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ABSTRACT

Revolution is the theme of this resource unit, which is the fourth in a social studies series designed for sixth grade students. In the first part of the unit, case studies are used to examine 18th century Boston, Williamsburg, and Philadelphia, contrasting them to 17th century Jamestown and Plymouth settlements. Emphasis is upon examining causes of the revolution, the revolutionary war itself and, further, strategies of the war. The format of the unit is described in Unit I SO 003 147, and detailed information on course objectives, teaching strategies, and program descriptions are provided in the teacher's guide SO 003 146. Other related documents are SO 003 148 through SO 003 153. (SJM)

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Grade Six  
UNIT IV: REVOLUTIONARY AMERICA

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RESOURCE UNIT

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1967

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OBJECTIVES

Generalizations

1. Although culture is always changing, certain parts or elements may persist over long periods of time.
2. Most political communication depends on the use of symbols, stereotypes, and other communication short-cuts; effective communication depends on the effective manipulation of these symbolic tools.
3. Whether an increase in centralization accompanies the increase in cohesion that accompanies or follows group conflict depends upon both the character of the conflict and the type of the group.

Skills.

1. Attacks problems in a rational manner.
  - a. Uses sub-questions to guide him in collecting relevant data.
2. Gathers information effectively.
  - a. Reads for details which support or contradict generalizations and main ideas.
  - b. Listens to discussion for main ideas, supporting detail, and to evaluate what he hears.
    - 1) Listens for details.
  - c. Gains information by studying films.

3. Evaluates information

- a. Checks facts information when he
- b. Looks for point among a
- c. Chooses the tion in term authors.
- d. Checks on the wary of general evidence.

4. Has a well-developed

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- a. Classifies details
- b. Organizes his and follow his
- c. Generalizes

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3. Evaluates information and sources of information.

- a. Checks facts against his own background of information and collects additional information when he needs to check the facts.
- b. Looks for points of agreement and disagreement among authors.
- c. Chooses the most reliable source of information in terms of bias and competency of authors.
- d. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

4. Has a well-developed sense of time.

- a. Has a sense of the passage of time.

5. Organizes and analyzes data and draws conclusions.

- a. Classifies data.
- b. Organizes his materials to fit the theme and follow his organization.
- c. Generalizes from data.

### OBJECTIVES

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

S. Reads for details which support or contradict generalizations and main ideas.

### OUTLINE OF CONTENT

(Introduction)

### TEACHING PROCEDURES

1. Construct bulletin boards, contrasting life in 18th century Boston, Williamsburg and Philadelphia with that of 17th century Plymouth and Jamestown. (Pictures of the 18th century cities are available from the Chamber of Commerce. Pictures of Jamestown and Plymouth should have already been acquired in Unit III.) Be certain to show the size of the town, housing available, shops available, farming, etc. Have the class discuss the bulletin boards, considering such items as: physical layout, house size, probably population, economic activities, wealth, etc.

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2. Introduce the pupils to the many biographies and novels which have been written about the revolutionary figures of Boston, Williamsburg, and Philadelphia. Have each pupil choose one.

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The stories of these figures make exciting reading in themselves so be certain to discuss carefully with the students what you want them to look for as they read. Give them a study guide of questions. Have them use the questions to take notes as they read. These questions should be framed to obtain data from these works on: 1) the occupations and wealth (in land and/or goods) of these men, 2) living conditions of these cities, 3) the trade of the cities, 4) the religion of the people of these cities, 5) the pre-revolutionary experiences of these men, 6) the activities of the legislative assemblies and other colonial organizations such as Sons of Liberty, Committees of Correspondence, Continental Congress, 7) the changing attitudes of these men toward their respective states and toward a central government, 8) the changing attitudes of these men toward England 1763-1774, 9) the national symbols which become important to these men, 10) the attitudes of the heroes of these books to other important revolutionary figures.

Have pupils begin their reading in class and supervise their note-taking. Make certain they understand that they will be responsible for these people in class discussions.

## PROCEDURES

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men, 10) the attitudes of the heroes of these  
revolutionary figures.

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ons.

## MATERIALS

Write: Chamber of Commerce  
for Williamsburg, Boston,  
Philadelphia

Write: Plymouth Plantation Inc.  
Jamestown Festival Park

See bibliography for books.  
Any of the standard biographies,  
chosen to fit the reading level  
of the child will work.

S. Listens for details.

S. Has a sense of the passage of time.

S. Uses sub-questions to guide him in  
collecting relevant data.

S. Chooses the most reliable source of in-  
formation in terms of bias and competency  
of authors.



3. Using available maps, give an informal, illustrated lecture on the extent and size of the colonial settlement in 1763. Show the areas settled, the population of the chief cities, the national and religious makeup of the population, the crops grown, the trade products and routes. Show also some scenes of America at that time. Have the students compare this data with similar data on the colonies in the 17th century.
4. Have each pupil read a text book to gain an overview of the unit. Using the text, each pupil should construct for himself a timeline of chief events of this period. Have him keep and use the timeline as the unit progresses.
5. Read to the class travelers' descriptions of life in these American cities prior to the Revolution. Have them discuss the reliability of these descriptions.
6. Have each pupil choose one of the three towns to study as the unit progresses. Make certain he understands that he is responsible for collecting data about the city as the unit progresses and that he will write a paper at the end of the unit in which he discusses the role his city played in the Revolution. He should also prepare a map of the city, indicating locations important to the revolutionary movement. He will obtain information on his own about the city, but he should also be alert to various class activities in which his city is featured such as in discussion of inhabitants of these cities, movies, pictures and other descriptions of events in these cities.
7. Have each pupil choose one of the classic events of the Revolution i.e. Boston Massacre, Boston Tea Party, Paul Revere's Ride, Patrick Henry's Resolve, Battle of Yorktown, Benedict Arnold's Treason, etc. (excluding the Battle of Lexington which will be done in detail in developmental activities). Have him check a variety of sources on these topics such as texts, encyclopedia, biographies of people involved, collections of

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Give an informal, illustrated lecture on the extent of settlement in 1763. Show the areas settled, chief cities, the national and religious makeup of crops grown, the trade products and routes. Show the map of America at that time. Have the students compare the data on the colonies in the 17th century.

