

Unit Title: The Causes of the American Revolution

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School: Prospect Heights Middle School, Orange County Public Schools	Time Estimate: 10 days (50 minute periods)

Overview:

The American Revolution is the foundation to all of U. S. history. By studying our birth as a nation, we gain a better understanding of who we are and we are better able to foster and preserve the vision of our founding fathers. Students will study events that led to the revolution and people who fostered liberty from England to gain an understanding of the causes of the American Revolutionary War. They will interpret and analyze primary sources. Using the information gleaned from these sources, they will fashion a front page of a newspaper that resembles one written during the Revolutionary Era. The students will include 4 articles on separate events of the Revolution on their front page.

Historical Background:

The American Revolution began in the mid 1700s and ended with the Treaty of Paris signed in 1783. As John Adams said, "The revolution was effected before the war commenced. The revolution was in the minds and hearts of the people." Following the French and Indian War, the colonists began feeling the confidence that victory brings. They increasingly saw themselves as a separate entity, one that could defend itself against any opposing threat. Of course, King George III and Parliament were viewing the situation quite differently. They were affirming their need for the colonies in order to remain a world power and to generate revenue through taxes and trade. Prompted by this perception, the British government increased control over the colonies and levied taxes, which in turn led to the rebellion known as the American Revolution.

One tax imposed upon the colonists was the Sugar Act in 1764. This tax was suggested to Parliament by Prime Minister George Grenville, who felt the colonists should help pay the debt accrued by the French and Indian War. This act placed duties on molasses and sugar. It was not only that Parliament passed this tax that grieved the colonists so, but that the British took great strides in enforcing this law. The British would stop and search colonial ships for smuggled goods. As a reaction to this tax, the rallying cry "taxation without representation" was born through the ideas of Samuel Adams and James Otis and noised throughout the colonies. In 1765, the Stamp Act was proposed. Under this act, the colonists were required to pay for a stamp or seal to be placed on all paper goods they bought. These goods included legal documents, licenses, newspapers, pamphlets and playing cards. Refusal to buy these stamps could mean jail time or a fine for a colonist. Reaction to the Stamp Act was loud and demonstrative. The colonists boycotted those goods or simply refused to buy the stamp. This caused British merchants to appeal to Parliament to repeal the law and they did in 1766. Only one year later, Parliament came up with another tax, the Townsend Acts. This law placed duties on imported glass, lead, paint, paper and tea. The monies collected from this tax paid for military costs in the colonies and the salaries of colonial governors. Women began taking an active role in the resistance to increased British control. They formed the Daughters of Liberty who promoted a boycott of all British goods. "The tighter the cord of unconstitutional power is drawn round this bundle of arrows, the firmer it will be,"

boasted Sam Adams as he observed the colonies unify in the boycott. Not all their actions were peaceful. We often don't hear about the gangs who tormented Loyalists, causing them to sleep with pistols by their bedside or the young boys who pelted would-be customers with dung, dirt or snowballs spiked with seashells. It is not so surprising that the "Boston Massacre" occurred. In March 1770, a soldier was injured in a fight with a dock man. The Redcoats retaliated by placing notices throughout Boston warning of an attack on the townspeople, if this raucous behavior continues. An outraged crowd of Patriots gathered at the Custom House, taunting and jeering at the nine-man guard. The crowd threw snowballs and brickbats. The guards being outnumbered by the angry mob, fired in self defense. When the air cleared, five colonists lay dead or dying. One month later, the Townshend Act was repealed.

In 1773, Parliament passed the Tea Act, which allowed the East India Company to sell tea at a cheaper price directly to the colonists. Parliament hoped this would end the boycott of the tea and decrease the smuggling. Colonists, fearing this would set a precedent that would put the colonial merchant out of business, made a united front against the Tea Act. When three ships carrying British tea docked at Boston Harbor in November 1773, the Sons of Liberty demanded they leave immediately. (The Sons of Liberty were a group of men whose purpose was to protest taxes and intimidate tax collectors.) When Governor Hutchinson failed to force their departure, the Sons of Liberty devised the Boston Tea Party. They dressed up as Native Americans in order to hide their true identity, entered the 3 ships and dumped the contents of 342 chests of tea into Boston Harbor. This type of patriotic activity was the kind in which Sam Adams, master planner of the Sons of Liberty, reveled.

When news reached the shores of England, Lord North, the new Prime Minister was filled with rage and indignation. Parliament decided to punish Massachusetts with The Intolerable Acts, as the colonists named them. Their given name was the Boston Port Acts. There were 4 intolerable laws imposed on the colonists through these acts.

1. Boston Harbor was closed until it could pay for all the tea that was dumped in to the harbor.
2. The royal governor could decide if and when the Massachusetts legislature could meet.
3. Any crimes committed by a royal official would be tried in England, not the colonies.
4. Colonists were forced to provide living quarters, candles and beverages to British soldiers.

Parliament intended to make an example of Massachusetts causing the other colonies to separate from Massachusetts for fear of being treated in the same manner. They also thought that Massachusetts would need their trade so badly that they would yield to their requests and pay back the cost of the tea quickly. What actually happened was the reverse of England's hopes! The Intolerable Acts united all the colonies. Outraged by the audacity of England to take away the basic rights of the Massachusetts colonists, the other twelve colonies were spurred into action. They came to the aide of Massachusetts, making sure needed supplies were transported and distributed to them.

