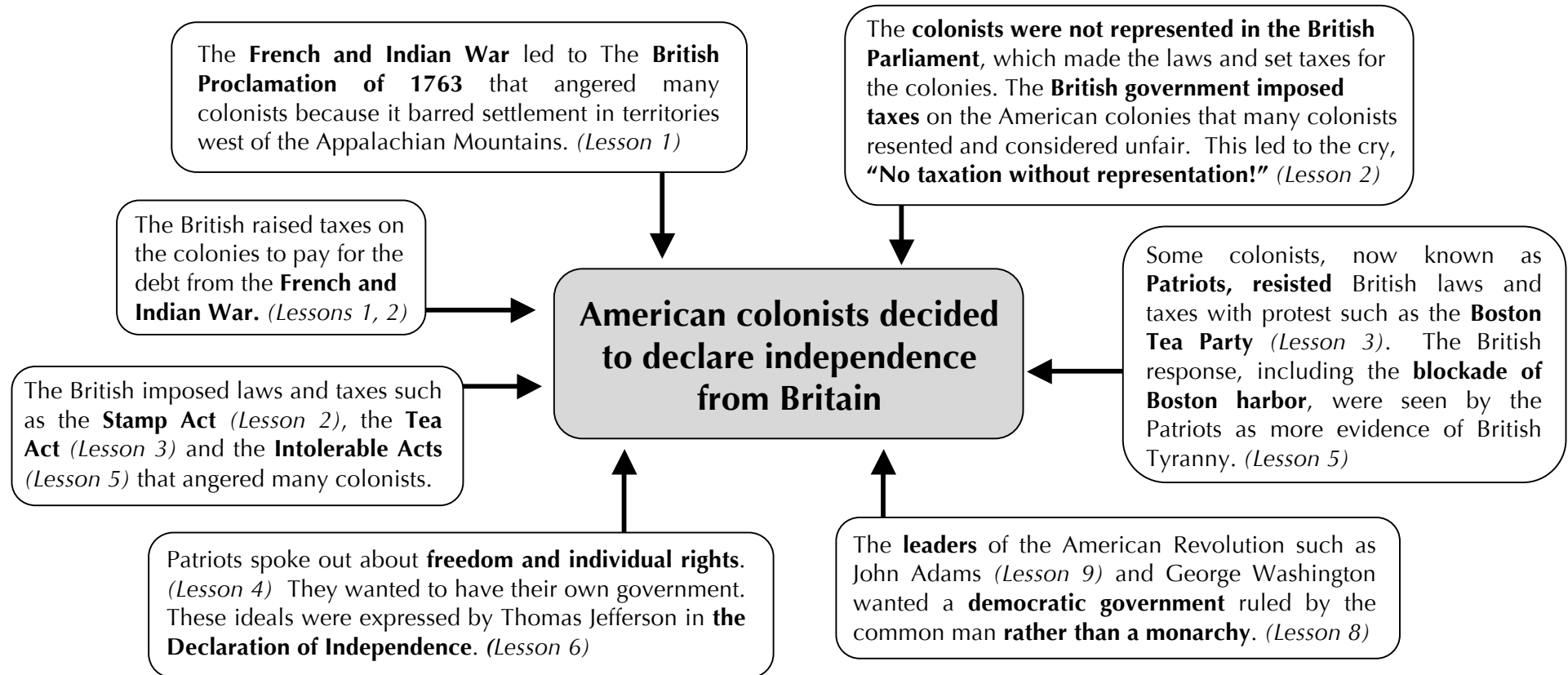
- *Key Questions to Ask When Analyzing Media Messages*
- *Tips for Media Decoding*
- *Core Principles for Media Literacy Education*

**Fair Use of Media Documents**

The classroom critique of mass media messages is essential to the development of core literacy skills in our media-saturated democracy. To enable educators to fulfill the mission of teaching these core civic objectives, Project Look Sharp has created media literacy integration kits using a variety of different media documents for critical analysis in the classroom. The media documents in this kit are provided free of charge for the purpose of commentary, criticism, and education as provided by the fair use clause of U.S. Copyright Act of 1976.

For more information about fair use in Media Literacy Education, go to the Media Education Lab at Temple University at [www.mediaeducationlab.com](http://www.mediaeducationlab.com).

## Key Concepts: Causes of the American Revolution



### Additional Questions Addressed in the Kit:

- What were some perspectives of Native Americans (*Lesson 1*), African Americans (*Lesson 4*) and Loyalists (*Lesson 7*) on the American Revolution?
- How do we know what actually happened during this time? (*Lesson 3*)
- Was the *American Revolution* primarily a war or an idea? (*Lesson 9*)
- How do modern media forms present this history? (*Lesson 10*)

### Key Skills Taught Through the Kit:

- to gather and interpret information from a map, drawings, a poem, a cartoon, a song, a portrait, 18<sup>th</sup> century written texts, and a contemporary cartoon
- to understand and evaluate the purpose, credibility, historical context and print of view in different media sources and forms
- to interpret primary sources in Constructed Response (CRQ) format
- to compare and contrast perspectives on history
- to defend a point of view in writing and orally





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LESSON PLAN

## Lesson 1: Proclamation of 1763



PowerPoint Slide

### Lesson Objectives:

- Students will read, analyze, and interpret information from a map.
- Students will understand the impact of the French and Indian War on U.S. History.
- Students will identify Native American and colonist perspectives on the Proclamation of 1763.

### Vocabulary:

**alliance/allies, Appalachian Mountains, American Colonies, colonist, French and Indian War, Great Britain, Hudson Bay Company, King George III, Ottawa, Pontiac, Proclamation of 1763**

### Media:

PowerPoint Slide: Map of NE America after King George III's Proclamation of 1763

### Materials Needed:

- PowerPoint Slides (access online or via the Media digital folder)
- Projector for PowerPoint Slide
- Copy of the *Teacher Guide*
- Copies of the *Student Worksheet*

**Time:** 20-25 minutes

### Lesson Procedures:

1. Review the *Teacher Guide* and review the *Vocabulary* with students as needed.
2. Make and distribute copies of the *Student Worksheet*.
3. Project the PowerPoint slide.
4. Have students study the document, and then read aloud or have students read the *Background Information* that is located on the *Student Worksheet*.
5. Have students complete the worksheet individually, in groups, or during the teacher-led discussion in step 6.
6. Lead the whole group through a teacher-led discussion and decoding of the document using the *Questions and Possible Answers* in the *Teacher Guide*.
7. Use the *Media Literacy Questions, Extended Discussion, and Additional Resources* as appropriate.



TEACHER GUIDE

# Lesson 1: Proclamation of 1763

## BACKGROUND INFORMATION

The **French and Indian War** is seen by historians as one of the causes of the American Revolution. From 1754-1763, Britain and France fought for control of what would later become the United States. Although Britain won the war, it cost a lot of money. The British Government then **raised taxes** on the colonies to pay for it. This angered many **colonists** and began a series of events that would ultimately result in a war for **independence**.

The colonists were also angered by a **Proclamation** made by Britain's **King George III** at the end of the war. Many Native Americans who had been **allies** with the French were not happy with the outcome of the war. Some of them joined in an **alliance** to attack the British under the leadership of **Pontiac**, an **Ottawa** chief. **Great Britain** wanted to make peace with the Native Americans in order to prevent more fighting. So, **King George III** issued the **Proclamation of 1763**, which ordered a temporary end to settlement west of the **Appalachian Mountains**. This prevented **colonists** from moving into areas still under Native American control. Some settlers had already claimed lands to the west of the mountains. They were instructed by the King to give up any such claims.

QUESTION

**What is the label on the line marking the boundary of settlement for colonists?**

POSSIBLE ANSWER

Proclamation Line of 1763

QUESTION

**According to this map, who controls the land to the west and south of the British colonies?**

POSSIBLE ANSWER

West: Native American nations  
South: Spain

QUESTION

**Why might some colonists have been angry with King George III's Proclamation?**

POSSIBLE ANSWER

Colonists might have been angry because they were told they could not settle land west of the mountains. They might have been angry because they felt that the British should remove the Indians rather than restricting the colonists. They might have been angry if they had already made a land claim and were told that they must give up their land claim. They might have been angry not to receive land after siding with the British in the French and Indian War. They might have been angry simply that a man living across the sea could tell them what they could or could not do.

### Document 1



**Map of NE America after King George III's Proclamation of 1763**

### MEDIA LITERACY QUESTIONS

**Do you think this is a professionally-made, original map from 1763 or is it a copy made recently by an unprofessional map maker? Why?**

This map was made in 2010 by staff from Project Look Sharp, the group that wrote these lessons. An original map would probably have had fancier lettering, more words and perhaps some illustrations.

**Can you find an example online of an original map of the British colonies? Compare it with this map and note the differences and similarities.**

### EXTENDED DISCUSSION

**Why would Native American nations have wanted to attack the British colonies?**

**Why might King George III have made the 1763 line a temporary boundary rather than a permanent one?**

**What do you think the following line from the original text of the Proclamation means?**

“We do hereby strictly forbid, on Pain of our Displeasure, all our loving Subjects from making any Purchases or Settlements whatever, or taking Possession of any of the Lands above reserved.”

### ADDITIONAL RESOURCES

For the original text of the Proclamation of 1763, visit *The Avalon Project* of Yale Law School’s Lillian Goldman Law Library:

<http://avalon.law.yale.edu>

For more information about the colonists’ objection to the Proclamation of 1763, visit *Digital History* and search their Document Database :

<http://www.digitalhistory.uh.edu/>

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Directions:** Study the map and read the **Background Information** below. Then, answer the questions that follow in the space provided.



**Background Information**

The **French and Indian War** is seen by historians as one of the causes of the American Revolution. From 1754-1763, Britain and France fought for control of what would later become the United States. Although Britain won the war, it cost a lot of money. The British Government then **raised taxes** on the colonies to pay for it. This angered many **colonists** and began a series of events that would ultimately result in a war for **independence**.

The colonists were also angered by a **Proclamation** made by Britain’s **King George III** at the end of the war. Many Native Americans who had been **allies** with the French were not happy with the outcome of the war. Some of them joined in an **alliance** to attack the British under the leadership of **Pontiac**, an **Ottawa** chief. **Great Britain** wanted to make peace with the Native Americans in order to prevent more fighting. So, **King George III** issued the **Proclamation of 1763**, which ordered a temporary end to settlement west of the **Appalachian Mountains**. This prevented **colonists** from moving into areas still under Native American control. Some settlers had already claimed lands to the west of the mountains. They were instructed by the King to give up any such claims.

1. What is the label on the line marking the western boundary of settlement for colonists?

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2. According to this map, who controls the land to the west and south of the British colonies?

west: \_\_\_\_\_

south: \_\_\_\_\_

3. Why might some colonists have been angry with King George III's Proclamation Line of 1763?

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LESSON PLAN



PowerPoint Slide

## Lesson 2: Tarred and Feathered

### Lesson Objectives:

- Students will read, analyze, and interpret information from an 18<sup>th</sup> century engraving.
- Students will understand the impact of the Stamp Act on the American Revolution.
- Students will identify colonists' feelings about and actions in responses to British taxation.

### Vocabulary:

**birth certificate, colonists, etching/engraving, mob, "No taxation without representation!," official, Parliament, slogan, Stamp Act, tar and feather, taxes**

### Media:

PowerPoint Slide: Doc 2: John Malcolm, French Engraving by F. Godefry, 1774

### Materials Needed:

- PowerPoint slides (access online or via the digital media folder)
- Projector for PowerPoint Slide
- Copy of the *Teacher Guide*
- Copy of the *Student Worksheet*

**Time:** 20-25 minutes

### Lesson Procedures:

1. Review the *Teacher Guide* and review the *Vocabulary* with students as needed.
2. Make and distribute copies of the *Student Worksheet*.
3. Project the PowerPoint slide.
4. Have students study the document, and then read aloud or have students read the *Background Information* that is located on the *Student Worksheet*.
5. Have students complete the worksheet individually, in groups, or during the teacher-led discussion in step 6.
6. Lead the whole group through a teacher-led discussion and decoding of the document using the *Questions and Possible Answers* in the *Teacher Guide*.
7. Use the *Media Literacy Questions, Extended Discussion, and Additional Resources* as appropriate.



TEACHER GUIDE

## Lesson 2: Tarred and Feathered

### BACKGROUND INFORMATION

American **colonists** did not have anyone in **Parliament** to represent them. Colonists repeated the **slogan**, “**No taxation without representation!**” to say that they did not feel that it was right to be forced to pay **taxes** if they did not have a say in passing laws.

In 1765, the British Parliament passed the **Stamp Act** to help pay for the **debt** from the **French and Indian War**. The Stamp Act said that people would have to pay taxes or fees on papers such as **birth certificates** or newspapers. The colonists were not happy about this new tax, especially because a government in which they had no voice had forced it on them.