Use the text book to gain an overview of the unit. The student should construct for himself a timeline of the period. Have him keep and use the timeline as the

Use the authors' descriptions of life in these American towns. Have them discuss the reliability of the

Use the descriptions of the three towns to study as the unit progresses. The student understands that he is responsible for collecting data as the unit progresses and that he will use the data of the unit in which he discusses the role his town played in the Revolution. He should also prepare a map of the city, and be important to the revolutionary movement. He will be responsible for the town about the city, but he should also be responsible for the activities in which his city is featured such as the names of these cities, movies, pictures and documents in these cities.

Use the descriptions of the classic events of the Revolution i.e. the Tea Party, Paul Revere's Ride, Patrick Henry's speech, Benedict Arnold's Treason, etc. (excluding the events which will be done in detail in developmental units). Check a variety of sources on these topics such as biographies of people involved, collections of

Lord and Lord, Historical Atlas of the U.S.

Read texts geared to reading level.

Consult library resources.

Use: texts; encyclopedia; biographies; Commager and Nevins, eds., Spirit of '76; Sheer and Rankin, Rebels and Redcoats.

Consult library resources.

G. Although culture is always changing, certain parts of elements may persist over long periods of time.

S. Chooses the most reliable source of information in terms of bias and competency of authors.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

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- I. The American colonists, in the years 1763-1776, sought to preserve their politico-economic traditions, using Anglo-Saxon methods to achieve Anglo-Saxon ends.

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first-hand accounts such as The Spirit of '76, histories of the revolution, etc. Have each pupil prepare a paper in which he discusses the ways in which the sources differed in their descriptions and interpretations of these events. He should give his own version of the events, based on the readings. Make certain pupils understand that they will be responsible in class discussions for the expert knowledge of these events.

#### Developmental Activities

1. Have students do the exercise for the Battle of Lexington. Discuss their answers to the questions contained in the exercise. Make certain by asking additional questions that the students can evaluate the reliability of the sources involved in the exercise.
2. Using activity #1 for a takeoff discussion, ask these questions: Why were the men standing on the village green at Lexington? Ask any subsidiary questions necessary to get the students to understand the import of armed colonial militiamen standing on the green, e.g. Were these men trying to prevent the movement of British troops and the citizens in it? What did these men do for a living? Why had Paul Revere warned the militiamen? Could this same situation have happened in 17th Century Plymouth or Jamestown? Try to work out with the students the various reasons they offer as to why the "embattled farmers" might have stood on the village green. (The teacher might show pictures of the village green and/or read the poem of Paul Revere's ride.) This discussion should convince pupils that they need to know more about the militia men of Lexington and the events which led them to take this first important step to revolution. The teacher should probably list on the blackboard various general questions which need to be answered before coming to any firm conclusions about the causes of the Revolution. A few students can volunteer to investigate further the background of the particular Lexington participants and this particular incident.

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Gardner, et.al., Case Studies  
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S. Reads for details which support or contradict generalizations and main ideas.

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1. Being English meant having back continuously into Saxon purity and freedom.

2. Being English meant having

3. Being English meant that not only economic independence as well.

a. In every colony, they were elected by property laws and levied the

b. Since most men owned property they had a property vote.

4. Being English meant that the empire the world had even though however inefficient its success, providing prosperity in time.

S. Reads for details which support or contradict generalizations and main ideas.

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- A. Although there was a wedge of Scotch-Irish and Germans in the back country and African slaves in the South, most people in the country took great pride in their English descent.
1. Being English meant having a history that stretched back continuously into the "golden age" of Anglo-Saxon purity and freedom.
  2. Being English meant having a Protestant heritage.
  3. Being English meant that ownership of property gave not only economic independence but political independence as well.
    - a. In every colony, there was a representative assembly, elected by property-holders, which made the laws and levied the taxes.
    - b. Since most men owned property, most men could probably vote.
  4. Being English meant that they were part of the largest empire the world had ever known. The British Empire, however inefficient its management, was very much a success, providing prosperity and freedom at the same time.

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3. Have the pupils consult their texts and other available classroom materials to find out if the group at Lexington was representative of the colonial population. Have them check for the following data on the colonists: occupations, ancestry, religion, wealth, militia service, education, participation in government, etc.

Texts  
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4. Have the pupils who are reading biographies or historical novels consult their books for the "common people" in their stories to see if they are similar to the "embattled farmers" in occupation, ancestry, religion, wealth, militia service, participation in government, etc. Make certain they do not include the leaders of the Revolution who will be used in #8 below. The teacher might also have them check to see if the towns or villages in their stories have "greens." After each student has consulted his own book, have those working on Bostonian figures meet together to collate their information, and have those working on Williamsburg and Philadelphia figures do the same.

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consult their texts and other available classroom materials. The group at Lexington was representative of the town. Have them check for the following data on the towns: occupation, ancestry, religion, wealth, militia service, participation in government, etc.

Texts  
All available classroom materials

When students are reading biographies or historical novels consult the "common people" in their stories to see if they are "settled farmers" in occupation; ancestry, religion, occupation, participation in government, etc. Make certain that the leaders of the Revolution who will be used in the study might also have them check to see if the towns or families have "greens." After each student has consulted the biographies those working on Bostonian figures meet together to discuss their findings, and have those working on Williamsburg and Jamestown do the same.

See bibliography for biographies or historical novels

- S. Reads for details which support or contradict generalizations and main ideas.
  
- S. Listens to discussion for main ideas, supporting detail, and to evaluate what he hears.
  
- S. Organizes his materials to fit his theme and follows his organization.
  
- S. Classifies data.
  
- S. Generalizes from data.