It came as no surprise that eventually the only recourse appeared to be war. It began on an April day in 1775. The British had received word that the colonists were stockpiling the King's munitions in Concord and they aimed to retrieve them. Colonists in Lexington received word the Redcoats were marching their way bound for Concord. A

group of brave, proud colonists took their stand on the Lexington green. Confronted by the Redcoats and asked to retreat, these men remained vigilantly stationary. Someone fired a shot, the "shot heard round the world," and the American Revolutionary War began. Students will be studying key events that led to this Revolution.

Major Understanding:

The American Revolution, the birth of our nation, was fueled and powered by many individuals and events. Looking at primary source accounts of key events will contribute to an understanding of the causes of the revolution and the struggles colonists faced as they moved from being loyal to the King to rebelling outright against him.

Objectives:

Students will:

1. Interpret and analyze primary sources.
2. Write a front page for a newspaper.
3. Sequence selected events of the American Revolution on a timeline.
4. Using primary and secondary sources, be able to describe the Sugar Act, Stamp Act, the Boston Massacre, The Tea Act, the Boston Tea Party, the Intolerable Acts and the Battle of Lexington and Concord.

Standards of Learning:

Skills

USI.1 The student will develop skills for historical and geographical analysis, including the ability to

- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877;
- b) make connections between the past and the present;
- c) interpret ideas and events from different historical perspectives;
- d) evaluate and discuss issues orally and in writing;
- e) interpret patriotic slogans and excerpts from notable speeches and documents.

Content

USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by

- c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry and Thomas Paine. (This unit will emphasize the key events.)

Culminating Assessment:

The student will write the front page for a newspaper, giving it an original title, including four articles depicting four separate events of the revolution. He /she will have at least three pictures on the front page. He/she will include an editorial page that includes an editorial from a patriot's perspective and one from a loyalist's perspective.

References:

Books & Media

Oates, Stephen B. and Charles J. Errico. *Portrait of America, Volume 1*. Boston: Houghton Mifflin, 2003, chapter 6, Morris, Richard B. "Meet Dr. Franklin." Chapter 7, Winston, Alexander. "Sam Adams, Firebrand of the American Revolution." Chapter 8, Wilson, Douglas. "Thomas Jefferson and the Meanings of Liberty." These chapters have ample information about these important figures in the American Revolution. I used them to supplement information I gave to my students.

Stuckey, Sterling and Linda Kerrigan Salvacci. *Call to Freedom, Beginnings to 1877*. Austin: Holt Rinehart and Winston, 2003. This book is a student textbook. It is a good resource for finding information quickly.

Hakim, Joy. *From Colonies to Country*. New York: Oxford University Press, 1999. This book is part of a series of books. They are written like a story, almost gossipy at times. They are very enjoyable and bring historical characters to life.

Forbes, Esther. *Johnny Tremain*. New York: Dell Publishing, 1943. This is an historical fiction novel. It is a story about a young boy who gets involved in the American Revolution and takes part in the Boston Tea Party. I would use only excerpts from this book.

Egger-Bovet, Howard and Marlene Smith-Baranzini. *USKids History: Book of the American Revolution*. Boston: Little, Brown and Company, 1994. This book has the play, "The Boston Massacre." It also has very good stories that describe the various events that occurred in the American Revolution.

Websites

Liberty! The American Revolution

<http://www.pbs.org/ktca/liberty/index.html>

This site has a link to newspapers reporting on important events in the American Revolution. It also has a student friendly timeline and a review quiz.

The Thomas Jefferson Papers

<http://memory.loc.gov/ammem/mtjhtml/mtjhome.html>

This site is a good one for information on Thomas Jefferson.

Digital History: Toward Revolution

<http://www.digitalhistory.uh.edu/historyonline/us6.cfm>

This site contains pictures, timeline, lesson plans and all sorts of documents.

George Washington Papers

<http://memory.loc.gov/ammem/gwhtml>

This site is good for finding primary sources for George Washington, interesting letters at this site.

A British Officer at Lexington and Concord, April 19, 1775

<http://memory.loc.gov/learn/features/timeline/amrev/shots/concord.html>

This site has an account of the Battle of Lexington and Concord by a British officer.

Resolutions of Merchants, New York

<http://memory.loc.gov/learn/features/timeline/amrev/britref/merchant.html>

This site contains resolutions of merchants of New York regarding the Stamp Act.

Virginia Historical Society

<http://www.vahistorical.org/>

This site is a great resource for Virginia history and student friendly biographies.

Founder's Library

<http://www.founding.com/library/>

This site is a great source for all sorts of documents—British and American government. It also has a hot topics section with great ideas for debate.

British Reforms and Colonial Resistance, 1767-1772

<http://memory.loc.gov/learn/features/timeline/amrevbrittwo/account.html>

This site contains all sorts of resolutions in reaction to the different acts.

The National Archives

http://www.archives.gov/digital_classroom/lessons/american_revolution_images.html

This site is good to use as a secondary and primary source for the American Revolution. Good ideas for classroom use.

Stamp Act Protest

http://www.teachpol.tcnj.edu/amer_pol_hist/fi/00000014.htm

This site has a newspaper article in response to the Stamp Act.

Documents for the Study of American History

http://www.ku.edu/carrie/docs/amdocs_index.html

You'll find Poor Richards Almanac by Ben Franklin here, as well as multiple perspectives of various events that led to the Revolution.