Colonists fought back against the Stamp Act in many ways. One way that they fought back, as shown in this engraving, was by attacking those who collected the Stamp Act taxes. In the engraving a **mob** of colonists gather to **tar and feather** a British **official** whose job was to collect taxes on behalf of Britain. Tarring and feathering was a painful and embarrassing punishment where a victim was stripped to his waist and had hot, sticky tar feathers poured over him. Then, he would be covered in feathers. Victims were often paraded through the streets.

QUESTION

**What are the man and woman holding in the left corner of the picture?**

POSSIBLE ANSWER

They are holding pots full of tar and feathers.

QUESTION

**Judging from the engraving, how does the crowd feel about the tarring and feathering of the British tax collector?**

POSSIBLE ANSWER

They see it as entertainment. The crowd seems to be cheering it on with raised arms and faces.

QUESTION

**What might the colonists have hoped to accomplish by attacking the British tax collector?**

POSSIBLE ANSWER

They want to have representation in Parliament. They want the Stamp Act cancelled. They want to scare the tax collectors.

QUESTION

**What is your evidence from the background information?**

POSSIBLE ANSWER

Representation - The slogan, “No taxation without representation!”  
Cancel the Stamp Act - “The colonists were not happy about this new tax...”  
Scare the tax collectors – The tax collector looks scared with his mouth open as he is about to be covered with hot tar and feathers.

### Document 2



*John Malcolm,*  
**French engraving by**  
**F. Godefroy, 1774**

Engraving from the *American Antiquarian Society*

[www.americanantiquarian.org](http://www.americanantiquarian.org)

**NOTE:** The tax collector was a man, but may appear to students as a woman due to the blouse and long hair common to males in that era.

#### ADDITIONAL RESOURCES

For more information about the practice of tarring and feathering, visit the Essays section of *The American Revolution* website and look for the following essay:

<http://revolution.hnet.msu.edu>

Irvin, Benjamin H. "Tar and Feathers in Revolutionary America." *The American Revolution*. H-Net: Humanities and Social Sciences OnLine. Web. May 2011.

For more information about the engraving, visit The European Political Print Collection of the *American Antiquarian Society* website, listing BM5109a:

<http://www.americanantiquarian.org>

#### MEDIA LITERACY QUESTIONS

**Do you think the artist was for or against the tarring and feathering? Why do you think so?**

The artist who made this etching was French. The people of France started their own revolution against the king and queen of France in 1789, fifteen years after the event shown here.

**Why might a French artist have been interested in illustrating the American Revolution?**

**Why do you suppose that this engraving shows the tarring and feathering event as a public event and not an event that happens on an isolated street attended by only a few people?**

#### EXTENDED DISCUSSION

**Why would the British want to tax the colonists?**

**What did the colonists risk by taking this action and why would they have chosen to take these risks?**

**What social classes seem to be represented in the crowd? How can you tell?**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Directions:** Study the picture and read the **Background Information** below. Then, answer the questions that follow in the space provided.

*John Malcolm*

French engraving by F. Godefroy, 1774

John Malcolm

hot tar

feathers



**Background information**

American **colonists** did not have anyone in **Parliament** to represent them. Colonists repeated the **slogan**, “**No taxation without representation!**” to say that they did not feel that it was right to be forced to pay **taxes** if they did not have a say in passing laws.

In 1765, the British Parliament passed the **Stamp Act** to help pay for the **debt** from the **French and Indian War**. The Stamp Act said that people would have to pay taxes or fees on papers such as **birth certificates** or newspapers. The colonists were not happy about this new tax, especially because a government in which they had no voice had forced it on them.

Colonists fought back against the Stamp Act in many ways. One way that they fought back, as shown in this engraving, was by attacking those who collected the Stamp Act taxes. In the engraving a **mob** of colonists gather to **tar and feather** a British **official** whose job was to collect taxes on behalf of Britain. Tarring and feathering was a painful and embarrassing punishment where a victim was stripped to his waist and had hot, sticky tar feathers poured over him. Then, he would be covered in feathers. Victims were often paraded through the streets.

1. What are the man and woman holding in the left corner of the picture?

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2. Judging from the engraving, how does the crowd feel about the tarring and feathering of the British tax collector?

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3. What might the colonists have hoped to accomplish by attacking the British tax collector? What is your evidence from the engraving or the **Background Information**?

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LESSON PLAN

## Lesson 3: Boston Tea Party



PowerPoint Slide

### Lesson Objectives:

- Students will read, analyze, and interpret a 19<sup>th</sup> century lithograph.
- Students will understand the reasoning behind the Boston Tea Party.
- Students will evaluate the accuracy and credibility of historical documents.

### Vocabulary:

**associates, Boston, Boston Tea Party, Parliament, colonists, East India Tea Company, exclusive, harbor, import, Intolerable Acts, lithograph, merchant, Mohawk Indians, protest, shopkeepers, Tea Act**

### Media:

PowerPoint Slides: Doc 3: *The Destruction of Tea at Boston Harbor in 1773* Lithograph  
Doc 3: Boston Tea Party Personal Memoir by James Hawkes

Note: A print version of the Boston Tea Party Personal Memoir by James Hawkes is located on the back of this Lesson Plan for your convenience.

### Materials Needed:

- PowerPoint slides (access online or via the Media digital folder)
- Projector for the two PowerPoint Slides
- Copy of the *Teacher Guide*
- Copy of the *Student Worksheet*

**Time:** 25-30 minutes

### Lesson Procedures:

1. Review the *Teacher Guide* and review the *Vocabulary* with students as needed.
2. Make and distribute copies of the *Student Worksheet*.
3. Project the PowerPoint slide of the Lithograph.
4. Have students study the document, and then read aloud or have students read the *Background Information* that is located on the *Student Worksheet*.
5. Have students complete the questions on the worksheet individually, in groups, or during the teacher-led discussion in step 6.
6. Lead the whole group through a teacher-led discussion and decoding of the document using the *Questions* and *Possible Answers* in the *Teacher Guide*. Optional: Project the personal memoir document for question 4 and read aloud.
7. Use the *Media Literacy Questions*, *Extended Discussion*, and *Additional Resources* as appropriate.

LESSON DOCUMENT

## Lesson 3: Boston Tea Party

The following media document is located on the *Student Worksheet* and the Document 3 PowerPoint slide.

Hawkes, James. *A Retrospect of the Boston Tea Party, with a Memoir of George R. T. Hewes, a survivor of the little band of patriots who drowned the tea in Boston harbour in 1773*. New York: S.S. Bliss, 1834. *Archive.org*, The New York Public Library, 2008. Web. May 2011.

In about three hours from the time we went on board we had thus broken and thrown overboard every tea chest to be found in the ship; while those in the other ships were disposing of the tea in the same way, at the same time. We were surrounded by British armed ships, but no attempt was made to resist us. We then quietly retired to our several places of residence, without having any conversation with each other, or taking any measures to discover who were our associates; nor do I recollect of our having had the knowledge of the name of a single individual concerned in that affair, except that of Leonard Pitt, the commander of my division, who I have mentioned. There appeared to be an understanding that each individual should volunteer his services, keep his own secret, and risk the consequences for himself. No disorder took place during that transaction, and it was observed at that time, that the stillest night ensued that Boston had enjoyed for many months.



TEACHER GUIDE

## Lesson 3: Boston Tea Party

### BACKGROUND INFORMATION

In 1773, the British **Parliament** passed the **Tea Act**, a new law that gave one company, the **East India Tea Company**, the **exclusive** right to **import** tea to the colonies. The law also gave the company the right to sell its tea directly to **shopkeepers**. This meant that the colonial tea **merchants** could no longer make money by selling imported tea. Many **colonists** were angered by the British Parliament's decision to enact laws and taxes that would hurt colonial merchants. They were also resentful that they had no chance to speak for their own interests in Parliament.

On December 16, 1773 a group of colonists, some disguised as **Mohawk Indians**, boarded British ships and threw hundreds of cases of tea into Boston **harbor** as a **protest** against the Tea Act. This protest came to be known as the **Boston Tea Party**. The British Parliament then passed new laws known by the colonists as the **Intolerable Acts** that led to further conflict. This print was made 73 years following the event in order to recognize the significance that the Boston Tea Party had in the American Revolution.

QUESTION **At what time of day does this print suggest the Boston Tea Party happened?**

POSSIBLE ANSWER Daytime

QUESTION **Judging from the print, are the participants in the tea party acting in secret?**

POSSIBLE ANSWERS No, or maybe. Some are dressed as Mohawk Indians.

QUESTION **Do there appear to be British army ships at the scene?**

POSSIBLE ANSWER No.

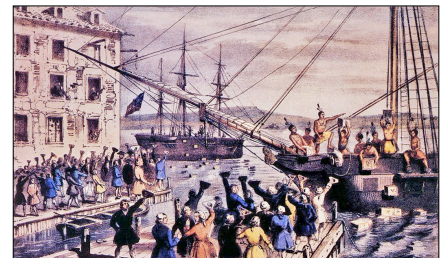
QUESTION **At what time of day does the written account suggest the Boston Tea Party happened?** →

POSSIBLE ANSWER At nighttime ("At that time, that the stillest night ensued..."), but it was also three hours long.

QUESTION **Judging from the written account, were the participants in the tea party acting in secret?**

POSSIBLE ANSWER Yes. ("Nor do I recollect of our having had the knowledge of the name of a single individual concerned in that affair," "an understanding that each individual should...keep his own secret.")

### Document 3



*The Destruction of Tea at Boston Harbor, 1773*

**Note:** the PPT slide and student worksheet contain the written personal account.

Continued....

QUESTION	<b>According to Mr. Hewes' memory were there British army ships at the scene?</b>
POSSIBLE ANSWER	Yes ("We were surrounded by British armed ships...").
QUESTION	<b>Why might the versions of what happened at the Boston Tea Party be so different between the print image and the written story?</b>
POSSIBLE ANSWER	It is likely that the printmakers wanted to illustrate their story in a dramatic way to increase interest in and sales of their print. Thus they chose to show the action in the daytime in front of a large crowd. Although the memory of George Hewes could have been wrong 61 years later, all the first-person historical accounts indicate that the tea party happened at night without a large audience.

#### **ADDITIONAL ACTIVITY**

Show students the 3-minute *Sesame Street* clip, "Sesame Street: Kermit News and Boston T Party":

<http://www.youtube.com/watch?v=Ar6cFifPFW4>

- Ask students to identify the accurate and inaccurate information in the clip.
- Discuss which of the three documents is most likely to be believable and why.
- Ask which of the documents the students are most likely to remember and why.
- Discuss the importance of asking questions about the accuracy of information in the media

#### **MEDIA LITERACY QUESTIONS**

**Do you think that these versions are less likely to be true since they were created decades after the original event?**

**Can we know what really happened hundreds of years ago when there are different stories told like in these two media documents?**

#### **EXTENDED DISCUSSION**

**What do you know about the Tea Party of 2010?**

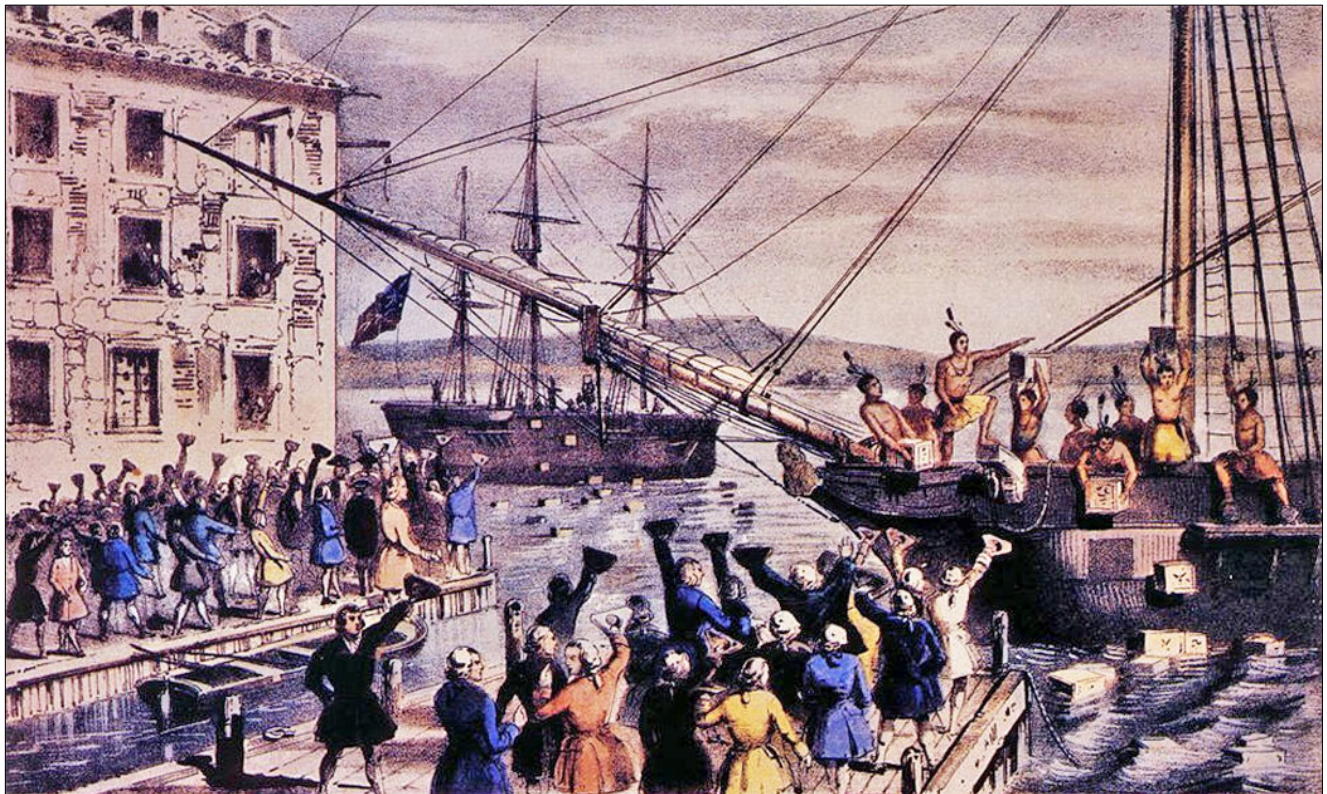
**Why do you think these people decided to name their movement after the Boston Tea Party?**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Directions:** Study the picture and read the **Background Information** below. Then, answer the questions that follow in the space provided.