5. Have the students working on Boston, Williamsburg, and Philadelphia check their materials to see if the ordinary inhabitants of their cities are similar to the "embattled farmers" in occupation, ancestry, religion, wealth, militia service, education, participation in government. Have them check to see if Boston, Williamsburg, Philadelphia have "greens." After each student has collected his data have those working on Boston meet together to collate their results and have those working on Williamsburg and Philadelphia do the same. Use library resources.
6. Have various groups and individuals report to the class on the information found in #3, 4, and 5. Have the class discuss these reports, questioning where necessary their validity and then have the class attempt to chart the data in some meaningful form, differentiating between towns and villages. The teacher can add where necessary, pertinent information to clarify any data found or not found.
7. Have each student, consulting notes from Unit III, write an essay in which he compares the population of Revolutionary America with that of 17 Century America. Have some of these essays read to the class, discussing where possible the reasons for the change in makeup of the population, whether it be size, location, class structure, density, etc.
8. Using data obtained in reading the biographies, have the class do an analysis of the revolutionary leadership as to occupation, ancestry, wealth, militia service, education, participation in government, etc. Have them compare the revolutionary leaders to the leaders of Jamestown and Plymouth. See bibliography for biographies.
9. As a follow-up to #6-8, hold a discussion on this question: Were there any significant changes in either the leadership or the general population of the Atlantic colonies between the

S. Gains information by  
studying films.

S. Listens for details.

S. Generalizes from data.

S. Listens for details.

S. Classifies data.

S. Generalizes from data.

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17 and 18 centuries which would have made the people more ready to revolt? Discuss as many factors as pupils care to discuss, making certain they are considering the makeup of the population, not the style of life. The teacher might end the discussion on that very point: Were the changes in low people lives greater than the changes in the makeup of the population? Remind the students that the class will concentrate primarily on the style of life in three 18 century communities: Boston, Williamsburg, Philadelphia.

10. Show the film Williamsburg Restored. Have pupils who have not worked on Williamsburg speculate on how the style of life in 17th Century Jamestown and in 18th Century Williamsburg differed. The group working on Williamsburg should act as experts, showing and discussing pictures and data they have collected. The teacher might also show some pictures from Tunis' Shaw's Fortune to show how life changed on one Jamestown plantation.
11. Discuss with the class the problems Boston and Philadelphia would have in restoring their cities as completely as Williamsburg.
12. Have the group which has investigated Boston make the presentation of life style in Revolutionary Boston. In the discussion following, have the class compare 17th Century Plymouth with 18th Century Boston. You might have some pupils volunteer to try to find out what Plymouth was like in the 18th century.
13. Have the group which has investigated Philadelphia make its presentation of life style in 18th Century Philadelphia.
14. Hold a class discussion in which life style in 18th Century Boston, Williamsburg, and Philadelphia are compared. Make a chart of their differences and similarities, including items as size, population, economic activities, wealth, religion of inhabitants, physical layout, etc.

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Williamsburg Restored, 29 min.;  
1963, Producer: Colonial Williams-  
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Tunis, Shaw's Fortune.  
Use library resources.

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S. Reads for details which support or contradict generalizations and main ideas.



15. Have each student write an essay on one of these questions:
  - a) Was 18th Century Boston more like 17th Century Plymouth or was it more like 18th Century Williamsburg and Philadelphia?
  - b) Was 18th Century Williamsburg more like 17th Century Jamestown or was it more like 17th Century Boston and Philadelphia?
16. Have some of the essays read to the class and discuss them. Finish up the discussion with these questions: Were the inhabitants of 18th Century Boston, Philadelphia and Williamsburg Englishmen?
17. Show the film, Dawn of Revolution. Discuss the main thesis of the film: Was this family English or American? Be certain to consider why the question of whether they were Englishmen arose. Have the pupils check their timelines to see when the events stressed in the film took place: Are the events, 1763-1775, important in understanding why they question whether they are English or not? Have the pupils who researched the participants (see developmental activity #2) discuss whether or not the family in the film is typical of those who stood on the green.
18. As a follow-up to #17, have the pupils check their biographies on these points:
  - a) whether the characters in them consider themselves Englishmen.
  - b) when and if they begin to raise the question of their English heritage.

Discuss the information found in the various books read, always being alert to different authors' interpretations of the actions and attitudes of the same men. Then ask the class: Why is it important to know whether these people considered themselves Englishmen? Discuss all the ramifications of these questions which the students

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write an essay on one of these questions:  
Was Boston more like 17th Century Plymouth  
or more like 18th Century Williamsburg and

Was Williamsburg more like 17th Century  
Boston or was it more like 17th Century Boston and

Essays read to the class and discuss them.  
Discussion with these questions: Were the  
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Dawn of Revolution. Discuss the main thesis  
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or not. Pupils check their timelines to see when the  
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English or not? Have the pupils who  
participated (see developmental activity #2)  
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of the green.

#17, have the pupils check their biog-  
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They begin to raise the question of their  
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Information found in the various books read,  
to different authors' interpretations  
of attitudes of the same men. Then ask  
if it is important to know whether these  
men considered themselves Englishmen? Discuss all  
of these questions which the students

Dawn of Revolution A Lexington  
Family, 16 min., 1964, Coronet.

See Bibliography.

- S. Reads for details which support or contradict generalizations and main ideas.
- S. Checks facts against his own background of information and collects additional information when he needs to check the facts.
- S. Chooses the most reliable source of information in terms of bias and competency of authors.
- G. Most political communication depends on the use of symbols, stereotypes, and other communication short-
- B. The series of events, 1763-1774, caused conflict between the mother country and a strong desire to remain within the British Empire. The events did, however, change the colonists' role within the empire.
1. The new parliamentary tax policy, which raised revenue, brought the first great change in the revolutionary period.
    - a. The American colonists seeking to prevent the act, and to prevent its effects, English means to achieve English

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- B. The series of events, 1763-1774, caused misunderstanding and conflict between the mother country and the colonists but a strong desire to remain within the British Empire continued. The events did, however, change the colonists perception of their role within the empire.
1. The new parliamentary tax policy, openly designed to raise revenue, brought the first great challenge of the revolutionary period.
    - a. The American colonists seeking to secure the repeal of the act, and to prevent its enforcement, used English means to achieve English ends.

can handle at this time. Point out that as we study some of the typical events leading to the Revolution we shall always be interested in:

- 1) whether they consider themselves Englishmen,
- 2) whether they are acting like Englishmen, using English means to achieve English ends,
- 3) whether they are insisting on rights of Englishmen in this struggle with the mother country. Tell pupils that, as they continue to read their biographies, they should consider these three questions as the authors discuss their characters' participation in the events listed on the timelines for 1763-1776.