Gilder Lehrman Institute of American History: Module: The Revolutionary War

http://www.gilderlehrman.org/teachers/module1/mod_primary.html

This is a great resource of accounts of events leading to the Revolution.

Lesson 1: Introduction to Unit

Time Estimated: 1 day

Objectives:

Students will:

1. Recall, discuss and make connections with what they've studied on colonial life.
2. Make connections with the colonists by making a list of their own gripes.
3. Categorize colonists' complaints into political and economic.
4. Explain the Sugar Act and describe the colonists' reactions to it.
5. Discuss why colonists might want to remain loyal to England.

NOTE: The idea for this lesson is from a lesson plan on Declaration of Independence-see http://edsitement.neh.gov/view_lesson_plan.asp?id=282

Materials:

1. Board and markers
2. Two column worksheet for note taking
3. Computer lab or use one computer to project website on to a screen
4. Excerpt from the Sugar Act and questions
5. <http://www.founding.com/library/lbody.cfm?id=85&parent=>
6. Notes on Sam Adams and the Sugar Act (use the historical background information)

Strategies:

1. **Hook:** Ask your students if they ever have any gripes about school life. Surprise! Surprise! They will! Have them brainstorm reasonable complaints. Model for them a reasonable and an unreasonable complaint.
2. Spend about 5-10 minutes writing their complaints on one side of the board. Tell them we will get back to their gripes in a few minutes.
3. Tell them to pretend they are colonists. What gripes would they have about colonial life under the king of England? They will remember facts from the colonial unit. Brainstorm 5-10 minutes about the complaints they have about colonial life. Skip space between their gripes on school life and make a list of colonial life complaints. (Just for fun, see if there are any similarities.)
4. Go back to their list. Ask them to select 3 of the gripes as a class. Then with the partner he/she is seated beside, brainstorm what they could acceptably do about it. In between the two lists of gripes, write what they said could be done about their complaints.
5. As a class activity, list what the colonists could do about their complaints. Tell them they will find out exactly what the colonists did about those complaints and they will find other reasons the colonists were dissatisfied with England.
6. Turn your attention to the Sugar Act. Project the website of the document on a screen so the students can witness the length of it.
7. Pass out the excerpt from the Sugar Act with the questions to answer.
8. Answer the first question as a group. Then let them work on the rest with a partner.
9. Go over the answers with the students. Use the notes on the Sugar Act and Sam Adams to give the students more information on the Sugar Act and the colonists' reactions.
10. **Homework:** Have the students write a letter to you telling you what he/she learned about the Sugar Act and Sam Adams. Tell them to include these words and phrases: Sugar Act, smuggling, searching, Sam Adams, James Otis, and "taxation without representation."

Differentiation:

This lesson hooks all students by starting out with something with which they all can identify, griping. It utilizes several learning styles including whole class activities and partner work.

Excerpt from the Sugar Act

Whereas it is expedient that new provisions and regulations should be established for improving the revenue of this kingdom, and for extending and securing the navigation and commerce between Great Britain and your Majesty's dominions in America, which, by the peace, have been

so happily enlarged: and whereas it is just and necessary, that a revenue be raised, in your Majesty's said dominions in America, for defraying the expences of defending, protecting, and securing the same; we, your Majesty's most dutiful and loyal subjects, the commons of Great Britain, in parliament assembled, being desirous to make some provision, in this present session of parliament, towards raising the said revenue in America, have resolved to give and grant unto your Majesty the several rates and duties herein after-mentioned; and do most humbly beseech your Majesty that it may be enacted; and be it enacted by the King's most excellent majesty, by and with the advice and consent of the lords spiritual and temporal, and commons, in this present parliament assembled, and by the authority of the same, That from and after the twenty ninth day of September, one thousand seven hundred and sixty four, there shall be raised, levied, collected, and paid, unto his Majesty, his heirs and successors, for and upon all white or clayed sugars of the produce or manufacture of any colony or plantation in America, not under the dominion of his Majesty, his heirs and successors; for and upon indigo, and coffee of foreign produce or manufacture; for and upon wines (except French wine;) for and upon all wrought silks, bengals, and stuffs, mixed with silk or herbs of the manufacture of Persia, China, or East India, and all callico painted, dyed, printed, or stained there; and for and upon all foreign linen cloth called Cambrick and French Lawns, which shall be imported or brought into any colony or plantation in America, which now is, or hereafter may be, under the dominion of his Majesty, his heirs and successors, the several rates and duties following; that is to say,

For every hundred weight avoirdupois of such foreign white or clayed sugars, one pound two shillings, over and above all other duties imposed by any former act of parliament.

Questions

1. What is the purpose of the Sugar Act?
2. What items are being taxed?

Lesson 2: Working with the Stamp Act and a Timeline

Time Estimated: 1 day

Objectives:

Students will:

1. Review yesterday's instruction on the Sugar Act.
2. Analyze and interpret primary sources concerning the Stamp Act.
3. Begin a list of the acts and events and the colonists' reactions.
4. Examine a timeline of the American Revolution to understand the cause and effect relationship between events.

Materials:

- Overhead projector and transparencies (or LCD projector)
- Excerpt from the Stamp Act and questions
- Computer lab for the timeline

Strategies:

1. From last lesson's homework, put the phrases they were to put in their letter on the board. Ask for volunteers to read their letters. As each volunteer reads his/her letter, ask the class to listen for these words or phrases. Ask questions about each one. Take up the letters for a better look at the understanding of your students.
2. Pass out the excerpt from the Stamp Act.