***The Destruction of Tea at Boston Harbor, 1773***  
**Lithograph by Sarony & Major, Printed in 1846**



**Background Information**

In 1773, the British **Parliament** passed the **Tea Act**, a new law that gave one company, the **East India Tea Company**, the **exclusive** right to **import** tea to the colonies. The law also gave the company the right to sell its tea directly to **shopkeepers**. This meant that the colonial tea merchants could no longer make money by selling imported tea. Many **colonists** were angered by the British Parliament's decision to enact laws and taxes that would hurt colonial merchants. They were also resentful that they had no chance to speak for their own interests in Parliament.

On December 16, 1773 a group of colonists, some disguised as **Mohawk Indians**, boarded British ships and threw hundreds of cases of tea into Boston **harbor** as a **protest** against the Tea Act. This protest came to be known as the **Boston Tea Party**. The British Parliament then passed new laws known by the colonists as the **Intolerable Acts** that led to further conflict. This print was made 73 years following the event in order to recognize the significance that the Boston Tea Party had in the American Revolution.

1. At what time of day does this print suggest the Boston Tea Party happened?

---

2. Judging from the print, are the participants in the tea party acting in secret?

---

3. Does there appear to be any British army ships at the scene?

---

4. At what time of day does the written account below suggest the Boston Tea Party happened?

---

Here are the memories of a Boston shoemaker, George Robert Twelve Hewes, who participated in the Boston Tea Party. He gave this account to writer James Hawkes in 1834 for Hawkes' book, *A Retrospect of the Boston Tea Party*.

In about three hours from the time we went on board we had thus broken and thrown overboard every tea chest to be found in the ship; while those in the other ships were disposing of the tea in the same way, at the same time. We were surrounded by British armed ships, but no attempt was made to resist us. We then quietly retired to our several places of residence, without having any conversation with each other, or taking any measures to discover who were our associates; nor do I recollect of our having had the knowledge of the name of a single individual concerned in that affair, except that of Leonard Pitt, the commander of my division, who I have mentioned. There appeared to be an understanding that each individual should volunteer his services, keep his own secret, and risk the consequences for himself. No disorder took place during that transaction, and it was observed at that time, that the stillest night ensued that Boston had enjoyed for many months.

5. Judging from this memory, were the participants in the tea party acting in secret?

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6. According to Mr. Hewes' memory, were there British army ships at the scene?

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7. Why might the versions of what happened at the Boston Tea Party be so different between the print image and the written story?

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LESSON PLAN

## Lesson 4: Phillis Wheatley's Poem



Audio Clip

### Lesson Objectives:

- Students will read, analyze, and interpret an 18<sup>th</sup> century poem.
- Students will understand revolutionary sentiments about British oppression.
- Students will relate the desire for freedom from British rule to the struggle against slavery.

### Vocabulary:

**African slave trade, beloved, Boston, colonists, distressed, earl, emancipated, Great Britain, Greek, kidnapping, Latin, lord, merchant, oppressive, Phillis Wheatley, preface, Senegal, servant, slave trader, Stamp Act, tyranny, William Legge**

### Media:

PowerPoint Slide: Doc 4: "To the Right Honorable William, Earl of Dartmouth" Poem

Audio Clip: Phillis Wheatley's Poem (1:08 min.)

Note: A print version of Phillis' Wheatley's poem is located on the back of this Lesson Plan for your convenience.

### Materials Needed:

- PowerPoint slides (access online or via the Media digital folder)
- Audio clip (access online or via Lesson 4 digital media folder)
- Speakers for audio clip.
- Projector for PowerPoint Slide
- Copy of the *Teacher Guide*
- Copy of the *Student Worksheet*

**Time:** 30-35 minutes

### Lesson Procedures:

1. Review the *Teacher Guide* and review the *Vocabulary* with students as needed.
2. Make and distribute copies of the *Student Worksheet*.
3. Read aloud or have students read the *Background Information* that is located on the *Student Worksheet*.
4. Play the audio recording of the Phillis Wheatley's poem and have students follow along to the lyrics on their worksheet. (Optional, project the PowerPoint slide of the poem.)
5. Have students complete the worksheet individually, in groups, or during the teacher-led discussion in step 6. Note: Be sure to demonstrate the underlining instructions for the translation exercise.
6. Lead the whole group through a teacher-led discussion and decoding of the document using the *Questions* and *Possible Answers* in the *Teacher Guide*.
7. Use the *Media Literacy Questions*, *Extended Discussion*, and *Additional Resources* as appropriate.

LESSON DOCUMENT

## Lesson 4: Phillis Wheatley's Poem

The following media document is located on the *Student Worksheet* and the Document 4 PowerPoint slide.

### "To the Right Honorable William, Earl of Dartmouth," 1773

- 1 No more, America, in mournful strain
- 2 Of wrongs, and grievance unredress'd complain,
- 3 No longer shalt thou dread the iron chain,
- 4 Which wonton Tyranny with lawless hand
- 5 Had made, and with it meant t' enslave the land.
- 6 Should you, my lord, while you peruse my song,
- 7 Wonder from whence my love of Freedom sprung,
- 8 Whence flow these wishes for the common good,
- 9 By feeling hearts alone best understood,
- 10 I, young in life, by seeming cruel fate
- 11 Was snatch'd from Afric's fancy'd happy seat:
- 12 What pangs excruciating must molest,
- 13 What sorrows labour in my parent's breast?
- 14 Steel'd was that soul and by no misery mov'd
- 15 That from a father seiz'd his babe belov'd:
- 16 Such, such my case. And can I then but pray
- 17 Others may never feel tyrannic sway?

TEACHER GUIDE

# Lesson 4: Phillis Wheatley's Poem

## BACKGROUND INFORMATION

**About Phillis Wheatley:** Phillis was born in Gambia, **Senegal**, and was enslaved at age eight. She was bought by John Wheatley, a wealthy **merchant** in **Boston**. John and Susanna Wheatley allowed their daughter Mary to teach Phillis to read and write. Phillis learned quickly. She worked as an enslaved household **servant** while also learning **Latin, Greek**, science, geography and history. Her poetry was so good that it attracted attention even in **Great Britain**. Some people did not believe that a female African slave could really have written her poems. Phillis Wheatley was **emancipated**, or freed, from slavery in part due to her fame as a respected poet.

**Background of the poem:** Phillis Wheatley, the first published African-American poet, was supportive of revolutionary opinions. This poem compares the colonists' struggle for freedom to the struggle for freedom from slavery. The poem is dated 1773 and is addressed to **William Legge**, the **Earl of Dartmouth**, whom she had met when visiting England. Legge was a friend to the colonies and opposed the **Stamp Act**. Ms. Wheatley's first book collection of poems was published in England, rather than Boston. It contained a **preface** that swore to the fact that she was the true author.

QUESTION

**How did Ms. Wheatley come to live in America?**

POSSIBLE ANSWER

She was kidnapped from Africa when she was young and sold as a slave.

QUESTION

**What words or phrases in the poem show that Ms. Wheatley thinks Great Britain is an oppressive government?**

POSSIBLE ANSWER

"Enslave the land" shows that England takes from America without giving them freedoms. "Lawless hand" says that England's actions are unfair and against the law. "Grievance unredress'd" shows that they have asked for assistance, but got no help. Other examples include "iron chain" and "wonton Tyranny."

QUESTION

**How is Ms. Wheatley saying the struggle for freedom for the colonists is similar to the struggle of enslaved African-Americans?**

POSSIBLE ANSWER

They are both a struggle for freedom from tyranny. The colonists struggle to be free from England's "enslaved" rule, and her kidnapping caused her mother and father great pain that is like a "tyrannic sway."

### Document 4

<p>The original poem by Phillis Wheatley</p> <ol style="list-style-type: none"> <li>1 No more, America, in mournful strain</li> <li>2 Of wrongs, and grievance unredress'd complain,</li> <li>3 No longer shall thou dread the iron chain,</li> <li>4 Which wonton Tyranny with lawless hand</li> <li>5 Had made, and with it meant I enslave the land.</li> <li>6 Should you, my lord, while you pursue my song,</li> <li>7 Wonder from whence my love of Freedom sprung,</li> <li>8 Whence flow these wishes for the common good,</li> <li>9 By feeling hearts alone best understood,</li> <li>10 I, young in life, by seeming cruel fate</li> <li>11 Was snatch'd from Afric's happy seat:</li> <li>12 What pangs excruciating must molest,</li> <li>13 What sorrows labour in my parent's breast?</li> <li>14 <u>Steal'd</u> was that soul and by no misery mov'd</li> <li>15 That from a father seiz'd his babe below:</li> <li>16 Such, such my case. And can I then but pray</li> <li>17 Others may never feel tyrannic sway?</li> </ol>	<p>Translation of the Poem</p> <p>American colonists, do not sadly complain any more about the unfair British government, which is not listening to your requests for change.</p> <p>Do not be afraid any more of the bullying British. They have been trying to control us by using force. They will not be able to enslave us.</p> <p>While you read my poem, my lord, Earl of Dartmouth, you may be wondering how I got my love of freedom.</p> <p>You may be wondering why I care about what is best for everyone, why I feel for the pain of others.</p> <p>When I was still a young child living happily in Africa, I was stolen away by a slave trader. It was a cruel thing to do.</p> <p>My parents must be so sad and distressed. Their hearts must still be aching.</p> <p>The person who stole from my father his beloved child must have been a person with a hardened soul, someone with no feeling for the suffering of others.</p> <p>That is what I lived through. So you can see why I pray that no one else should ever have to live without freedom.</p>
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## "To the Right Honorable William, Earl of Dartmouth," Poem by Phillis Wheatley, 1773

**Note:** The PPT slide and student worksheet contain the poem and a student translation.

#### MEDIA LITERACY QUESTIONS

What was Phillis Wheatley's purpose in writing this poem?

Why might she have chosen poetry as the way to deliver her message rather than some other form of communication?

#### EXTENDED DISCUSSION

What risks was Phillis Wheatley taking by writing a poem comparing the African slave trade with British tyranny?

Did the leaders of the American Revolution take her concerns about the tyranny of slavery seriously? Should they have?

#### ADDITIONAL RESOURCES

For more information about Phillis Wheatley, visit the *Women in History* website under Figures:

<http://www.lkwdpl.org>

For the complete text of "To the Right Honorable William, Earl of Dartmouth" and other poems by Phillis Wheatley, visit the *Poet's Corner* website:

<http://theotherpages.org/poems>



NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Directions:** Read the original poem on the left side of the page, and then the translation on the right. Underline the words in the translation that match the underlined words in the original. For example, the word sadly is underlined in the translation because it means the same thing as the words *mournful strain* in the original. Then answer the questions on the following page.