19. Have the pupils re-read the text section dealing with the events 1763-1776 in the light of the three questions raised in activity #18. Have them take notes on the answers to these questions in relation to: 1) the Stamp Act 2) the seizing of Hancock's liberty 3) the Boston Massacre 4) the Boston Tea Party.
20. Show film Give Me Liberty to introduce students to the question of the Stamp Act. Compare it with description in student biographies. Discuss how we know what happened at Williamsburg and where they would look for first-hand accounts.
21. Have the students do the exercise on Henry's speech.

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ty 3) the Boston Massacre

Use texts

to introduce students to the  
Compare it with description  
discuss how we know what happened  
they would look for first-hand

Give Me Liberty, 21 min., 1937,  
Warner Brothers, Distributed by  
UAA.

ercise on Henry's speech.

See exercise in appendix.

cuts; effective communication depends on the effective manipulation of these symbolic tools.

- S. Checks facts against his own background of information.
- S. Generalizes from data.

- 1.) The colonial assemblies
- 2.) The colonial press propaganda
- 3.) British goods were boycotted
- 4.) Actions were taken against
- 5.) Societies were formed to "last extremity."

- b. Generalizes from data.

- b. The colonists, like mainland argued that taxes on property challenge to their liberty.
  - 1.) They denied that they were either actually or virtually no authority to tax them
  - 2.) The authority to tax them their local assemblies.
- c. Parliament, deceived as to the colonial opposition, repealed

- 1.) The colonial assemblies sent petitions to the king.
- 2.) The colonial press propagandized for the colonial cause.
- 3.) British goods were boycotted.
- 4.) Actions were taken against the crown's agents in America.
- 5.) Societies were formed to resist the new taxes "to the last extremity."

b. The colonists, like mainland Englishmen before them, argued that taxes on property without consent were a challenge to their liberty.

- 1.) They denied that they were represented in Parliament, either actually or virtually. Hence parliament had no authority to tax them.
- 2.) The authority to tax them was reserved exclusively to their local assemblies.

c. Parliament, deceived as to the true nature and extent of colonial opposition, repealed the Sugar Act.



22. Discuss with the class popular reactions to the Stamp Act, soliciting specific examples of actions taken by the colonists as portrayed in their biographies. Show pictures and cartoons of the period.
23. Read to the students descriptions of some of the riots which developed, as a reaction to the Stamp Act. Discuss the validity of these acts, comparing them with examples found by the students in their biographies. Also discuss with them the boycott of British goods, making use of specific examples so that they understand what a boycott is. Conclude the discussion on the point: Were the actions of the colonists typical of those mainland Englishmen would have taken in the same situation?
24. Have the students write an essay on the question: What was the real issue behind the opposition to the Stamp tax? Have some of the essays read to the class and discuss them. Make certain that the students emerge from the discussion with the idea that the colonists felt that taxation with representation was a basic right of Englishmen.

Use Ame  
Rev

Morgan,  
pp. 106

popular reactions to the Stamp Act, examples of actions taken by the in their biographies. Show pictures of riot.

descriptions of some of the riots which led to the Stamp Act. Discuss the riot by comparing them with examples found in biographies. Also discuss with British goods, making use of specific examples to understand what a boycott is. On the point: Were the actions of those mainland Englishmen in the same situation?

Write an essay on the question: What led to the opposition to the Stamp tax? Read to the class and discuss them. Students emerge from the discussion that colonists felt that taxation without representation was a violation of the rights of Englishmen.

Use American Heritage Book of the Revolution

Morgan, Prologue to Revolution, pp. 106-109.

S. Looks for points of agreement and disagreement among authors.

S. Gains information by studying films.

S. Looks for points of agreement and disagreement among authors.

2. New duties on imported items  
American-based customs served as  
action against Parliamentary  
  - a. The colonists denied the  
duties for the purpose of  
taxes, not regulation.
    - 1.) Boycotts of English
    - 2.) Colonial newspapers
    - 3.) The new customs commission
  - b. Parliament, determined that  
could put no limits on the  
troops of the British and  
commissioners.
  - c. The colonists charged that  
destroy their rights.
    - 1.) Bostonians harrassed
    - 2.) The so-called Boston  
colonists that the British  
their rights.
  - d. The British solution to  
but those on tea. The  
British power reduced, and

Agreement and  
Authors.

2. New duties on imported items, to be collected by a new American-based customs service, produced the same reaction against Parliamentary taxation as the Stamp Act had.
  - a. The colonists denied that Parliament had the right to levy duties for the purpose of revenue, for such measures were taxes, not regulation.
    - 1.) Boycotts of English goods were organized.
    - 2.) Colonial newspapers propaganized for the American cause.
    - 3.) The new customs commissioners were harrassed.
  - b. Parliament, determined to show the colonists that they could put no limits on its authority, dispatched regular troops of the British army to protect the customs commissioners.
  - c. The colonists charged that the new troops were sent to destroy their rights.
    - 1.) Bostonians harrassed the troops whenever possible.
    - 2.) The so-called Boston-Massacre convinced the other colonists that the British were determined to usurp their rights.
  - d. The British solution to the crisis was to repeal all duties but those on tea. The colonists, feeling the threat of British power reduced, submitted to this duty for 3 years.

Studying films.

Agreement and  
Authors.

25. Have the students who have read the biographies of John Hancock describe the seizure of the Liberty. Discuss with the class why the seizure aroused so many people, relating the actions of the customs men to the new British customs policy. Be certain to help pupils understand that the colonists felt another basic right of Englishmen at stake, the protection of private property from seizure. (Be sure they understand the concept of "property"; use as many illustrations as necessary.) Have those who have read the biographies describe their account's version of the character and personality of John Hancock and let them speculate on the reasons for the differences found.
26. Show the film, Boston Massacre. Have the students who have read biographies of Sam and John Adams compare the movie's version with the version in their biographies, noting differences and similarities.
27. Use the film in #26 as a takeoff point to discuss the new British customs policy. Ask questions such as: Where did the Boston Massacre take place? If necessary ask subsidiary questions such as: What is a customs house? Where are they usually located? Why were soldiers guarding the customs house? Why were the British regulars so offensive to the Americans? Is there any connection between the Boston Massacre and the seizure of the Liberty? Did John and Sam Adams approve of the Boston Massacre? Why or why not? What rights did the Americans think were involved? Make certain that pupils understand

For biograp

The Boston  
CBS TV, Di

36

who have read the biographies of John  
the seizure of the Liberty. Discuss  
the seizure aroused so many people,  
of the customs men to the new  
policy. Be certain to help pupils  
the colonists felt another basic right  
take, the protection of private  
property. (Be sure they understand the  
"ty"; use as many illustrations as  
those who have read the biographies  
of the character  
John Hancock and let them speculate  
the differences found.