<http://www.founding.com/library/lbody.cfm?if=87&parent=17>

Ask the students what they think this is. Have a student read it aloud. Discuss the meaning of difficult words. Look at the questions. Do the first one together. Then pair the students to do the remainder of the questions. After some time, discuss their answers.

3. Project the website on the screen:

<http://www.founding.com/library/lbody.cfm?id=129&parent=50>

This site shows a resolution by the Massachusetts Assembly concerning the Stamp Act. Discuss what the word resolved means. Discuss several lines with the students. Determine with the students what the colonists are doing about the Stamp Act.

4. Look at the website: http://teachpol.tcnj.edu/amer_pol_hist/fi/00000014.htm

On this website, your students will find a newspaper article. In this article, the editor is asking his subscribers to pay their bills, because he's not sure how he'll make it financially with the burden of the Stamp Act. Have a student read the article aloud. Discuss the editor's intent.

5. Create a worksheet with two columns, Events and Reactions.

Ask the students to fill in the columns concerning the Sugar Act and the Stamp Act.

6. Go to the website: http://www.pbs.org/ktca/liberty/chronicle_timeline.html

Click on the Stamp Act. Look at the timeline. Pass out a worksheet entitled Timeline. Have the students answer the questions in groups of 3. After some time, go over the questions with them.

7. **Homework:** Ask them to begin a timeline. Pass out a piece of printer paper. Tell them to make their timeline one foot and place a small vertical mark on the timeline at every inch. Each inch will represent a year, beginning with 1764 and ending with 1775. This timeline is to show the events leading to the Revolution. Ask them to place the two events they've studied so far, the Sugar Act and the Stamp Act in the correct place on the timeline. Ask them to draw a small picture near the event to illustrate it.

Differentiation:

Difficult words are discussed to make sure all students understand what they are reading. The primary sources are read aloud. Students work in groups to answer questions.

Excerpt from the Stamp Act

WHEREAS by an act made in the last session of parliament, several duties were granted, continued, and appropriated, towards defraying the expences of defending, protecting, and securing, the British colonies and plantations in America: and whereas it is just and necessary, that provision be made for raising a further revenue within your Majesty's dominions in America, towards defraying the said expences: we, your Majesty's most dutiful and loyal subjects, the commons of Great Britain in parliament assembled, have therefore resolved to give and grant unto your Majesty the several rates and duties herein after mentioned; and do most humbly beseech your Majesty that it may be enacted, and be it enacted by the King's most

excellent majesty, by and with the advice and consent of the lords spiritual and temporal, and commons, in this present parliament assembled, and by the authority of the same, That from and after the first day of *November*, one thousand seven hundred and sixty five, there shall be raised, levied, collected, and paid unto his Majesty, his heirs, and successors, throughout the colonies and plantations in *America* which now are, or hereafter may be, under the dominion of his Majesty, his heirs and successors,

For every skin or piece of vellum or parchment, or sheet or piece of paper, on which shall be ingrossed, written or printed, any declaration, plea, replication, rejoinder, demurrer, or other pleading, or any copy thereof, in any court of law within the British colonies and plantations in America, a stamp duty of three pence.

Questions:

1. What is the reason for the Stamp Act?
2. When was it enacted?
3. Who is in control of the colonies and plantations in America?
4. What is to be taxed?

Lesson 3: Focus on the Boston Massacre

Time Estimated: 1 day

Objectives:

Students will:

1. Make a timeline with events and dates.
2. Analyze and interpret several pictures of actions taken by the colonists in response to the taxes.
3. Compare and contrast two different primary source accounts of the Boston Massacre.
4. Compare and contrast pictures depicting the Boston Massacre.

Materials:

- Overhead projector and transparencies (or LCD projector)
- A rope to make the timeline, the events, Sugar Act, Stamp Act, with explanations, and their dates on separate pieces of construction paper
- Worksheet: The Timeline—Events and Year and Questions
- Pictures of colonists' response to the acts
- Primary source accounts of the Boston Massacre (*Anonymous Account of the Boston Massacre* and *Captain Preston's Account of the Boston Massacre*) with questions
- Pictures of the Boston Massacre and worksheet of questions
- Play "The Boston Massacre" from *US Kids History: Book of the American Revolution*

Strategies:

- 1. Review:** Before the students enter the room, place the various pieces of

- construction paper on different desks. Each piece will have an event that has been studied so far. See the sheet titled timeline activity for the events and explanations and dates. Ask your students to get out their homework, the timeline. Ask volunteers to show their timeline. Now ask two volunteers to come to the front of the room to hold the rope (for the timeline.) Ask students to look on their desk and turn over the construction paper. Ask them to come forward and assemble themselves accurately on the timeline. When they are through, ask a student if it is correct.
2. Divide the students in to groups of 4. Pass out the pictures of colonists' responses to England's restraints on them if available in your textbook or if you have access to Joy Hakim's *From Colonies to Country*. On an overhead, have the questions the students are to answer to analyze the pictures. Also, have a transparency of each picture. After allowing time for the students to answer the questions in their group, have each group tell the class about their picture. As the group tells about their picture, put it on the overhead.
 3. Pass out the two different perspectives of the Boston Massacre. Divide the class in half. Pass out one perspective to one-half and the other perspective to the other half. Put students with a partner. Have them read the primary source to each other. Then answer the questions together. Have one student from each group briefly tell the description of the event by their author. Then have the students switch perspectives.
 4. Go to the website below to find the three pictures of the Boston Massacre. Have the students answer the questions independently. Discuss their answers.
http://www.digitalhistory.uh.edu/learning_history/revolution/revolution_art.cfm
 5. Be sure to tell them that John Adams, Sam Adam's cousin, decided to defend the British soldiers in court, because he wanted the colonists to be viewed as fair and just. The soldiers were not given a severe sentence.
 6. **Homework:** Have the students pick a perspective, either a British soldier or a Patriot, and write an eye witness account of the Boston Massacre.