**“To the Right Honorable William, Earl of Dartmouth”  
Poem by Phillis Wheatley, 1773**

**The Original Poem by Phillis Wheatley**

- 1 No more, America, in mournful strain
- 2 Of wrongs, and grievance unredress'd complain,
- 3 No longer shalt thou dread the iron chain,
- 4 Which wonton Tyranny with lawless hand
- 5 Had made, and with it meant t' enslave the land.
- 6 Should you, my lord, while you peruse my song,
- 7 Wonder from whence my love of Freedom sprung,
- 8 Whence flow these wishes for the common good,
- 9 By feeling hearts alone best understood,
- 10 I, young in life, by seeming cruel fate
- 11 Was snatch'd from Afric's fancy'd happy seat:
- 12 What pangs excruciating must molest,
- 13 What sorrows labour in my parent's breast?
- 14 Steel'd was that soul and by no misery mov'd
- 15 That from a father seiz'd his babe belov'd:
- 16 Such, such my case. And can I then but pray
- 17 Others may never feel tyrannic sway?

**Translation of the Poem**

American colonists, do not sadly complain any more about the unfair British government, which is not listening to your requests for change.

Do not be afraid any more of the bullying British. They have been trying to control us by using force. They will not be able to enslave us.

While you read my poem, my lord, Earl of Dartmouth, you may be wondering how I got my love of freedom.

You may be wondering why I care about what is best for everyone, why I feel for the pain of others.

When I was still a young child living happily in Africa, I was stolen away by a slave trader. It was a cruel thing to do.

My parents must be so sad and distressed. Their hearts must still be aching.

The person who stole from my father his beloved child must have been a person with a hardened soul, someone with no feeling for the suffering of others.

That is what I lived through. So you can see why I pray that no one else should ever have to live without freedom.

**Directions:** Use the **Background Information** below and the **poem** to answer the questions that follow.

**Background Information:**

**About Phillis Wheatley:** Phillis was born in Gambia, **Senegal**, and was enslaved at age eight. She was bought by John Wheatley, a wealthy **merchant** in **Boston**. John and Susanna Wheatley allowed their daughter Mary to teach Phillis to read and write. Phillis learned quickly. She worked as an enslaved household **servant** while also learning **Latin, Greek**, science, geography and history. Her poetry was so good that it attracted attention even in **Great Britain**. Some people did not believe that a female African slave could have written her poems. Phillis Wheatley was **emancipated** or freed from slavery in part due to her fame as a respected poet.

**About the Poem:** Phillis Wheatley, the first African-American published poet, was supportive of revolutionary opinions. This poem compares the colonists' struggle for freedom to the struggle for freedom from slavery. The poem is dated 1773 and is addressed to **William Legge**, the **Earl** of Dartmouth, whom she had met when visiting England. Legge was a friend to the colonies and opposed the **Stamp Act**. Ms. Wheatley's first book collection of poems was published in England, rather than in Boston. It contained a **preface** that swore to the fact that she was the true author.

1. How did Ms. Wheatley come to live in America?

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2. What words or phrases in the poem show that Ms. Wheatley thinks Great Britain is an oppressive government?

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3. How is Ms. Wheatley saying the struggle for freedom for the colonists is similar to the struggle of enslaved African-Americans?

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LESSON PLAN



PowerPoint Slide

## Lesson 5: The Intolerable Acts

### Lesson Objectives:

- Students will read, analyze, and interpret an 18<sup>th</sup> century newspaper cartoon.
- Students will understand the importance of the 1774 blockade of Boston Harbor on the American Revolution.
- Students will identify revolutionary perspectives on Britain's "Intolerable Acts."

### Vocabulary:

**blockade, Boston, Boston harbor blockade, Boston Tea Party, British Parliament, cartoonist, colonies, harbor, Intolerable Acts, liberty, London, Massachusetts, Patriots**

### Media:

PowerPoint Slide: Doc 5: "The Bostonians in Distress" London Newspaper Cartoon

### Materials Needed:

- Download the PowerPoint from our website or from the kit digital media device
- Projector for PowerPoint Slide
- Copy of the *Teacher Guide*
- Copy of the *Student Worksheet*

**Time:** 20-25 minutes

### Lesson Procedures:

1. Review the *Teacher Guide* and review the *Vocabulary* with students as needed.
2. Make copies of the *Student Worksheet* and distribute.
3. Project the PowerPoint slide and introduce the concept of a "political cartoon."
4. Have students study the document, and then read aloud or have students read the *Background Information* that is located on the *Student Worksheet*.
5. Have students complete the worksheet individually, in groups, or during the teacher-led discussion in step 6.
6. Lead the whole group through a teacher-led discussion and decoding of the document using the *Questions* and *Possible Answers* in the *Teacher Guide*.
7. Use the *Media Literacy Questions*, *Extended Discussion*, and *Additional Resources* as appropriate.



TEACHER GUIDE

## Lesson 5: The Intolerable Acts

### BACKGROUND INFORMATION

After the **Boston Tea Party** protest by angry **Patriots**, the British Parliament passed harsh laws to control the **colonies**. These laws said that the elected leaders of **Massachusetts** no longer controlled the colony. The British government now had control over **Boston**. The Patriots called these laws the **Intolerable Acts** because they could not stand them. The Intolerable Acts included the **Boston harbor blockade**, or the closing of Boston harbor. The **blockade** had a big impact on the colonists because no ship was able to dock or to unload any goods without British permission.

This cartoon was published in **London** in 1774. It shows how closing the Boston Harbor affected the colonists of Massachusetts. The men in the cage are colonists from Boston. The three men in the boat are British soldiers who are feeding the hungry colonists fish. The fish are in exchange for the bundle of false promises held out by the man in the bottom right of the cage. The warships in the harbor are the British ships that blocked American ships from entering the harbor.

QUESTION **In the cartoon, the colonists are in a cage tied to a tree. What is the label on the tree?**

POSSIBLE ANSWER The Liberty Tree

QUESTION **According to the cartoonist, what effect did the blockade have on the people of Boston?**

POSSIBLE ANSWER The blockade led to hunger for the people of Boston.

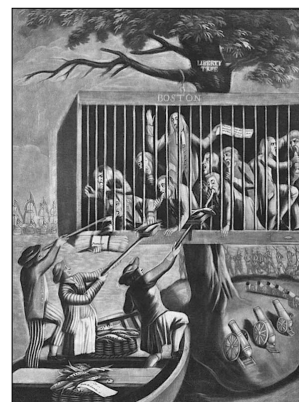
QUESTION **What is the cartoonist's message about the closing of Boston harbor?**

POSSIBLE ANSWER The cartoonist wanted to show sympathy or favor toward the people of Boston who were imprisoned and hungry due to the British blockade.

QUESTION **What is your evidence from the document?**

POSSIBLE ANSWER The blockade is represented by the cannons, troops and warships. Sympathy for the rebels is indicated by the title, which indicates that the Bostonians need help and by the Bible quote which suggests that God will help the Bostonians out of their distress.

Document 5



**“The Bostonians in Distress,”  
London newspaper cartoon  
by Phillip Dawe, 1774**

### MEDIA LITERACY QUESTIONS

**What is the purpose of having cartoons in newspapers? Is this cartoon funny?**

This cartoon was published in London, which was the center of the British Empire that controlled the American colonies in 1763.

**Do you think a cartoonist living in Britain might have had a different point of view than a cartoonist living in the American colonies? Why or why not?**

**Why might the cartoonist have chosen the quote from the Bible to illustrate his point?**

### EXTENDED DISCUSSION

A second possible interpretation of the cartoon's message could be that the cartoonist wants to show that those rebellious colonists are being controlled and forced to act obedient and that the British have taught them a deserved lesson.

**Which of these interpretations do you think was intended and why?**

**Why might the British sailors have fed the colonists?**

**Why might the Liberty Tree have been chosen as a symbol for the colonist rebels?**

Other Intolerable Acts in addition to the Boston harbor blockade included a law requiring British colonists to house British soldiers in their homes and a proclamation putting the British Army in charge of the colony of Massachusetts. **Why might the colonists have considered these actions intolerable?**

### ADDITIONAL RESOURCES

For more information about the Intolerable Acts see the *Documents of American History: To 1898* by Henry Steele Commager and Milton Cantor.

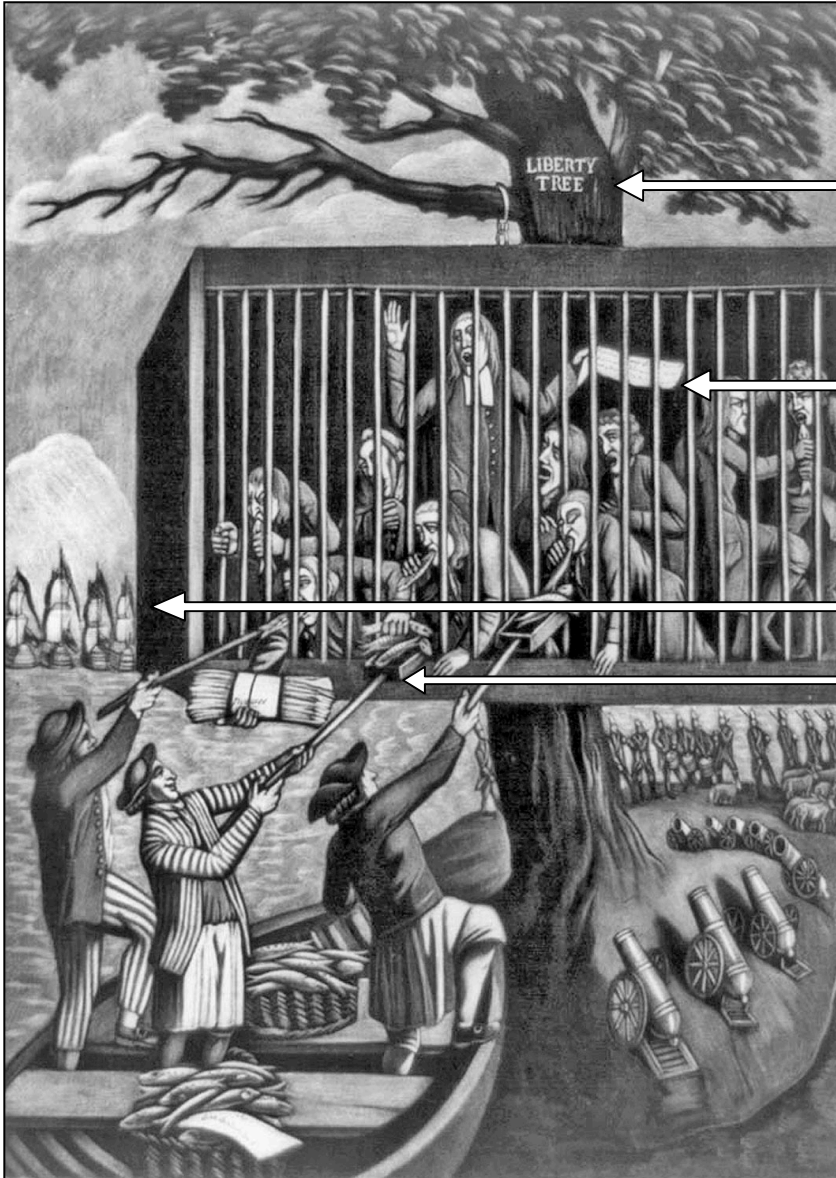
For more information about the print, visit the *Library of Congress* website:

<http://www.myloc.gov/Exhibitions/creatingtheus/DeclarationofIndependence>

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Directions:** Study the picture and read the **Background Information**. Then, answer the questions that follow in the space provided.



**“The Bostonians in Distress,”  
London newspaper cartoon  
by Phillip Dawe, 1774**

Liberty Tree

Paper reads: “They cried unto the  
Lord in their Trouble & he saved  
them out of their Distress.”  
Psalm 107:13

The warships in the harbor are the  
British ships that blocked American  
ships from entering the harbor.

The fish are in exchange for the  
bundle of false promises held out by  
the man in the bottom of the cage.

The men in the cage are colonists  
from Boston.

The three men in the boat are British  
soldiers who are feeding the hungry  
colonists fish.

**Background Information:** After the **Boston Tea Party** protest by angry **Patriots**, the British Parliament passed harsh laws to control the **colonies**. These laws said that the elected leaders of **Massachusetts** no longer controlled the colony. The British government now had control over **Boston**. The Patriots called these laws the **Intolerable Acts** because they could not stand them. The Intolerable Acts included the **Boston harbor blockade**, or the closing of Boston harbor. The **blockade** had a big impact on the colonists because no ship was able to dock or to unload any goods without British permission.

This cartoon was published in London in 1774. It shows how closing the Boston Harbor affected the rebel colonists of Massachusetts.

1. In the cartoon, the colonists are in a cage tied to a tree. What is the label on the tree?

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2. According to the cartoonist, what effect did the blockade have on the people of Boston?

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3. What is the cartoonist's message about the closing of Boston harbor?

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LESSON PLAN



Audio Clip

## Lesson 6: Declaration of Independence

### Lesson Objectives:

- Students will listen to, read, analyze, and interpret an excerpt from the Declaration of Independence.
- Students will identify revolutionary sentiments that lead to the Declaration of Independence.