For biographies see bibliography.

Boston Massacre. Have the students who  
of Sam and John Adams compare  
with the version in their bi-  
differences and similarities.

The Boston Massacre, 27 min., 1956,  
CBS TV, Distributed by MGHT.

as a takeoff point to discuss the  
policy. Ask questions such as:  
Boston Massacre take place? If  
secondary questions such as: What  
Where are they usually located?  
regarding the customs house? Why  
regulators so offensive to the  
the any connection between the  
the seizure of the Liberty? Did  
approve of the Boston Massacre?  
What rights did the Americans think  
Be certain that pupils understand

S. Gains information by studying films.

S. Generalizes from data.

S. Reads for details which support or contradict generalizations and main ideas.

that the colonists were once again complaining about revenue taxes levied without representation and had the added objection of the presence of a standing army in peace time. Have the students give examples from their biographical reading of their incidents which illustrate the colonists' objections both to the new duties and the new customs collectors.

28. Show various illustrations of the Boston Massacre and have the class discuss their accuracy.
29. Show John Adams, Profiles in Courage Series. Discuss the film afterwards, making certain that pupils understand that Adams felt another basic right of Englishmen was at stake, the right to a fair trial and that he linked this right to the other basic rights he felt were being challenged, i.e., taxation with representation, protection of private property, no standing army in peace time, etc. Have the pupils who have read Adams' biographies discuss whether this interpretation of Adams' participation in the struggle with the British is an accurate one.
30. Have the class compare and contrast colonial reactions to the new customs duties with their reaction to the Stamp Act. Chart the types of reactions and the groups which organized to oppose the British. Discuss what the British did in response to the colonial reactions, evaluating the wisdom of their policy for future incidents.
31. Have the class make a list of the rights of Englishmen which the colonists had identified as sources of

America  
Junior  
Consult

John Ad  
Series)  
Distrib



ists were once again complaining about revenue without representation and had the added presence of a standing army in peace time. Give examples from their biographical incidents which illustrate the colonists' reaction to the new duties and the new customs

Illustrations of the Boston Massacre and discuss their accuracy.

, Profiles in Courage Series. Discuss Adams' reaction, making certain that pupils understand that he felt another basic right of Englishmen was the right to a fair trial and that he linked this with the other basic rights he felt were being violated, taxation without representation, no standing army in peacetime. Have the pupils who have read Adams' biography discuss whether this interpretation of Adams' reaction in the struggle with the British is the same as the one.

Compare and contrast colonial reactions to British demands with their reaction to the British. List the types of reactions and the groups organized to oppose the British. Discuss how they did in response to the colonial demands. Evaluate the wisdom of their policy decisions.

Make a list of the rights of Englishmen that Adams had identified as sources of

American Heritage Book of Revolution  
Junior American Heritage  
Consult texts, encyclopedias, etc.

John Adams, (Profiles in Courage Series) 50 min., 1965, Sandek, Distributed by IQ FILM.

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3. The Tea Act of 1773, plus several other incidences, led the colonists to adopt a new relationship to the empire.
  - a. The committees of correspondence were developed to warn of British actions.
  - b. The first Continental Congress was called to decide on necessary action after the Boston Tea Party had pushed the British into the Coercive Acts against Boston.

conflict, between the colonists and the mother country. Have the pupils check their texts and biographies for the period 1763-1773 to see if they can find incidents other than those discussed that indicate that England was infringing on rights of colonists. Have pupils report briefly to the class on these incidents.

32. Show the film, Boston Tea Party. Discuss the film, particularly the roles played by famous characters in the incident. Make certain the students understand what the real issue was as the Sons of Liberty saw it, as the other colonists saw it, and what it was as the English saw it. Also discuss why many patriots disapproved of the action in itself, and why the participants dressed as Indians. Conclude with this question: Why did the British react differently to the colonists' action against the Tea Act than they had to their actions against the Stamp Act and Duties Act?
33. Soliciting specific examples from the biographical reading, discuss the organization and effectiveness of the Committees of Correspondence and the first Continental Congress.
34. Return again to discuss the questions raised in developmental #2 about the Battle of Lexington. Make use of the information discovered by the students since the original activities. The teacher might read Scheer and Rankin's description of the battle and have the students react to their characterizations of the chief characters involved. Or the film Midnight Ride of Paul Revere or Paul Revere's Ride could be shown and discussed.

Boston Tea Party  
(You are There)  
1966, Disney

For biograph

Scheer and Rankin  
Redcoats  
Midnight Ride of Paul Revere  
1957, Coronet  
Paul Revere's Ride  
Modern Learning

olonists and the mother country.  
their texts and biographies for  
see if they can find incidents  
ed that indicate that England  
of colonists. Have pupils  
ass on these incidents.

a Party. Discuss the film,  
played by famous characters  
ertain the students understand  
as the Sons of Liberty saw  
ts saw it, and what it was  
Also discuss why many  
the action in itself, and  
essed as Indians. Conclude  
did the British react  
ts' action against the  
their actions against the

oles from the biographical  
nization and effectiveness  
espondence and the first

he questions raised in  
e Battle of Lexington.  
on discovered by the  
al activities. The teacher  
kin's description of the  
nts react to their character-  
racters involved. Or the  
Paul Revere or Paul Revere's  
discussed.

Boston Tea Party  
(You are There Series.) 30 min.,  
1966, Disney.

For biographies see bibliography.