Differentiation:

Visual learners will benefit from the human timeline displayed in front of them and from the pictures depicting the Boston Massacre and colonists' responses to England's restraints on them. Students who have difficulty reading will benefit from reading the primary sources with a partner. There is also a pre-reading activity with the two perspectives in that after they have read one perspective, they will be told what to expect from the other perspective.

The Timeline-Events and Year

1. The Sugar Act-1764-a tax placed on molasses and sugar

2. The Stamp Act-1765-colonists were required to pay for a stamp or seal to be placed on all paper goods they bought. These goods included legal documents, licenses, newspapers, pamphlets and playing cards.
3. The Boston Massacre-1770-an angry mob of colonists taunt British soldiers. Someone fires and then five colonists are shot and killed by British soldiers.
4. The Tea Act-1773-allowed the East India Company to sell tea at a cheaper price directly to the colonists
5. The Boston Tea Party-November, 1773-Sons of Liberty, dressed as Native Americans, dumped the contents of 342 chests of tea into the Boston Harbor
6. The Intolerable Acts (The Boston Port Act)-1774-England's punishment of the colony of Massachusetts for the Boston Tea Party. One of the punishments was to close the Boston Harbor.
7. The Battle of Lexington and Concord-1775-the first shots of the American Revolutionary War were fired in this battle

Questions on the Timeline

1. Why did Parliament pass the Stamp Act?
2. What outrages the colonists about the taxes?
3. List 3 reactions by the colonists.
4. By the day the Stamp Act was supposed to go into effect, what had happened? Why?
5. What happened in 1766? Name 2 events.
6. When did the Boston Tea Party occur?
7. Name 2 important events that occurred in April, 1775.

Anonymous Account of the Boston Massacre

A Short Narrative of the Horrid Massacre in Boston. Printed by Order of the Town of Boston. Re-published with Notes and Illustrations by John Doggett, Jr., (New York, 1849), pp. 13-19; 21-22; 28-30.

THE HORRID MASSACRE IN BOSTON, PERPETRATED IN THE EVENING OF THE FIFTH DAY OF MARCH, 1770, BY SOLDIERS OF THE TWENTY-NINTH REGIMENT WHICH WITH THE FOURTEENTH REGIMENT WERE

THEN QUARTERED THERE; WITH SOME OBSERVATIONS ON THE STATE OF THINGS PRIOR TO THAT CATASTROPHE

It may be a proper introduction to this narrative, briefly to represent the state of things for some time previous to the said Massacre; and this seems necessary in order to the forming a just idea of the causes of it.

At the end of the [late \[French and Indian\] war](#), in which this province bore so distinguished a part, a happy union subsisted between Great Britain and the colonies. This was unfortunately interrupted by the [Stamp Act](#); but it was in some measure restored by the repeal of it. It was again interrupted by other acts of parliament for taxing America; and by the appointment of a Board of Commissioners, in pursuance of an act, which by the face of it was made for the relief and encouragement of commerce, but which in its operation, it was apprehended, would have, and it has in fact had, a contrary effect. By the said act the said Commissioners were "*to be resident in some convenient part of his Majesty's dominions in America.*" This must be understood to be in some part convenient for the whole. But it does not appear that, in fixing the place of their residence, the convenience of the whole was at all consulted, for Boston, being very far from the centre of the colonies, could not be the place most convenient for the whole. Judging by the act, it may seem this town was intended to be favored, by the Commissioners being appointed to reside here; and that the consequence of that residence would be the relief and encouragement of commerce; but the reverse has been the constant and uniform effect of it; so that the commerce of the town, from the embarrassments in which it has been lately involved, is greatly reduced.

It was not expected, however, that such an outrage and massacre, as happened here on the evening of the fifth instant, would have been perpetrated. There were then killed and wounded, by a discharge of musketry, eleven of his Majesty's subjects, viz.:

- Mr. Samuel Gray, killed on the spot by a ball entering his head.
- Crispus Attucks, a mulatto, killed on the spot, two balls entering his breast.
- Mr. James Caldwell, killed on the spot, by two balls entering his back.
- Mr. Samuel Maverick, a youth of seventeen years of age, mortally wounded; he died the next morning.
- Mr. Patrick Carr mortally wounded; he died the 14th instant.
- Christopher Monk and John Clark, youths about seventeen years of age, dangerously wounded. It is apprehended they will die.
- Mr. Edward Payne, merchant, standing at his door; wounded.
- Messrs. John Green, Robert Patterson, and David Parker; all dangerously wounded.

The actors in this dreadful tragedy were a party of soldiers commanded by [Capt. Preston](#) of the 29th regiment. This party, including the Captain, consisted of eight, who are all committed to jail.

There are depositions in this affair which mention, that several guns were fired at the same time from the Custom-house; before which this shocking scene was exhibited. Into this matter inquisition is now making.