### Vocabulary:

**alliance, colonists, Continental Congress, Creator, Declaration of Independence, Great Britain, John Adams, King George III, loyalty, merchant, Parliament, rights, souls, Thomas Jefferson**

### Media:

(Optional) PowerPoint Slide: Doc 6: Excerpt from the Declaration of Independence

Audio Clip: Declaration of Independence

Note: A print version of the Declaration of Independence excerpt is located on the back of this Lesson Plan for your convenience.

### Materials Needed:

- Download the PowerPoint from our website or from the digital media folder.
- Audio clip from our website or from the kit digital media folder.
- Speakers for audio clip.
- (Optional) Projector for PowerPoint Slide
- Copy of the *Teacher Guide*
- Copy of the *Student Worksheet*

**Time:** 25-30 minutes

### Lesson Procedures:

1. Review the *Teacher Guide* and review the *Vocabulary* with students as needed.
2. Make and distribute copies of the *Student Worksheet*.
3. Read aloud or have students read the *Background Information* that is located on the *Student Worksheet*.
4. Play the audio recording of the Declaration of Independence and have students follow along on their worksheet. Explain that this is only an excerpt of the longer Declaration of Independence. Read the translation. (Optional, project the PowerPoint slide of the Declaration.)
5. Have students complete the worksheet individually, in groups, or during the teacher-led discussion in step 6.
6. Lead the whole group through a teacher-led discussion and decoding of the document using the *Questions* and *Possible Answers* in the *Teacher Guide*.
7. Use the *Media Literacy Questions*, *Extended Discussion*, and *Additional Resources* as appropriate.

LESSON DOCUMENT

## Lesson 6: Declaration of Independence

The following media document is located on the *Student Worksheet* and the Document 6 PowerPoint slide.

### Excerpt from the Declaration of Independence

We hold these truths to be self-evident: That all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness; that, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness...

The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world...

For quartering large bodies of armed troops among us;... For cutting off our Trade with all parts of the world;...For imposing Taxes upon us without our Consent;....

We, therefore, the Representatives of the united States of America... and by Authority of the good People of these Colonies, solemnly publish and declare, That these united Colonies are, and of Right ought to be Free and Independent States, that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. — And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

TEACHER GUIDE

# Lesson 6: Declaration of Independence

## BACKGROUND INFORMATION

During the mid-to-late 1700s, the British **Parliament** passed a number of laws that severely limited the freedom of the American **colonists**. Even though the colonists' complaints were brought to the attention of **King George III**, he ignored them. On June 11, 1776, the **Continental Congress** selected a group of five men to plan the **Declaration of Independence**. These men were **John Adams**, Benjamin Franklin, **Thomas Jefferson**, Robert Livingston, and Roger Sherman. Thomas Jefferson was given the task of writing the Declaration of Independence.

QUESTION

**Who wrote the Declaration of Independence?**

POSSIBLE ANSWER

Thomas Jefferson

QUESTION

**According to the Declaration of Independence, men are born with basic rights given to them by the Creator. What are these rights?**

POSSIBLE ANSWER

The Creator gave them the rights to life, liberty and the pursuit of happiness.

QUESTION

**What were colonists' main complaints in the Declaration of Independence?**

POSSIBLE ANSWER

The colonists felt their basic rights were not being honored and that they did not have a voice in the governmental decision-making process. They did not like the actions being taken by King George III and Parliament. Some of these actions included quartering (housing) soldiers in the homes of the colonists, cutting off trade with countries besides Great Britain, and taxing them without giving them representation in the lawmaking in Parliament.

## Document 6

**The Declaration of Independence**  
We hold these truths to be self-evident: That all men are created equal; that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness; that, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness...

The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world...

For quartering large bodies of armed troops among us; For cutting off our Trade with all parts of the world; For imposing Taxes upon us without our Consent;

We, therefore, the Representatives of the United States of America, ... and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States, that they are Absolved from all Allegiance to the King of Great Britain, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. — And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

**Translation for students**  
We believe that it is obvious that all people are created by God as equal souls, and that they all have basic rights. Among the rights they have are the rights to life and freedom, and the right to seek happiness. In order to protect these rights, people set up governments. The governments get their powers from the people. If government takes away the freedoms of the people, then the people have the right to change or end the government. The people have a right to create a new government which will protect their rights. They have a right to organize their government in a way which they think will protect them and their happiness.

The present King of Great Britain has repeatedly hurt us and taken away our power. He has done this in order to get total control over us. The following facts prove to the world that what we say is true:

He has housed large numbers of soldiers in our homes. He has stopped our merchants from trading with other countries than Great Britain. He has required that we pay taxes to which we did not agree...

Therefore, we who represent the United States of America, with the support of the good People of these colonies, are letting the world know that from now on, we are, and ought to be, Free and Independent. We give up our loyalty to Great Britain. We are breaking off our connection to the King of Great Britain. As a free, independent country we have the power to make war and make peace. We have the power to make alliances with other countries. We have the power to trade with anyone we wish, and the power to do all the things that any independent country can. To support this declaration, we rely on God and we promise to stand by each other. We promise to each other our lives, all we have, and our honor.

## Excerpt from the Declaration of Independence

**Note:** The PPT slide and student worksheet contain the text excerpt and a student translation.

Continued....

QUESTION

**What events led to the writing of the Declaration of Independence?**

POSSIBLE ANSWER

There were many events that led to the writing of the Declaration of Independence. The main theme was that American colonists were denied freedom and basic rights. After the French and Indian War, the British were in debt and began taxing the colonists. Examples of this taxation without representation were the Stamp Act, the Sugar Act and the Intolerable Acts. This led to the formation of the Continental Congress. The Congress called for a written Declaration of Independence in which colonists would declare freedom from British rule.

#### ADDITIONAL RESOURCES

For more information on the Declaration of Independence, visit the *National Archives* website and search for The Charters of Freedom in the Archives:

<http://www.archives.gov>

Or, visit the *Library of Congress'* Web Guides and search for the Declaration of Independence (Primary Documents in American History):

<http://www.loc.gov/rr/program/bib/bibguide.html>

#### MEDIA LITERACY QUESTIONS

Documents such as the Declaration of Independence can be interpreted differently by different readers. **How do you think King George III and his loyal followers might have interpreted the Declaration of Independence?**

**How might you have responded to this message?**

#### EXTENDED DISCUSSION

**What role did the Declaration of Independence play in the American Revolution?**

The Declaration of Independence declared, "All men are created equal." **Which groups of people were not clearly included in this statement of equality?**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Directions:** Read part of the original Declaration of Independence on the left and then the translation on the right. Then answer the questions on the following page.

### Excerpt from the Declaration of Independence

#### Excerpt from the Declaration of Independence

We hold these truths to be self-evident:

That all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness; that, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness...

The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world...

For quartering large bodies of armed troops among us;... For cutting off our Trade with all parts of the world;... For imposing Taxes upon us without our Consent;....

We, therefore, the Representatives of the united States of America... and by Authority of the good People of these Colonies, solemnly publish and declare, That these united Colonies are, and of Right ought to be Free and Independent States, that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. — And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

#### Translation

We believe that it is obvious that all people are created by God as equal souls, and that they all have basic rights. Among the rights they have are the rights to life and freedom, and the right to seek happiness. In order to protect these rights, people set up governments. The governments get their powers from the people. If government takes away the freedoms of the people, then the people have the right to change or end the government. The people have a right to create a new government which will protect their rights. They have a right to organize their government in a way which they think will protect them and their happiness.

The present King of Great Britain has repeatedly hurt us and taken away our power. He has done this in order to get total control over us. The following facts prove to the world that what we say is true...

He has housed large numbers of soldiers in our homes... He has stopped our merchants from trading with other countries than Great Britain... He has required that we pay taxes to which we did not agree...

Therefore, we who represent the united States of America, with the support of the good People of these colonies, are letting the world know that from now on we are, and ought to be, Free and Independent. We give up our loyalty to Great Britain. We are breaking off our connection to the King of Great Britain. As a free, independent country we have the power to make war and make peace. We have the power to make alliances with other countries. We have the power to trade with anyone we wish, and the power to do all the things that any independent country can. To support this declaration, we rely on God and we promise to stand by each other. We promise to each other our lives, all we have, and our honor.

**Directions:** Use the **Background Information** below and the **Declaration of Independence** to answer the following questions.

**Background Information:**

During the mid-to-late 1700s, the British **Parliament** passed a number of laws that severely limited the freedom of the American **colonists**. Even though the colonists' complaints were brought to the attention of **King George III**, he ignored them. On June 11, 1776, the **Continental Congress** selected a group of five men to plan the **Declaration of Independence**. These men were **John Adams**, Benjamin Franklin, **Thomas Jefferson**, Robert Livingston, and Roger Sherman. Thomas Jefferson was given the task of writing the Declaration of Independence.

1. Who wrote the Declaration of Independence?

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2. According to the Declaration of Independence, men are born with basic rights given to them by the Creator. What are these rights?

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3. What were the colonists' main complaints in the Declaration of Independence?

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4. What events led to the writing of the Declaration of Independence?

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LESSON PLAN



Audio Clip

## Lesson 7: “The Rebels”

### Lesson Objectives:

- Students will listen to, read, analyze, and interpret an 18<sup>th</sup> century song.
- Students will identify Loyalist perspectives about the revolutionaries.

### Vocabulary:

artisans, British Empire, Continental Congress, Constitutional Convention, criticize, independence, Great Britain, King George III, Loyalists, mob, mob rule, Parliament, patriots, protest, rebels, sulfur, trade, tyranny

### Media:

(Optional) PowerPoint Slide: Doc 7: “The Rebels” Song Lyrics

Audio Clip: “The Rebels”

Note: A print version of “The Rebels” song is located on the back of this Lesson Plan for your convenience.

### Materials Needed:

- Download the PowerPoint from our website or from the digital media device.
- Audio clip from our website or from the digital media device.
- Speakers for audio clip.
- (Optional) Projector for PowerPoint Slide
- Copy of the *Teacher Guide*
- Copy of the *Student Worksheet*

**Time:** 25-30 minutes

### Lesson Procedures:

1. Review the *Teacher Guide* and review the *Vocabulary* with students as needed.
2. Make and distribute copies of the *Student Worksheet*.
3. Read aloud or have students read the *Background Information* that is located on the *Student Worksheet*.
4. Play the audio recording of “The Rebels” and have students follow along on their worksheet. Then read aloud the translation. (Optional, project the PowerPoint slide.)
5. Have students complete the worksheet individually, in groups, or during the teacher-led discussion in step 6. Note: Be sure to demonstrate the underlining instructions for the translation exercise.
6. Lead the whole group through a teacher-led discussion and decoding of the document using the *Questions* and *Possible Answers* in the *Teacher Guide*.
7. Use the *Media Literacy Questions*, *Extended Discussion*, and *Additional Resources* as appropriate.

LESSON DOCUMENT

## Lesson 7: "The Rebels"

The following media document is located on the *Student Worksheet* and the Document 7 PowerPoint slide.

### "The Rebels," by British soldier Captain Smyth

- 1 Ye brave honest subjects who dare to be loyal,
- 2 And have stood the brunt of every trial,
- 3 Of hunting shirts and rifle guns;
  
- 4 Come listen awhile and I'll tell you a song;
- 5 I'll show you those Yankees are all in the wrong,
- 6 Who, with blustering look and most awkward gait
- 7 'Gainst their lawful Sovereign dare for to prate,
- 8 With their hunting shirts and rifle guns.
  
- 9 The arch-rebels, barefooted tatterdemalions,
- 10 In baseness exceed all other rebellions,
- 11 With their hunting shirts and rifle guns:
  
- 12 To rend the empire, the most infamous lies,
- 13 Their mock-patriot Congress, do always devise;
- 14 Independence, like the first rebels, they claim,
- 15 But their plots will be damned in the annals of fame
- 16 With their hunting shirts and rifle guns.
  
- 17 Come take up you glasses, each true loyal heart,
- 18 And may every rebel meet his due dessert,
- 19 With his hunting shirt and rifle gun.
  
- 20 May Congress, Conventions, those damned inquisitions,
- 21 Be fed with hot sulphur from Lucifer's kitchens
- 22 May commerce and peace again be restored,
- 23 And Americans own their true sovereign lord,
- 24 Then oblivion to shirts and rifle guns.
  
- 25 GOD SAVE THE KING!



TEACHER GUIDE

# Lesson 7: “The Rebels”

## BACKGROUND INFORMATION

Many American **colonists** did not want to declare independence from Great Britain. They preferred to remain loyal to **Great Britain**, even though they were not happy with all of the decisions of **Parliament** and **King George III**. These **Loyalists** wanted to **protest** peacefully because they believed violence would give rise to **mob rule** or **tyranny**. They also believed that independence would mean the loss of **trade** with Great Britain. Loyalists came from many backgrounds. Most lived in the middle colonies and were small farmers, **artisans** and **shopkeepers**. This Loyalist song, written during the Revolution, **criticizes the rebels**.