Scheer and Rankin, Rebels and  
Redcoats  
Midnight Ride of Paul Revere, 11 min.,  
1957, Coronet.  
Paul Revere's Ride, 11 min., 1957,  
Modern Learning Aids.

- 25 -

S. Chooses the most reliable source of information in terms of bias and competency of authors.

4. The circumstances and events, 1776, and the perception of their role within the Empire.
- a. At first, they adhered to the position that they should legislate for them but not tax them.
  - b. Next they moved to the position that they should neither legislate nor tax them. The assemblies were to their responsibility and the power was to mainland England.

C. The real crisis came because neither the King nor Parliament realized that the colonists' perception of the Empire had changed.

1. The King as well as Parliament realized that Parliament over the colonies.
2. The colonists', in the years 1775-1776, were forced to choose between their loyalty to the King and their desire for self-government.
3. The colonists, using English principles of self-government, declared their independence from the British government, which they felt had become tyrannical.

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4. The circumstances and events, 1763-1774, changed the colonists' perception of their role within the empire.
- a. At first, they adhered to the principle that Parliament could legislate for them but not tax them.
  - b. Next they moved to the position that Parliament could neither legislate nor tax them and that the colonial assemblies were to their respective colonies what Parliament was to mainland England.
- C. The real crisis came because neither parliament nor the King realized that the colonists' perception of their role within the Empire had changed.
1. The King as well as Parliament maintained the supremacy of Parliament over the colonies.
  2. The colonists', in the years 1774-1776, found themselves forced to choose between their rights and their King.
  3. The colonists, using English precedents and the language of Englishmen, declared their independence of the English government, which they felt had exceeded its powers.

35. Have students read some of the first hand accounts of the Battle of Bunker Hill. Discuss the reliability and information given in these accounts. Then compare Lexington and Bunker Hill as battles.

Commager  
Spirit of

36. Show film Declaration of Independence by the Colonies.

Discuss three points raised by the film:

- 1) How important were the Coercive Acts?
- 2) Why did the Battle of Lexington take place?  
(Make use of information discovered by students subsequent to developmental 1 and 2)
- 3) What was the cause of the war as seen in the film?

Declaration  
Colonies,

37. Have the class look at the Declaration of Independence. Point out the two different sections and ask the students why both parts were included. Perhaps use pictorial illustrations explaining the Declaration as they are

Ditto up a  
of Independence

- 26 -

one of the first hand accounts of the  
. Discuss the reliability and in-  
ese accounts. Then compare Lex-  
l as battles.

Commager and Nevins, eds.,  
Spirit of '67.

of Independence by the Colonies.

aised by the film:  
the Coercive Acts?  
of Lexington take place?  
ation discovered by students  
(documental 1 and 2)  
of the war as seen in the

Declaration of Independence by the  
Colonies, 20 min., 1956, E.B.F.

the Declaration of Independence.  
erent sections and ask the students  
cluded. Perhaps use pictorial  
ng the Declaration as they are

Ditto up a copy of the Declaration  
of Independence.

47



- 27 -

- II. Once the struggle to preserve traditional rights had led to a declaration of independence, the colonists were forced not only to fight but also to search for new group identification.
  - A. The style of warfare used reflected the pattern dominant in 18th Century Europe.
    - 1. The strategy used by the colonists was largely forced upon the Americans by the nature of British strategy.
      - a. Commanding the sea and based in Canada, the British struck at key points on the coast so they could advance to the interior and also invaded northern New York with a view of splitting the colonies.

found in Your Magnificent Declaration. Discuss the importance of the Declaration of Independence for the men who signed it and what would have happened to them if the revolution had failed. Then ask this question? Did the signers of the Declaration of Independence still claim to be Englishmen?

38. Culminating discussion on causes of the Revolution may start with this question: Why did some colonists oppose the Revolution? Were these colonists believers in the rights of Englishmen? Solicit examples from the biographical reading of people who remained loyal to the crown and discuss the attitudes and views in light of the reasons why the patriots believed revolution was necessary and just. Perhaps show the silent film on Declaration of Independence to show various attempts to convince people to agree to independence.
39. Have several students play roles of radicals, moderates, and conservatives in a mock debate over the advisability of signing the Declaration.
40. Have the pupils look into the various texts available to find out what the strategy of the British and of the Americans was in the Revolution. If initiatory #2 was used, check at this stage to make certain that the students have their work almost completed. If initiatory #7 was used, check at this stage to make certain that the students who were working on battles or other events during the war are prepared to report to the class on these subjects.

Magnificent Declaration. Discuss the im-  
Declaration of Independence for the men  
and what would have happened to them if  
had failed. Then ask this question? Did  
the Declaration of Independence still  
ishmen?

Discussion on causes of the Revolution may  
question: Why did some colonists oppose  
Were these colonists believers in the  
ishmen? Solicit examples from the bio-  
g of people who remained loyal to the  
s the attitudes and views in light of  
the patriots believed revolution was  
st. Perhaps show the silent film on  
Independence to show various attempts to  
to agree to independence.

Students play roles of radicals, moderates,  
s in a mock debate over the advisability  
eclaration.

Look into the various texts available  
the strategy of the British and of  
s in the Revolution. If initiatory #2  
at this stage to make certain that the  
eir work almost completed. If initiatory  
ck at this stage to make certain that  
were working on battles or other  
e war are prepared to report to the  
objects.

Findlay, Your Magnificent Declaration.

For biographies see bibliography.

Use texts, selected according to  
reading ability.

41. Have a class discussion in which pupils discuss the strategy of the British and Americans in the Revolutionary War. Be sure they understand the problems related to the strategy in this 18th century style war.
42. Have a few pupils volunteer to make maps illustrative of the general British and American strategy for bulletin board use. Have others collect and bring in still pictures of battle scenes which can be used as a basis for discussion of style, weapons, and uniforms. Have them find comparable pictures to show modern guerrilla style weapons and uniforms.
43. Have pupils look for battle accounts to find those that vividly describe fighting style, weapons, or uniforms. They might read the excerpts to the class.
44. Have some pupils read and report on Revolutionary war weapons.
45. Some pupils may wish to make replicas of Revolutionary swords, pistols, rifles, pole arms, powderhorns, artillery projectiles, using soft wood and paint. Scale models of howitzers, mortars, field pieces, and other cannons may be molded of clay, paper mache, etc.
46. Have pupils use authentic pictures from which to sketch and color pictures of soldiers in uniform. Assign pupils different type of soldiers so that the class can see how a German mercenary, a Maryland rifleman, a French officer, etc. dress. Try for as much variety as possible.