Vocabulary

1. anonymous-having an unknown name

2. apprehended-understood
3. commerce-the buying and selling of goods
4. contrary-opposite
5. perpetrated-committed
6. province-a territory governed by a country
7. pursuance-putting into effect
8. repeal-to revoke or take away
9. subsisted-existed

Questions

1. In the beginning of this article, in boldfaced print, what are some of the vivid words that the author uses? Why?
2. What are some complaints the author lists against Great Britain?
3. What was the purpose of the Board of Commissioners?
4. Why do you think they reside (live) in Boston?
5. Tell me about one of the men who were killed.
6. How many soldiers were in the regiment that was involved in the Boston Massacre?

Captain Preston's Account of the Boston Massacre

It is [a] matter of too great notoriety to need any proofs that the arrival of his Majesty's troops in Boston was extremely obnoxious to its inhabitants. They have ever used all means in their power to weaken the regiments, and to bring them into contempt by promoting and aiding desertions, and with impunity, even where there has been the clearest evidence of the fact, and by grossly and falsely propagating untruths concerning them. On the arrival of the 64th and 65th their ardour seemingly began to abate; it being too expensive to buy off so many, and attempts of that kind rendered too dangerous from the numbers

And has ever since their departure been breaking out with greater violence after their embarkation. One of their justices, most thoroughly acquainted with the people and their intentions, on the trial of a man of the 14th Regiment, openly and publicly in the hearing of great numbers of people and from the seat of justice, declared "*that the soldiers must now take care of themselves, nor trust too much to their arms, for they were but a handful; that the inhabitants carried weapons*

concealed under their clothes, and would destroy them in a moment, if they pleased". This, considering the malicious temper of the people, was an alarming circumstance to the soldiery. Since which several disputes have happened between the townspeople and the soldiers of both regiments, the former being encouraged thereto by the countenance of even some of the magistrates, and by the protection of all the party against government. In general such disputes have been kept too secret from the officers. On the 2d instant two of the 29th going through one Gray's ropewalk, the rope-makers insultingly asked them if they would empty a vault. This unfortunately had the desired effect by provoking the soldiers, and from words they went to blows. Both parties suffered in this affray, and finally the soldiers retired to their quarters. The officers, on the first knowledge of this transaction, took every precaution in their power to prevent any ill consequence. Notwithstanding which, single quarrels could not be prevented, the inhabitants constantly provoking and abusing the soldiery. The insolence as well as utter hatred of the inhabitants to the troops increased daily, insomuch that Monday and Tuesday, the 5th and 6th instant, were privately agreed on for a general engagement, in consequence of which several of the militia came from the country armed to join their friends, menacing to destroy any who should oppose them. This plan has since been discovered.

On Monday night about 8 o'clock two soldiers were attacked and beat. But the party of the townspeople in order to carry matters to the utmost length, broke into two meeting houses and rang the alarm bells, which I supposed was for fire as usual, but was soon undeceived. About 9 some of the guard came to and informed me the town inhabitants were assembling to attack the troops, and that the bells were ringing as the signal for that purpose and not for fire, and the beacon intended to be fired to bring in the distant people of the country. This, as I was captain of the day, occasioned my repairing immediately to the main guard. In my way there I saw the people in great commotion, and heard them use the most cruel and horrid threats against the troops. In a few minutes after I reached the guard, about 100 people passed it and went towards the custom house where the king's money is lodged. They immediately surrounded the sentry posted there, and with clubs and other weapons threatened to execute their vengeance on him. I was soon informed by a townsman their intention was to carry off the soldier from his post and probably murder him. On which I desired him to return for further intelligence, and he soon came back and assured me he heard the mob declare they would murder him. This I feared might be a prelude to their plundering the king's chest. I immediately sent a non-commissioned officer and 12 men to protect both the sentry and the king's money, and very soon followed myself to prevent, if possible, all disorder, fearing lest the officer and soldiers, by the insults and provocations of the rioters, should be thrown off their guard and commit some rash act. They soon rushed through the people, and by charging their bayonets in half-circles, kept them at a little distance. Nay, so far was I from intending the death of any person that I suffered the troops to go to the spot where the unhappy affair took place without any loading in their pieces; nor did I ever give orders for loading them.

This remiss conduct in me perhaps merits censure; yet it is evidence, resulting from the nature of things, which is the best and surest that can be offered, that my intention was not to act offensively, but the contrary part, and that not without compulsion. The mob still increased and were more outrageous, striking their clubs or bludgeons one against another, and calling out, come on you rascals, you bloody backs, you lobster scoundrels, fire if you dare, G-d damn you, fire and be damned, we know you dare not, and much more such language was used. At this time I was between the soldiers and the mob, parleying with, and endeavouring all in my power to persuade them to retire peaceably, but to no purpose. They advanced to the points of the bayonets, struck some of them and even the muzzles of the pieces, and seemed to be endeavouring to close with the soldiers. On which some well behaved persons asked me if the guns were charged. I replied yes. They then asked me if I intended to order the men to fire. I answered no, by no means, observing to them that I was advanced before the muzzles of the men's pieces, and must fall a sacrifice if they fired; that the soldiers were upon the half cock and charged bayonets, and my giving the word fire under those circumstances would prove me to be no officer. While I was thus speaking, one of the soldiers having received a severe blow with a stick, stepped a little on one side and instantly fired, on which turning to and asking him why he fired without orders, I was struck with a club on my arm, which for some time deprived me of the use of it, which blow had it been placed on my head, most probably would have destroyed me.