**Note:** Begin by playing the sound recording of this song as a spoken word poem. Ask students to follow along on their worksheets as the narrator reads the lyrics. Walk students through the underlining instructions for the translation on the student handout to make sure they understand the exercise.

QUESTION

**Read the first line of the song. To whom is the song being sung?**

POSSIBLE ANSWER

It is sung to the Loyalists: “Ye brave honest subjects who dare to be loyal”

QUESTION

**According to lines 22 and 23, what three things do the loyalists want back?**

POSSIBLE ANSWER

The Loyalists want commerce, peace and the King’s Rule.

QUESTION

**Why do the Loyalists think that the patriots, or rebels, as they call them are wrong to go against British rule?**

POSSIBLE ANSWER

They are tearing apart the empire; they are not honorable or loyal and that is wrong. They are ragged, noisy and disruptive. They do not accept the authority of their King; they set up their own law-making group. They will go to the Devil.

## Document 7

**The original song by British soldier Captain Smyth**

1 Ye brave honest subjects who dare to be loyal,  
2 And have stood the test of every trial—  
3 Of hunting shirts and rifle guns.  
4 Come listen awhile and I'll tell you a song;  
5 I'll show you those Yankees are all in the wrong,  
6 Who, with baasting look and most awkward gait  
7 'Gainst their lawful Sovereign dare for to prate,  
8 With their hunting shirts and rifle guns.  
9 The arch-rebels, barefooted latherdemillions,  
10 In baseness exceed all other rebellions,  
11 With their hunting shirts and rifle guns.  
12 To rend the empire, the most infamous lies,  
13 Their mock-patriot Congress, do always devise;  
14 Independence, like the first rebels, they claim,  
15 But their plots will be damned in the annals of fame  
16 With their hunting shirts and rifle guns.  
17 Come take up you glasses, each true loyal heart,  
18 And may every rebel meet his due desart!  
19 With his hunting shirt and rifle gun.  
20 May Congress, Conventions, those darned  
—inquisitions.  
21 Be fed with hot sulphur from Lucifer's kilchans.  
22 May commerce and peace again be restored,  
23 And Americans own their true sovereign lord,  
24 Then oblivion to shirts and rifle guns.  
25 GOD SAVE THE KING!

**Translation of the Song**

You honest British who have the courage to stay loyal after so many attacks from the rebels who wear rags and use old weapons.  
Come listen to my song. I'll show you those rebels are all wrong. They look pushy and walk funny. They dare to speak against their rightful King, with their rags and old guns.  
These rebels, who dress in rags and don't even have shoes, are lower than any other rebels, with their rags and old guns.  
They use terrible lies to destroy the British Empire with their Congress. They only pretend to be patriots. They claim independence, but their plans will fail and their reputations will be bad, with their rags and old guns.  
Pick up your drinks, every loyal one of you. May every rebel be punished, as he deserves, with his rag and old gun.  
May the rebel Congress and gatherings and their awful attacks on Loyalists, be punished with smelly, hot sulfur from the kilchens of the Devil! May trade and peace return and all Americans become loyal to their King. May the ragged Rebels with their old guns disappear completely.  
GOD SAVE THE KING!

## “The Rebels,” song by British soldier Captain Smyth

**Note:** The PPT slide and student worksheet contain the lyrics to the song and a student translation.

#### MEDIA LITERACY QUESTIONS

Who was the target audience for Captain Smyth's song?

Why might he have chosen a song rather than poetry or written essay as his medium for this message?

#### EXTENDED DISCUSSION

What messages might be sent in a "response" song written by the rebel patriots?

Why was the repeated phrase "with hunting shirt and rifle gun" considered an insult?

What potential risks did Loyalists face in speaking out against the rebels?

What potential benefits did Loyalists stand to gain in speaking out against the rebels?

What put downs does this song use to attack and demean the rebels?

#### ADDITIONAL RESOURCES

For more lyrics of Loyalist songs, visit *Loyalist Songs of the American Revolution*:

<http://www3.sympatico.ca/goweezer/theshack/songs.htm>

For a contemporary British perspective on Loyalists, visit *Buried History of the American Revolution*:

<http://www.redcoat.me.uk/index.htm>

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Directions:** Read the original song and then the translation. Underline the words in the translation that match the underlined words in the original. For example, the word **British** is underlined in the translation since it means the same thing as the words **subjects** in the original song. Then answer the questions that follow.

### “The Rebels,” by British soldier Captain Smyth

#### The original song by British soldier Captain Smyth

- 1 Ye brave honest subjects who dare to be loyal,
- 2 And have stood the brunt of every trial,
- 3 Of hunting shirts and rifle guns;
  
- 4 Come listen awhile and I'll tell you a song;
- 5 I'll show you those Yankees are all in the wrong,
- 6 Who, with blustering look and most awkward gait
- 7 'Gainst their lawful Sovereign dare for to prate,
- 8 With their hunting shirts and rifle guns.
  
- 9 The arch-rebels, barefooted tatterdemalions,
- 10 In baseness exceed all other rebellions,
- 11 With their hunting shirts and rifle guns:
  
- 12 To rend the empire, the most infamous lies,
- 13 Their mock-patriot Congress, do always devise;
- 14 Independence, like the first rebels, they claim,
- 15 But their plots will be damned in the annals of fame
- 16 With their hunting shirts and rifle guns.
  
- 17 Come take up you glasses, each true loyal heart,
- 18 And may every rebel meet his due dessert,
- 19 With his hunting shirt and rifle gun.
  
- 20 May Congress, Conventions, those damned inquisitions,
- 21 Be fed with hot sulphur from Lucifer's kitchens
- 22 May commerce and peace again be restored,
- 23 And Americans own their true sovereign lord,
- 24 Then oblivion to shirts and rifle guns.
  
- 25 GOD SAVE THE KING!

#### Translation of the song

You honest British who have the courage to stay loyal after so many attacks from the rebels who wear rags and use rifles.

Come listen to my song. I'll show you those rebels are all wrong. They look pushy and walk funny. They dare to speak against their rightful King, with their rags and rifles.

These rebels, who dress in rags and don't even have shoes, are lower than any other rebels, with their rags and rifles.

They use terrible lies to destroy the British Empire with their Congress. They only pretend to be patriots. They claim independence, but their plans will fail and their reputations will be bad, with their rags and rifles.

Pick up your drinks, every loyal one of you. May every rebel be punished, as he deserves, with his rag and rifle.

May the rebel Congress and gatherings and their awful attacks on Loyalists, be punished with smelly, hot sulfur from the kitchens of the Devil! May trade and peace return, and all Americans become loyal to their King. May the ragged Rebels with their rifles disappear completely.

GOD SAVE THE KING!

**Directions:** Use the **Background Information** below and the **lyrics of “The Rebels” song** to answer the following questions.

**Background Information:**

Many American **colonists** did not want to declare independence from Great Britain. They preferred to remain loyal to **Great Britain**, even though they were not happy with all of the decisions of **Parliament** and **King George III**. These **Loyalists** wanted to **protest** peacefully because they believed violence would give rise to **mob rule** or **tyranny**. They also believed that independence would mean the loss of **trade** with Great Britain. Loyalists came from many backgrounds. Most lived in the middle colonies and were small farmers, **artisans** and **shopkeepers**. This Loyalist song, written during the Revolution, **criticizes** the **rebels**.

1. Read the first line of the song. To whom is the song being sung?

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2. According to lines 22 and 23, what three things do the loyalists want back?

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3. Why do the Loyalists think that the patriots, or “rebels” as they call them, are wrong to go against British rule?

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LESSON PLAN

## Lesson 8: A Pair of Portraits



PowerPoint Slide

### Lesson Objectives:

- Students will read, analyze, and compare two 18<sup>th</sup> century portraits.
- Students will identify revolutionary perspectives on leadership.

### Vocabulary:

**British Empire, British Royal Family, Continental Army, coronation, ermine, George Washington, King George III, portrait, symbolic meaning**

### Media:

PowerPoint Slide: Doc 8: Paintings of George Washington and King George III

### Materials Needed:

- Download the PowerPoint from our website or from the digital media device
- Projector for PowerPoint Slide
- Copy of the *Teacher Guide*
- Copy of the *Student Worksheet*

**Time:** 20-25 minutes

### Lesson Procedures:

1. Review the *Teacher Guide* and review the *Vocabulary* with students as needed.
2. Make and distribute copies of the *Student Worksheet*.
3. Project the PowerPoint slide.
4. Have students study the documents, and then read aloud or have students read the *Background Information* that is located on the *Student Worksheet*.
5. Have students complete the worksheet individually, in groups, or during the teacher-led discussion in step 6.
6. Lead the whole group through a teacher-led discussion and decoding of the document using the *Questions and Possible Answers* in the *Teacher Guide*.
7. Use the *Media Literacy Questions, Extended Discussion, and Additional Resources* as appropriate.



TEACHER GUIDE

## Lesson 8: A Pair of Portraits

### BACKGROUND INFORMATION

This **portrait** of President Washington was painted by artist Gilbert Stuart in 1796. **George Washington** led the **Continental Army** during the Revolutionary War. He served as the first president of the United States from 1789 to 1797. The portrait contains many details that have **symbolic meaning**.

This portrait of **King George III** was painted by Allan Ramsay in 1762. King George III ruled the British Empire from 1760 to 1820. He is wearing the robe that he had worn at his 1760 **coronation**. The robe is made of gold and silk and is trimmed in ermine, a “royal fur” meant to be worn only by members of the **British royal family**.

QUESTION

**What are George Washington and King George III wearing in the portraits?**

POSSIBLE ANSWER

George Washington is wearing a black suit and white collar. King George III is wearing an ermine fur trimmed, golden-silk robe.

QUESTION

**How are both men standing and what are they doing with their hands?**

POSSIBLE ANSWER

George Washington is standing straight with his right hand gesturing toward the table and his left hand clutching a sword at his side. King George III is standing with his hip out, one hand on that hip and the other hand holding his robes off to his side.

**Note to Teacher:** You could have the students stand and mimic the postures of both figures in the portraits. Discuss how each pose feels differently and what message it communicates.

You will want to let students know what white, powdered wigs were a style that represented seniority, wisdom and authority and that men of the royal family often wore tights.

The portrait of King George III has had been cropped, excluding some of the drapery at the top of the image. This makes King George III look larger than Washington.

### Document 8



**George Washington,**  
painting by Gilbert Stuart



**King George III,**  
painting by Allan Ramsay

Continued...

QUESTION **What are the similarities and differences that you see in each portrait?**

POSSIBLE ANSWER **Similarities:** Each picture is of one male, standing and looking in the same direction. Both have white wigs and appear before the same background of curtains and pillar.

**Differences:** Washington is portrayed as older with a straight mouth and a straight pose. He is standing before a table with a quill pen holding a sword, in a black suit. King George III is younger, standing with his hip out and costumed with ornamental jewelry and rich robes.

QUESTION **The artists painted these subjects to send a certain message about leadership. How do these portraits show why the patriots preferred a leader like George Washington instead of King George III?**

POSSIBLE ANSWER The portrait of Washington shows a man of the people (plain dressed) who is calm and determined (facial expression), a military leader (sword) and a political leader (desk and pen).

The portrait of King George III shows royalty and wealth (rich robes and jewelry) and a cocky confidence (pose and expression) that set the king apart from his subjects.

The patriots rebelled against King George III's royal authority and created a democracy that celebrated equality, the power of citizens and law.

#### ADDITIONAL RESOURCES

For an interactive website about George Washington's portrait, visit the *Smithsonian National Portrait Gallery* and click on Washington's image:

<http://www.georgewashington.si.edu>

For more information about the King George III, visit the *National Portrait Gallery*:

<http://www.npg.org.uk/collections/search/portrait/mw02455/King-George-III>

#### MEDIA LITERACY QUESTIONS

**When were these portraits painted? How does this affect the details of the painting?**

**Who might have viewed these portraits in the century that they were painted?**

**Who might see these portraits now?**

**How might different people understand or respond to the message of these paintings?**

#### EXTENDED DISCUSSION

**What do both portraits say about the type of leader this man is?**

**How does each portrait reflect the type of government of each nation - democracy for the colonies and monarchy - for Britain?**



NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Directions:** Study the two portraits and then read the **Background Information**. Then, answer the questions that follow in the space provided.

### A Pair of Portraits

President George Washington



#### Background Information

This portrait of President George Washington was painted by artist Gilbert Stuart in 1796. **George Washington** led the **Continental Army** during the Revolutionary War. He served as the first president of the United States from 1789 to 1797. The portrait contains many details that have **symbolic meaning**.