Consult

Comma  
Spirit  
Scheer  
Redcoat

America  
America  
Colby,

in which pupils discuss the strategy  
plans in the Revolutionary War.  
the problems related to the  
18th century style war.

ask pupils to make maps illustrative  
of British and American strategy for  
the war. Have others collect and bring in  
pictures of battle scenes which can be used as a  
reference for clothing style, weapons, and uniforms.  
Use the pictures to show modern  
and uniforms.

Use the accounts to find those  
describing fighting style, weapons, or  
and give the excerpts to the class.

Have pupils report on Revolutionary war

Have pupils make replicas of Revolutionary  
weapons: pole arms, powderhorns,  
using soft wood and paint.  
Mortars, mortars, field pieces, and  
made of clay, paper mache, etc.

Use the pictures from which to  
draw of soldiers in uniform.  
Draw type of soldiers so that the  
British mercenary, a Maryland  
soldier, etc. dress. Try for as

Consult library resources.

Commager and Nevins, eds.,  
Spirit of '76.

Scheer and Rankin, Rebels and  
Redcoats.

American Heritage Junior Library  
American Heritage Book of the Revolution  
Colby, Revolutionary War Weapons

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G. Whether an increase in centralization accompanies the increase in cohesion that accompanies or follows group conflict depends upon both the character of the conflict and the type of the group.

2. The power to conduct the war was centralized in the hands of the Continental Congress and military authority.
  - a. The Continental Congress, as a result, raised the armed forces, directed the war, appointed and promoted officers, and provided the funds.
  - b. Washington was expected to be the commander of all the American armies.
  - c. Several problems developed as a result of this centralization of power.
  - d. Washington emerged as the commander in chief.
3. The colonists succeeded in winning the war because of the defensive nature of the conflict, the use of successful commanders, and the lack of a strong central government.

2. The power to conduct the war was divided between the civil and military authority.
  - a. The Continental Congress, as supreme civil authority, raised the armed forces, drew up regulations for them, appointed and promoted officers.
  - b. Washington was expected to direct the strategic operations of all the American armies.
  - c. Several problems developed in conducting the war.
  - d. Washington emerged as the model of the citizen-soldier.
3. The colonists succeeded in winning the war because of the defensive nature of the conflict, British failure to use successful commanders, and foreign aid.

47. Show film Soldier of the Revolution (UES). Discuss the problems of the Continental Army as seen in the film. Discuss whether the portrayal of army problems is accurate; draw on pupils' knowledge obtained from biographies and from research on specific war events.
48. As a follow-up of #47, discuss the question: Why did these problems in the army exist? Have students give reasons found in their extensive reading and the teacher could also read some first-hand accounts which explain why these conditions existed. Make certain they understand that the men did not identify with the Continental army.
49. Discussion: Was Washington a successful general? Drawing on the information obtained by those who have researched the battles Washington fought or who have read the biographies, discuss Washington's effectiveness as a military leader, as a symbol of the revolutionary cause, and as a citizen-soldier responsible to the Continental Congress. Show the many contemporary pictures which are available of Washington so that the students can appreciate his stature as a major force in the Revolution. The teacher might also read selections from Scheer and Rankin or the Spirit of '76.

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of the Revolution (UES). Discuss the Continental Army as seen in the theater the portrayal of army problems on pupils' knowledge objectives and from research on specific

Soldier of the Revolution,  
15 min., 1963, CF.

#47, discuss the question: Why in the army exist? Have students in their extensive reading and also read some first-hand accounts these conditions existed. Make stand that the men did not identify al army.

For biographies see bibliography.  
For first-hand accounts, see  
Cammager and Nevins, eds.,  
Spirit of '76, pp. 151-163.

Washington a successful general? Information obtained by those who have seen the battles Washington fought or who have seen the pictures, discuss Washington's effective military leader, as a symbol of the Revolution, and as a citizen-soldier representative of the Continental Congress. Show the pictures which are available of Washington so that the students can appreciate his leadership force in the Revolution. The students read selections from Scheer and Rankin, Rebels and Redcoats, pp. 65-90.

Use: library resources, including  
biographies (see bibliography)  
Scheer and Rankin, Rebels and  
Redcoats, pp. 65-90.  
Cammager and Nevins, eds.,  
Spirit of '76, pp. 139-145.

- B. The patriots encountered many problems in seeking an idea of nationality and in identifying with a new political community.
1. Many colonists thought of themselves as Virginians and New Yorkers rather than Americans.
  2. Many colonists remained loyal to the crown, resulting in internecine harrassment and warfare.
  3. New national symbols had to be created such as flags, heroes, songs, constitutions, etc.
  4. Washington encountered great difficulties in attempting to create an integrated army.
  5. Many colonists feared the establishment of a "national" government which would replace the function previously performed by the empire.

50. Have pupils who have not done so report on the battles or other revolutionary events which they researched (initiatory #7). The teacher can add first-hand accounts of key battles and events.
51. Perhaps prepare an exercise on the bias and competency of authors who have described one of the battles other than Lexington.
52. There are also a variety of films available on the war in general and on specific battles, if their use seems desirable.
53. Drawing on the information obtained by the students in their extensive reading, discuss the growth of national symbols during the war: films, patriotic songs, heroes, etc.
54. Discuss: What happened to those who remained loyal to the crown? Drawing on pupils' knowledge obtained from biographical and other reading, discuss various incidents of harrassment of the loyalists. The teacher can also read some first-hand accounts available in the Spirit of '76. Be certain to discuss the estimates of how many became loyalists and patriots and how many remained uncommitted throughout the war. Discuss the implications of these numbers for war morale and for the growth of nationalism in the colonies.
55. As a follow-up to #54, discuss the other problems i.e., local loyalty vs. national loyalty. There are many examples which can be solicited from their reading of people who considered themselves Virginians first

are not done so report on the battles or events which they researched. The teacher can add first-hand accounts of events.