On this a general attack was made on the men by a great number of heavy clubs and snowballs being thrown at them, by which all our lives were in imminent danger, some persons at the same time from behind calling out, damn your bloods-why don't you fire. Instantly three or four of the soldiers fired, one after another, and directly after three more in the same confusion and hurry. The mob then ran away, except three unhappy men who instantly expired, in which number was Mr. Gray at whose rope-walk the prior quarrels took place; one more is since dead, three others are dangerously, and four slightly wounded. The whole of this melancholy affair was transacted in almost 20 minutes. On my asking the soldiers why they fired without orders, they said they heard the word fire and supposed it came from me. This might be the case as many of the mob called out fire, fire, but I assured the men that I gave no such order; that my words were, don't fire, stop your firing. In short, it was scarcely possible for the soldiers to know who said fire, or don't fire, or stop your firing. On the people's assembling again to take away the dead bodies, the soldiers supposing them coming to attack them, were making ready to fire again, which I prevented by striking up their firelocks with my hand. Immediately after a townsman came and told me that 4 or 5000 people were assembled in the next street, and had sworn to take my life with every man's with me. On which I judged it unsafe to remain there any longer, and therefore sent the party and sentry to the main guard, where the street is narrow and short, there telling them off into street firings, divided and planted them at each end of the street to secure their rear, momentarily expecting an attack, as there was a constant cry of the inhabitants to arms, to arms, turn out with your guns; and the town

drums beating to arms, I ordered my drums to beat to arms, and being soon after joined by the different companies of the 29th regiment, I formed them as the guard into street firings. The 14th regiment also got under arms but remained at their barracks. I immediately sent a sergeant with a party to Colonel Dalrymple, the commanding officer, to acquaint him with every particular. Several officers going to join their regiment were knocked down by the mob, one very much wounded and his sword taken from him. The lieutenant-governor and Colonel Carr soon after met at the head of the 29th regiment and agreed that the regiment should retire to their barracks, and the people to their houses, but I kept the picket to strengthen the guard. It was with great difficulty that the lieutenant-governor prevailed on the people to be quiet and retire. At last they all went off, excepting about a hundred.

Vocabulary

1. abate-lessen
2. ardour-intensity
3. concealed-hidden
4. contempt-dishonor
5. impunity-without punishment
6. insolence-disrespectful in manner and speech
7. notoriety-widely known
8. prelude-an event coming before a more important one
9. propagating-publicizing
10. remiss-careless
11. vault-an outhouse or outdoor toilet

Questions

1. Put the first sentence in your own words.
2. What complaints does Capt. Preston have against the colonists?
3. What does one of the colonial justices say? Is that fair?
4. How would you feel if you were a British soldier?
5. Why did the soldiers and the colonial rope-maker get into a fight?
6. After hearing about this fight, what do the colonists do?

7. Describe the mob assembled around the troops. (Include language, demeanor of the group, and weapons)
8. Why did the soldiers fire?
9. Would you have fired if you were a British soldier? Why or why not?
10. Tell me about Mr. Gray.
11. How are the two accounts different?

Lesson 4: Tea Act, Boston Tea Party, and Intolerable Acts

Time estimated: 1 day

Objectives:

Students will:

1. Review the events and their dates by putting them on a timeline.
2. Read about the Tea Act from a secondary source.
3. Read and examine a newspaper article on the Boston Tea Party.
4. Either watch a portion of the video, *Johnny Tremain* or read the portion from the novel about the Boston Tea Party.
5. Examine the colonists' reactions to the Intolerable Acts by looking at pictures and written responses.

Materials:

- Rope that you used yesterday for the timeline
- Construction paper
- Markers
- Straight pins
- *From Colonies to Country* by Joy Hakim – see index for pages on Tea Act of 1773 – enough copies for each student to have one, OR your middle school textbook on Tea Act of 1773.
- Computer lab or LCD projector
- Optional – if available: Video, *Johnny Tremain* or the novel, *Johnny Tremain*
- Primary source accounts and pictures relating to the Intolerable Acts

[Note that the four laws included in the Intolerable Acts of 1774 can be found in their entirety at:

<http://www.founding.com/library/>

This site is a great source for all sorts of documents—British and American government. If you decide to use these primary sources, it's best to select and excerpt them, keeping in mind that some of the 18th century language and vocabulary is challenging.]

Strategies:

1. **Review:** Follow the same instructions for review as you did yesterday. Be sure to add the new events and dates to the timeline.

2. Tell the students that they will learn about another act or law passed by Parliament: the Tea Act. Discuss with them what they know or think they know about it. Put their ideas on the board.
3. Ask them to turn to relevant pages in the book, *From Colonies to Country*. OR, using your middle school textbook, see relevant pages on Tea Act of 1773. Ask them to read the selected pages and write a description of the act.
4. Ask a few students to share their description.
5. Go to the website, <http://www.pbs.org/ktca/liberty/chronicle.html>
Ask volunteers to read the newspaper article aloud. Ask them to click on the Boston Tea Party.
6. Optional – if available Watch the Boston Tea Party or the *Johnny Tremain* video. Create a worksheet titled the Boston Tea Party. Allow them to work with a partner.
7. Discuss England's response to the Boston Tea Party and the colonists' response to England by answering questions about the pictures and written responses.

Differentiation:

Visual learners will respond well to this lesson due to the pictures. There is whole group instruction as well as paired student work.