King George III



#### Background Information

This portrait of **King George III** was painted by Allan Ramsay in 1762. King George III ruled the British Empire from 1760 to 1820. He is wearing the robe that he had worn at his 1760 **coronation**. The robe is made of gold and silk and is trimmed in ermine, a “royal fur” meant to be worn only by members of the **British royal family**.

1. What are George Washington and King George III wearing in the portraits?

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2. How are both men standing and what are they doing with their hands?

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3. What are the similarities and differences that you see in each portrait?

Similarities: \_\_\_\_\_

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Differences: \_\_\_\_\_

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4. The artists painted these subjects to send a certain message about leadership. How do these portraits show why the patriots preferred a leader like George Washington instead of King George III?

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LESSON PLAN

## Lesson 9: Remembering the American Revolution



PowerPoint Slide

### Lesson Objectives:

- Students will read and interpret an 18<sup>th</sup> century letter
- Students will evaluate the meaning of “revolution.”

### Vocabulary:

**American Revolution, independence, John Adams, Latin, lawyer, Lexington, overturn, peculiar, singular, Thomas Jefferson, War for Independence**

### Media:

(Optional) PowerPoint Slide: Doc 9: John Adams’ letter to Thomas Jefferson

### Materials Needed:

- (Optional) Download the PowerPoint from our website or from the digital media device.
- (Optional) Projector for PowerPoint Slide
- Copy of the *Teacher Guide*
- Copy of the *Student Worksheet*

**Time:** 15-20 minutes

### Lesson Procedures:

1. Review the *Teacher Guide* and review the *Vocabulary* with students as needed.
2. Make and distribute copies of the *Student Worksheet*.
3. (Optional) Project the PowerPoint slide.
4. Read aloud or have students read the *Background Information* that is located on the *Student Worksheet*.
5. Have students complete the worksheet individually, in groups, or during the teacher-led discussion in step 6.
6. Lead the whole group through a teacher-led discussion and decoding of the document using the *Questions* and *Possible Answers* in the *Teacher Guide*.
7. Use the *Media Literacy Questions*, *Extended Discussion*, and *Additional Resources* as appropriate.



TEACHER GUIDE

## Lesson 9: *Remembering the American Revolution* *John Adam's letter to Thomas Jefferson*

### BACKGROUND INFORMATION

When we think about the **American Revolution**, we often think about war. The word “revolution” actually comes from the ancient **Latin** language. Its root word, “volvere” means to “turn around” or revolve. Revolutions can be an **overturning** of one form of government for another, often by means of a war.

**John Adams** was a **lawyer** who supported independence for the colonies. He was a signer of the Declaration of Independence, George Washington's vice president and was elected as the second president of the United States. These comments are from an 1815 letter Adams wrote to **Thomas Jefferson**, the nation's third president. The letter was written more than thirty years after the **war for independence**:

As to the history of the revolution, my ideas may be **peculiar**, perhaps **singular**. What do we mean by the Revolution? The war? That was no part of the revolution; it was only an effect and consequence of it. The revolution was in the minds of the people, and this was effected from 1760- 1775, in the course of fifteen years, before a drop of blood was shed at **Lexington**.

QUESTION

**What was revolutionary about the American Revolution?**

POSSIBLE ANSWER

It challenged the British Empire's right to control its colonies in the Americas. It introduced electoral democracy as a new form of government. It was a war for independence.

QUESTION

**What does John Adams say the revolution was?**

POSSIBLE ANSWER

He says it was a change in the minds of people that happened before any battles took place.

QUESTION

**Do you think the American Revolution was about war or about something else?**

POSSIBLE ANSWER

Answers will vary. Encourage an open sharing of varied opinions on this question.

### Document 9

From John Adams' letter to Thomas Jefferson:

As to the history of the revolution, my ideas may be peculiar, perhaps singular. What do we mean by the Revolution? The war? That was no part of the revolution; it was only an effect and consequence of it. The revolution was in the minds of the people, and this was effected from 1760 - 1775, in the course of fifteen years, before a drop of blood was shed at Lexington.

### *John Adams' letter to Thomas Jefferson*

*Note: The PPT slide and student worksheet contain the excerpt from the letter.*

#### ADDITIONAL RESOURCES

For the full text of John Adams' August 24, 1815 letter and works of John Adams', visit *The Online Library of Liberty*:

[http://oll.libertyfund.org/?option=com\\_staticxt&staticfile=show.php%3Fperson=4617&Itemid=28](http://oll.libertyfund.org/?option=com_staticxt&staticfile=show.php%3Fperson=4617&Itemid=28)

Original book citation:

Charles Francis Adams. *The Works of John Adams, Second President of the United States: with a Life of the Author, Notes and Illustrations, by his Grandson Charles Francis Adams*. Vol. 10. Boston: Little, Brown, and Co, 1856.

#### MEDIA LITERACY QUESTIONS

Do you think letters are an accurate reflection of someone's thoughts and feelings?

Do we write like we speak?  
If you had to translate this letter into a modern telephone conversation, would it sound different, and would the meaning change?

#### EXTENDED DISCUSSION

What did Adams mean by a revolution "in the minds of the people?"

Could the American Revolution mean different things to different people?

What were some creative and nonviolent ways in which the colonists put forth their desire for independence (for example, organizing congresses, writing declarations, dumping tea)?

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Remembering the American Revolution: John Adams' letter to Thomas Jefferson**

**Directions:** Read the **Background Information** below to answer the following questions in the space provided.

**Background Information:**

When we think about the **American Revolution**, we often think about war. The word "revolution" actually comes from the ancient **Latin** language. Its root word, "volvere" means to "turn around" or revolve. Revolutions can be an **overturning** of one form of government for another, often by means of a war.

1. What was revolutionary about the American Revolution?

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*John Adams' letter to Thomas Jefferson, August 24<sup>th</sup>, 1815*

**John Adams** was a **lawyer** who supported independence for the colonies from British rule. He was George Washington's vice president, and was a signer of the Declaration of Independence. He eventually was elected as the second president of the United States. These comments are from an 1815 letter Adams wrote to **Thomas Jefferson**, the nation's third president. The letter was written more than thirty years after the **war for independence**:

As to the history of the revolution, my ideas may be **peculiar**, perhaps **singular**. What do we mean by the Revolution? The war? That was no part of the revolution; it was only an effect and consequence of it. The revolution was in the minds of the people, and this was effected from 1760- 1775, in the course of fifteen years, before a drop of blood was shed at **Lexington**.

2. What does John Adams say the revolution was?

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3. Do you think the American Revolution was about war or about something else?

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LESSON PLAN

## Lesson 10: “No More Kings”



### Lesson Objectives:

- Students will view, listen to, read, and analyze contemporary criticism about the American Revolution.
- Students will identify and summarize key events from the American Revolution.
- Students will evaluate the perspective and representations in a children’s television show.

### Vocabulary:

**Boston tea party, colonies, Declaration of Independence, French and Indian War, George Washington, King George III, loyalty, Mayflower, Mother England, Pilgrims, Plymouth Rock, revolution, Stamp Act**

### Media:

(Optional) PowerPoint Slide: Doc 10: “No More Kings” Song Lyrics  
Video Clip: “No More Kings” (3:04 min.)

### Materials Needed:

- (Optional) PowerPoint slides (access online or via the Media digital folder)
- Video clip (access online or via Lesson 10 digital media folder)
- Speakers for video clip
- (Optional) Projector for PowerPoint Slide
- Copy of the *Teacher Guide*
- Copy of the *Student Worksheet*

**Time:** 25 – 30 minutes

### Lesson Procedures:

1. Review the *Teacher Guide* and review the *Vocabulary* with students as needed.
2. Make and distribute copies of the *Student Worksheet*.
3. Read aloud or have students read the *Directions* that are located on the *Student Worksheet*.
4. Play the video clip “No More Kings.”
5. (Optional) Project the PowerPoint slide of the lyrics.
6. Have students complete the worksheet individually, in groups, or during the teacher-led discussion in step 7. Note: Be sure to review and demonstrate the summary exercise.
7. Lead the whole group through a teacher-led summary of the lyrics using the *Possible Answers* in the *Teacher Guide*.
8. Use the *Media Literacy Questions*, *Extended Discussion*, and *Additional Resources* as appropriate.

LESSON PLAN

## Lesson 10: “No More Kings”

**Alternative Approaches:** To simplify the review activity, write the suggested answer phrases from the *Teacher Guide* on the board, mix up the order, and ask students to match each phrase to the lyrics.

To make the activity more complex, ask students to associate specific events or documents to each section:

Lines 1-10: Mayflower lands

Lines 11-18: loyalty song

Lines 19-27: 1773 map of the British colonies

Lines 28-40: Sugar and Stamp Acts

Lines 41-48: the Boston Tea Party

Lines 49-54: the Declaration of Independence

Lines 55-63: the election of President George Washington.

TEACHER GUIDE

## Lesson 10: “No More Kings”

### DIRECTIONS/ BACKGROUND INFORMATION

We will watch and listen to a short, animated clip that gives an overview of the history of the American independence from Britain. The song, “No More Kings,” and the animated video was aired on the television program *Schoolhouse Rock* in 1975. After watching the video, you will write a brief description to the right of each section that summarizes that part of the history. The first summary is completed already as an example.

POSSIBLE  
ANSWERS

#### Possible answers to section summaries:

Lines 11-18: The colonists are loyal to the King.

Lines 19-27: The colonies develop and grow.

Lines 28-40: The King ignores the desires of the colonists.

Lines 41-48: The colonists refuse to pay British taxes.

Lines 49-54: The colonists rebel against British rule.

Lines 55-63: The colonists set up their own democratic government.

### Document 10



### “No More Kings,” Song and Schoolhouse Rock Video

**Note:** This song was made into an animated video that aired on the television program *Schoolhouse Rock* in 1975.

### MEDIA LITERACY QUESTIONS

What is the purpose of this song? How can you tell?

How is King George III shown in the video? How are the colonists shown? Why do you think *Schoolhouse Rock* would show them this way?

How is the image of King George III in the video different from the image of King George III in the portrait in Lesson 6?

How would a song and video of this history look different if it had been made from the perspective of King George III?

### EXTENDED DISCUSSION

What historical events in this video did you already know about? How did you first learn about them? Which events had you not known about before?

How might your life today have been different if the colonists had not declared "No More Kings?"

### ADDITIONAL RESOURCES

For lyrics and attributions for "No More Kings," visit the *School House Rock* website:

<http://www.schoolhouserock.tv/No.html>

For more information about Lynn Ahrens, the songwriter, visit:

<http://www.ahrensandflaherty.com/>

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**“No More Kings” Song Lyrics**  
Lyrics by F. Lynn Ahrens, 1975

**Directions:** We will watch and listen to a short animated video that gives an overview of the history of American independence from Britain. The lyrics below, “No More Kings,” and its animated video was aired on the television program *Schoolhouse Rock* in 1975. After watching the video, you will write a brief description to the right of each section that summarizes that part of the history. The first summary is completed already as an example.

**“No More Kings”**

1 Rockin' and a-rollin', splishin' and a-splashin',  
2 Over the horizon, what can it be?  
3 The pilgrims sailed the sea  
4 To find a place to call their own.  
5 In their ship *Mayflower*,  
6 They hoped to find a better home.  
7 They finally knocked on Plymouth Rock  
8 And someone said, "We're there."  
9 It may not look like home  
10 But at this point I don't care.

11 Oh, they were missing Mother England,  
12 They swore their loyalty until the very end.  
13 Anything you say, King,  
14 It's OK, King,  
15 You know it's kinda scary on your own.  
16 Gonna build a new land  
17 The way we planned.  
18 Could you help us run it till it's grown?

19 They planted corn, you know  
20 They built their houses one by one,  
21 And bit by bit they worked  
22 Until the colonies were done.  
23 They looked around,  
24 Yeah, up and down,  
25 And someone said, "Hurray!"  
26 If the king could only see us now  
27 He would be proud of us today.

**Write a brief summary of each section below.**

**Lines 1-10**

The Pilgrims settle the first \_\_\_\_\_  
colony in Massachusetts \_\_\_\_\_  
\_\_\_\_\_

**Lines 11-18**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Lines 19-27**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

28 They knew that now they'd run their own land,  
29 But George the Third still vowed  
30 He'd rule them till the end.  
31 Anything I say, do it my way now.  
32 Anything I say, do it my way.  
33 Don't you get to feeling independent  
34' Cause I'm gonna force you to obey  
35 He taxed their property,  
36 He didn't give them any choice,  
37 And back in England,  
38 He didn't give them any voice.  
(That's called taxation without representation,  
and it's not fair!)  
39 But when the Colonies complained  
40 The king said: "I don't care!"