Exercise on the bias and competency described one of the battles other

variety of films available on the specific battles, if their use

information obtained by the students reading, discuss the growth of during the war: films, patriotic

limited to those who remained loyal. Discuss on pupils' knowledge obtained and other reading, discuss various sentiment of the loyalists. The and some first-hand accounts of the Spirit of '76. Be certain to discuss how many became loyalists and how many remained uncommitted throughout the implications of these numbers for the growth of nationalism in

4, discuss the other problems i.e., conditional loyalty. There are many questions solicited from their reading. Considered themselves Virginians first

Use: library resources, Commager and Morris, eds., Spirit of '76.

For sources, see Commager and Morris, and Sheer and Rankin, Rebels and Redcoats.

Commager and Morris, eds., Spirit of '76 and Sheer and Rankin, Rebels and Radicals.

For biographies see bibliography, Commager and Morris, eds., Spirit of '76.

For biographies see bibliography.

G. Although culture is always changing,  
certain parts or elements may  
persist over long periods of time.

C. Although political independence  
the English cultural base remain  
nationalism was not fully attain

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ys changing,  
s may  
s of time.

C. Although political independence from Britain was achieved,  
the English cultural base remained predominant and  
nationalism was not fully attained.

and Americans second, etc. Discuss this problem in relation to the support of the continental army and the forming of an effective central government.

56. Show and discuss the film Constitution: Organizing the Nation.
57. Have the students read the text to see if they can find examples of the problems of national identification. Discuss their findings.

Culminating activities:

1. Discuss: Why did the American Revolution succeed? Why were the colonists able to defend themselves against the largest empire the world had known?
2. Discuss: Did the Revolution preserve the rights of Englishmen? Review the rights at issue prior to 1776 and discuss their embodiment in state and federal constitutions.
3. Discuss: Were the colonists still Englishmen? Review the culture concept so that they will understand the full cultural implications of this question. Point out that while a new government was formed, great efforts had to be made to gain support for it. Perhaps show some pictures of Washington as President, attempting to give dignity to the office so that the people would support it. Point out, soliciting examples where possible from the class, that the English cultural base was still important socially, religiously, and economically.

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c. Discuss this problem in re-  
the continental army and the  
central government.

The Constitution: Organizing the

the text to see if they can find  
of national identification.

The Constitution. Organizing the  
Nation - 1787, 24 min., Producer  
(NBCTV), distributed by Graphic  
Curriculum Inc.

Use texts, selected to fit ability.

American Revolution succeed? Why  
to defend themselves against  
world had known?

How preserve the rights of  
rights at issue prior to 1776  
government in state and federal

Are we still Englishmen? Review  
what they will understand the full  
this question. Point out that  
as formed, great efforts had  
put for it. Perhaps show some  
as President, attempting to give  
that the people would support  
giving examples where possible from  
English cultural base was still  
politically, and economically.

See Lorant, The Presidency, An  
Illustrated History.



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Coolidge, Oli  
Houghton

Daughtery, Ja  
Press, J

Donovan, Fran  
Franklin  
New York

Forbes, Esth  
Mifflin

Findlay, B. A  
ation.

Fisher, Doro  
Minute B

Gardner, Wil  
Case St  
Boston:

Green, Marga  
Legend.

Hall-Quest, C  
Dutton,

Hawthorne, H  
Appleton

Hays, Wilma  
Coward-

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## Exercise II (Unit IV)

### PATRICK HENRY'S SPEECH

To the Student:

You will read one account of Patrick Henry's speech on the Stamp Act in the Virginia House of Burgesses on May 30, 1765. Read the selection and complete the questions which follow it. Then write a paragraph comparing this version of Henry's speech with that which you saw in the film, "Give Me Liberty."

Document I: A French traveler's account of the actions of the House of Burgesses in May, 1765:

May the 30th. . . I went immediately to the assembly which was sitting. . . I was entertained with very strong debates concerning duties that Parliament wants to lay on the American colonies, which they call Stamp Duties. Shortly after I came in one of the members said he had read that in former times. . . Julius had. . . his Brutus, Charles had his Cromwell, and he did not doubt but some good American would stand up in favor of his country. . . He was going to continue, when the Speaker of the House rose. . . He said the last one that stood up has spoken treason. . . He was sorry to see that not one member of the House was loyal enough to stop him before he had gone so far. . . The same member stood up again (His name is Henry). . . He said if he had. . . He would show his loyalty to his majesty King George the third at the expense of the last drop of his blood. . . He had said must be. . . He considered in the interest of his country's dying liberty.

May the 30th. . . I went immediately to the assembly which was sitting. . . I was entertained with very strong debates concerning duties that Parliament wants to lay on the American colonies, which they call Stamp Duties. Shortly after I came in one of the members said he had read that in former times. . . Julius<sup>1</sup> had. . . his Brutus, Charles<sup>2</sup> had his Cromwell, and he did not doubt but some good American would stand up in favor of his country. . . He was going to continue, when the Speaker of the House rose. . . He said the last one that stood up has spoken treason. . . He was sorry to see that not one member of the House was loyal enough to stop him before he had gone so far. . . The same member stood up again (His name is Henry). . . He said if he had. . . angered the speaker, or the House, he was ready to ask pardon. . . He would show his loyalty to his majesty King George the third at the expense of the last drop of his blood. . . hat he had said must be. . . considered in the interest of his country's dying liberty. . . The heat of passion might have led him to have said something more than he intended. . . Again, if he said anything wrong, he begged the Speaker's and the House's pardon. Some members stood up and backed him on which the affair was dropped.

Questions:

1. What does the French traveler say that Henry said? Who were Julius, Brutus, Charles, and Cromwell?

<sup>1</sup> Julius Caesar was a famous Roman emperor. One of his friends, Brutus, helped kill him.

<sup>2</sup> Charles was a King of England. Cromwell led the armies which captured him and later put him to death.



2. Who interrupted Henry? Why?
3. How did Henry handle the interruption?
4. Who supported Henry?
5. What impression do you get of Henry from this description?
6. Did the author of this account witness Henry's speech himself?