Lesson 5: The Battle of Lexington and Concord

Estimated time: 1 day

Objectives:

Students will:

1. Review the events and dates by putting them on a timeline.
2. Compare and contrast multiple perspectives of the Battle of Lexington and Concord.
3. Role play one of the events they have studied that led to the American Revolutionary War.

Materials:

1. Rope for the timeline
2. Construction paper and markers
3. Hand outs of the multiple perspectives and worksheets of questions included on the website below
4. Index cards
5. Printer paper and colored pencils

Strategies:

1. **Review:** Follow the directions for the timeline from day 3. Be sure to include the newest dates and events.
2. Have the students work with a partner. Pass out the two perspectives. Find them on the website:
http://www.digitalhistory.uh.edu/learning_history/revolution/revolution_battles.cfm
Have the students read the perspectives together and answer the questions from the worksheet to compare and contrast the two primary source accounts.

[Note: An additional perspective is available at
<http://memory.loc.gov/learn/features/timeline/amrev/shots/concord.html>
This site has an account of the Battle of Lexington and Concord by a British officer.]
3. Divide the students into groups of 4. Let them pick out a card from a box. Whatever event is on the card is the one they will need to role play. (Put each event they have studied in this unit on a different card. Make sure you have the same number of cards as you have groups of students.) It would be a good idea to ask for a few volunteers to model role playing an event. If you could set this up before the day of this class, it would be better organized. You could make this be a game, like charades, so the students will guess the event that is being acted out.
4. **Homework:** Now the students have all the events for this unit. Ask them to get out the timeline they started on Day 2. Tell them to place the remaining 5 events they have studied on the timeline at the correct year and draw a picture illustrating the event near its location on the timeline.

Differentiation:

Visual and active learners will benefit from the timeline activity. Students with reading problems will be paired with strong readers while reading the multiple perspectives. Active learners will enjoy the role playing, and students who like to draw will like the invitations.

Lesson 6: Working on the Front Page Newspaper Articles

Time estimated: 4 days

Suggested time frame might be:

Day 6: Look at the three newspapers on the PBS website:

<http://www.pbs.org/ktca/liberty/chronicle.html>

Provide the criteria and the rubric for the project. Begin the writing process.

Day 7: Write the rough draft.

Day 8: Edit and proofread each other's newspaper articles.

Day 9: Write the final copy.

Objectives:

Students will:

1. Examine three newspaper articles on the internet.

2. Discuss how they are set up.
3. Write our articles about four separate events that led to the Revolution.
4. Set up and type their front page including at least 3 pictures on the computer.

Materials:

- Computer lab or LCD projector
- Notes and hand-outs they've accumulated during this unit

Strategies:

1. Allow the students to explore the 3 articles on the internet. Ask them to read them aloud and make observations of how the front page is set up:
http://www.pbs.org/ktca/liberty/chronicle_boston1774.html
2. Discuss with the students what they observed.
3. Pass out the rubric and go over it with them.
4. Begin the writing process. Review the events – you may want to do the timeline again with all the events.
5. Give them time to decide which events they want to write about.
6. Tell them to select one and begin brainstorming what they want to put in the article.
7. After five to ten minutes, let them share with a partner what they've brainstormed. Ask them to give each other suggestions.
8. Have them write the rough draft of the first article.
9. When they've finished the rough draft, have them get with their partner once again. Ask the partner to read their paper to them while they listen for mistakes. With the partner make corrections.
10. Write the final draft.
11. Follow this procedure for each article.
12. Have the students find at least three pictures to go with the events on which they are reporting.
13. Type the articles in a front-page format and also copy the pictures on the front page.
14. **Homework:** On each of these nights students will be completing whatever phase they are on in the writing process.

Differentiation:

Students will read the newspaper articles together. They will corroborate on the writing assignment.

Lesson 7: Culminating Activity

Time estimated: 1 day

Objectives:

Students will:

1. Share their newspapers with each other.

Materials:

- Student newspapers
- Rubric for Causes of the Revolution Newspaper

Strategies:

1. Have each student select two of their articles to explain to the class and one of their editorials to read to the class.
2. Put each newspaper up in the room or out in the hall.

Rubric for Causes of the Revolution Newspaper

Criteria	Excellent	Good	Adequate	Inadequate
Use of primary Sources(3 photos)	3 relevant Photos are used	2 relevant Photos are used	1 relevant photo is used	No photos are used
Editorials convey the patriot's and the loyalist's position and include events to prove his/her viewpoint	Clearly and thoroughly conveys how a loyalist and a patriot felt and includes evidence from 4 events	For the most part, conveys what the patriot and loyalist felt and includes evidence from 3 events	Uses evidence from 2 events and somewhat conveys what the patriot and loyalist felt	Uses evidence from one or no event and shows no understanding of the meaning of loyalist or patriot
Credible title for the newspaper	An intriguing title that includes the name of a colony or some aspect of colonial life	A somewhat interesting title that includes some aspect of colonial life	A not so interesting title that includes some aspect of colonial life	A boring title that includes nothing about colonial life

Well organized. Attractive newspaper	Each article has a headline and the articles and pictures are spaced neatly on the page	5 of the articles have a headline and there is some effort in spacing the articles and pictures neatly	4 of the articles have a headline and there is less effort in displaying the articles and pictures	3 or less articles have headlines and there is no effort shown in placing the pictures and photos appropriately
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