**Lines 28-40**

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41 He even has the nerve  
42 To tax our cup of tea.  
43 To put it kindly, King,  
44 We really don't agree.  
45 Gonna show you how we feel.  
46 We're gonna dump this tea  
47 And turn this harbor into  
48 The biggest cup of tea in history!

**Lines 41-48**

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49 They wanted no more Mother England.  
50 They knew the time had come  
51 For them to take command.  
52 It's very clear you're being unfair, King,  
53 No matter what you say, we won't obey.  
54 Gonna hold a revolution now, King,

**Lines 49-54**

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55 And we're gonna run it all our way  
56 With no more kings...  
57 We're gonna elect a president! (No more kings)  
58 He's gonna do what the people want!  
(No more kings)  
59 We're gonna run things our way!  
(No more kings)  
60 Nobody's gonna tell us what to do!  
61 Rockin' and a-rollin', splishin' and a-splashin',  
62 Over the horizon, what can it be?  
63 Looks like it's going to be a free country

**Lines 55-63**

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## Document Essay: Causes of the American Revolution

**Directions:** Study the **Writing Prompt** below and the **six documents** on the back of this worksheet. Then, write an essay using **three of the documents**.

You may use the **Essay Outline** on the following page to help organize your ideas, along with your notes from the worksheets covered in class.

### Writing Prompt

Colonists faced many problems that eventually led to the American Revolution.

**Using information from three of the documents:**

Write an essay discussing the **causes** that led the colonists to declare independence from Britain.

**In your essay, remember to:**

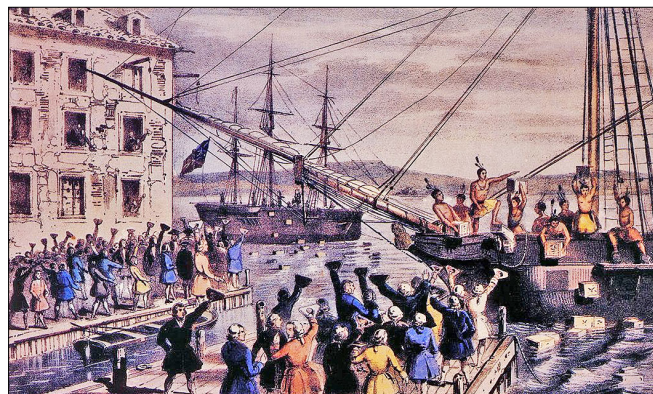
- Write about the **reasons why** colonists declared independence.
- Use information from **three documents**.
- Include details, examples, or reasons in developing your ideas.

### Six Revolutionary War Documents

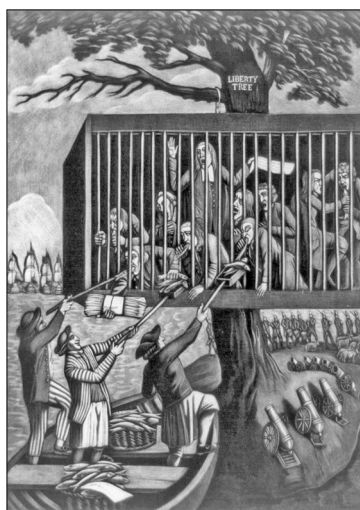
Map of the Proclamation Line of 1763



The Destruction of Tea at Boston Harbor



The Bostonians in Distress



Portrait of King George III



Opening lines to Phillis Wheatley’s Poem, “To the Right Honorable William, Earl of Dartmouth”

No more, America, in mournful strain  
 Of wrongs, and grievance unredress’d complain  
 No longer shalt thou dread the iron chain,  
 Which wonton Tyranny with lawless hand  
 Had made, and with it meant t’ enslave the land.

Opening lines to the Declaration of Independence

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.

## Essay Outline

You may use this **Essay Outline** to help organize your ideas and review the information from the worksheets you covered in class.

### Introduction Ideas

**Hint:** In this section, tell the reader your main idea. You can restate the question and name the three documents you chose to use in your essay.

**Example from Document 1:**

**Example from Document 2:**

**Example from Document 3:**

### Conclusion Ideas

**Hint:** In this section, briefly summarize the main ideas of your essay.



### Timeline: Important Dates for the American Revolution

Date	Event	Result
1760	French and Indian War ends	British win and gain control over Ohio River valley
1763	Proclamation of 1763	Colonists can not settle west of Appalachian Mountains
1764	Sugar Act taxing molasses and rum	Hurts colonial economy by raising cost of imports from West Indies
1765	Stamp Act taxing all printed material	Many colonists vow not to buy taxed goods
1767	Townsend Act taxing paint, glass & lead	Boycott of British imports; protests against new taxes in Boston
1770	Boston Massacre	Crispus Attucks and 4 others die, shot by British military
1773	Boston Tea Party	Colonists dressed like Mohawk Indians dump British tea in Boston harbor
1774	Intolerable Acts (First)	Boston harbor closed; colonists have to pay damages; Quartering Act
	Continental Congress	Colonists gather to consider action; training of minutemen begins
1775	Battles at Lexington, Concord, Bunker Hill	First military engagements of War for Independence
1776	Declaration of Independence	Written statement of colonists determination to become independent



## Glossary

### A

#### **Adams, John**

George Washington's vice president and the second president of the United States

#### **African slave trade**

The capture, enslavement, and sale of African people for profit by Great Britain, the American colonies, and other countries

#### **alliance/allies**

A group of people working together to achieve the same goal; the Native Americans were allies with the French and fought against Britain in the French and Indian War (1754-1763)

#### **American Colonies**

The thirteen colonies settled by the British in North America, later to become the United States

#### **American Revolution**

A war from 1775-1783 where the American colonists fought to gain independence from Britain; also called the War for Independence

#### **Appalachian Mountains**

A mountain range in the United States running North to South; according to the Proclamation of 1763, colonists could not settle temporarily beyond this boundary line

#### **artisans**

A skilled worker who makes things by hand, a craftsman

### B

#### **blockade**

Prevents goods or people from leaving a specific area, like a harbor

#### **Boston**

The capital of Massachusetts, a harbor city and an important place of protest during the American Revolution

#### **Boston harbor blockade**

British military action closing Boston harbor after the Boston tea party

#### **Boston Tea Party**

A protest against the Tea Act on December 16, 1773, where colonists dumped tea into Boston harbor

#### **British Empire**

All of the colonies and territories settled and controlled by Great Britain

#### **British royal family**

The family of either the King or Queen of Great Britain

### C

#### **colonist**

One of the original British settlers in the thirteen colonies, a colonist lived under British rule

#### **Constitutional Convention**

A gathering of representatives that created U.S. Constitution in 1787

#### **Continental Army**

A military force of Patriots under the leadership of General Washington

#### **Continental Congress**

Representatives from the thirteen colonies who governed during American Revolution and afterwards, from 1774-1789

#### **coronation**

A big ceremony where a king or queen receives his/her crown and becomes ruler

### D

#### **Declaration of Independence**

The Patriots' statement of independence from Britain through the creation of the United States, adopted by the Continental Congress on July 4, 1776

### E

#### **earl**

A British person and landowner who has power from the King; Phillis Wheatley wrote to the Earl of Dartmouth seeking support for the American Revolution

#### **East India Tea Company**

The only company that Britain allowed to import tea to the colonies according to the Tea Act of 1773

#### **emancipate**

To set a slave free

#### **etching/engraving**

A print made from a design cut into glass, wood, or metal

### F

#### **French and Indian War**

The war between Great Britain and France in North America from 1754-1763; the war ended with the Treaty of Paris, which gave Britain control of the thirteen American colonies

## G

### **Great Britain**

The countries of England, Wales, and Scotland together make up Great Britain

## H

### **harbor**

A place of protection where ships can stay to load and unload goods; the Boston harbor is where the Boston Tea Party protest took place in 1773

### **Hudson Bay Company**

A fur-trading company that controlled much of Canada in the late 1700s

## I

### **import**

Goods from another country sold in stores and markets; the American colonies imported tea from Britain

### **independence**

Freedom from the control of another person or government, freedom to have one's own opinions

### **Intolerable Acts**

British Parliament passed these laws in 1774 as a response to the Boston Tea Party protest; the acts included Britain taking over the government of Massachusetts

## J

### **Jefferson, Thomas**

Author of the Declaration of Independence and third president of the United States

## K

### **King George III**

The King of Great Britain at the time of the French and Indian War and the American Revolution; he issued the Proclamation of 1763

## L

### **Legge, William**

A friend to the American colonies and the Earl of Dartmouth; Phillis Wheatley met him in England and later addressed her 1773 poem, "To the Right Honorable Earl of Dartmouth" to him

### **Lexington**

A Massachusetts town that was the site of one of the first battles of the American Revolution

### **lithograph**

A reprint of a famous painting or etching

### **London**

The capital of England

### **lord**

A British person and landowner who has power from the king

### **Loyalists**

Colonists who were loyal to Great Britain/King George III and who opposed independence

## M

### **Massachusetts**

One of the thirteen American colonies; the Pilgrims landed in Plymouth, Massachusetts in 1620

### **Mayflower**

One of the ships that carried the Pilgrims from England to Massachusetts in 1620

### **merchant**

A person who buys and sells goods for profit; merchants were able to sell tea before the British Parliament passed the Tea Act in 1773

### **militia**

An army of Patriot citizens who fought the British early in the American Revolution

### **mob**

A large crowd of people who may use violence or disobey the law

### **mob rule**

When a mob takes control of the government

### **Mother England**

A name for Great Britain that shows loyalty towards the British Empire and the king

### **Mohawk Indians**

A Native American tribe in New York; during the Boston Tea Party, protesters disguised themselves as Mohawk Indians and dumped tea into the sea

## N

### **"No taxation without representation!"**

A Patriot saying against Britain's control of taxes in colonies; the American colonies had no voice in the British Parliament, yet the Parliament passed laws taxing colonists

## O

### **Ottawa**

A Native American tribe that fought alongside the French during the French and Indian War (1754-1763); the Ottawa continued to fight the British after France lost

## P

### **Parliament**

The group that makes laws in Great Britain; Parliament passed the 1765 Stamp Act, 1773 Tea Act, and 1774 Intolerable Acts

### **Patriot**

A supporter of the American colonies willing to fight for independence from Britain



## S

### **Pilgrims**

A religious group that left Great Britain seeking to worship as they wanted and economic freedom in the "New World"

### **Plymouth Rock**

The rock said to be where the Pilgrims landed in Plymouth, Massachusetts in 1620

### **Pontiac**

An Ottawa chief who led a Native American uprising against British military rule after the French lost the French and Indian War

### **portrait**

A life-like drawing or painting of a person

### **preface**

An introduction that an author has written in his or her own book; Phillis Wheatley wrote a preface to her book of poetry to say that she wrote all of the poems by herself

### **Proclamation of 1763**

King George III's order temporarily ending settlement west of the Appalachian Mountains; an attempt to prevent further fighting between the British and Native Americans

### **protest**

A public gathering showing disagreement or disapproval; the colonists protested British taxes by dumping tea into the Boston harbor

## R

### **rebels**

People who show independence in their thoughts and actions, or who go against customs

### **revolution**

An overthrow or overturning of the government

### **Senegal**

A country in West Africa where Phillis Wheatley was originally from before she was captured and sold into slavery

### **servant**

A person who is unpaid or paid very little to clean and take care of a house; some female slaves, like Phillis Wheatley, were house servants

### **slave trader**

A person who bought Africans and sold them into slavery in the American colonies and other countries

### **slogan**

A short saying that represents the ideas of a group or party of people; the Patriots' slogan against the British was "No taxation without representation!"

### **shopkeeper**

The owner and manager of a store

### **Stamp Act**

A law passed by the British Parliament in 1765 that taxed printed materials like newspapers and birth certificates in colonies

### **symbolic meaning**

A sign in an image that can be written, drawn, or painted and has more than one meaning

## T

### **tar and feather**

Punishment by pouring hot tar and feathers onto a person's body; colonists fought against unfair taxation by tarring and feathering men who collected taxes for Britain

### **taxes**

Money collected from all citizens to support their government

### **Tea Act**

A law passed by British Parliament in 1773 declaring taxes on tea imported to the colonies

### **trade**

The buying and selling of goods and services

### **Treaty of Paris**

A treaty between Britain and France ending the French and Indian War in 1763; it gave Britain control over thirteen American colonies

### **tyranny**

A government where a single ruler has power

## W

### **War for Independence**

A war from 1775-1783 where the thirteen colonies fought for independence from Britain; also called the American Revolution

### **Washington, George**

Leader of the Patriot forces against Britain, elected as the first president of the United States

### **Wheatley, Phillis**

A former slave and the first published African-American poet, she wrote anti-slavery poems and supported the War for Independence; author of the 1773 poem, "To the Right Honorable Earl of Dartmouth"



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