

Pre-Revolutionary America:



Stepping Stone to the American Revolution

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for

Teaching American History:
Biographies of a Nation

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Essential Understanding:

The purpose of this lesson is to understand the importance of the events leading up to the American Revolution. Students will understand the importance of land rights and the disruption that was brought about with the Proclamation of 1763.

Essential Question:**Social Studies Content Standard 1**

Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Rationale

Every discipline has a process by which knowledge is gained or inquiry is made. In the social studies, the information inquiry process is applied to locate and evaluate a variety of primary and secondary sources of information. Information gathered in this manner is then used to draw conclusions in order to make decisions, solve problems and negotiate conflicts. Finally, as individuals who participate in self-governance, the decision making process needs to be understood and practiced by students as they prepare to take on civic and economic responsibilities.

Benchmarks:

1. Analyze and adapt an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).
2. Apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, and distortion of information and ideas).
3. Synthesize and apply information to formulate and support reasoned personal convictions within groups and participate in negotiations to arrive at solutions to differences (e.g., elections, judicial proceedings, economic choices, community service projects).

Using these benchmark students will be able to look at resources and discern their ‘perception’ of a historical period and the reasons behind decisions made.

Social Studies Content Standard 4

Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Rationale

Students need to understand their historical roots and how events shape the past, present, and future of the world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Students gain historical understanding through inquiry of history by researching and interpreting historical events affecting personal, local, tribal, Montana, United States, and world history.

Benchmarks

4a analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the history of Montana, American Indian tribes, the United States, and the world.

4b analyze issues (e.g., freedom and equality, liberty and order, region and nation, diversity and civic duty) using historical evidence to form and support a reasoned position.

6. investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs, conflicts).

7. Analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Montana and the United States (e.g., gambling, artifacts, repatriation, natural resources, language, jurisdiction).

Lesson Plan

Title: Examination of the Proclamation of 1763

Unit: Pre-Revolutionary War/Proclamation of 1763/taxation without representation

Day 1

1. Review the French and Indian War and the reason(s) for Great Britain going to war with France.
 - a. Show clip from *Last of the Mohicans*
 - i. Opening scene that shows the frontier colonists' interest in the French and Indian War.
2. Read the Proclamation of 1763 in class (annotated background)
 - a. Break the class up into groups of 3 or 4 and give them one of the three sections of the text. Give about 5 minutes to read and write in their own words
 - b. Go through each group and have them explain to the class what they thought King George III's intent was with the proclamation (political, economic, etc.)
 - c. Remind them to use their prior knowledge of the colonists' relationship with Great Britain after the French and Indian War was over and the provisions of the Treaty of Paris. Have them read through the entire text within their groups
 - d. Assign each group a different perspective in which to read the Proclamation of 1763. Have the group write a response to the entire text from that perspective. Let the students know there is going to be a class discussion and they must defend their perspective using examples from class, text, and outside research.
 - i. Frontier Colonists
 - ii. Coastal Colonists
 - iii. The British
 - iv. Native Americans
 - e. After the smaller groups have put together their groups' responses, combine the groups into their correct category and give them about 10 minutes to compare their responses and add/subtract arguments and come together with a larger group response.
 - f. Group responses: Each group is given 5 min to explain their responses to the Proclamation of 1763. Students listen to each group and take notes. The following day in class students will be given rebuttal time as well as time to repudiate the other responses. The students will be receiving more information the following day on different taxes that were levied after the French and Indian War to add to their responses.

Day 2- Taxation without Representation

1. Review the different taxes that were levied on colonists after the French and Indian War. Have students take notes and add to their arguments for their groups' response (colonists, British, Native Americans)
2. Readers Theater! Students will begin the class taking part in Benjamin Franklin's parliamentary testimony on the Proclamation of 1763 and the idea of taxation without representation.
 - a. Divide the class up into two groups. One is the British Parliament the other group being Benjamin Franklin. (if you do not want to use readers theater here you could assign or have students volunteer to play the parts).
 - b. Have the class act out Benjamin Franklin's testimony

- c. Discuss as a class Franklin's responses
3. Have students get back into their original groups from the day before.
 - a. Give students time to figure out their responses to the other groups viewpoints from the day before.
 - b. Have students add the information they gleaned from the information they received in class about taxation to their own arguments.
4. Let the discussion begin! Students will have up to 10 minutes to present their cases. Why they think the Proclamation/taxes were fair or unfair and why.

Assessment:

1. Students will be given participation points for their input into their groups argument
2. Students write a reflection on the class discussion and participation, reflecting on other arguments as well.
3. Students will write a 5 paragraph essay on the reasons that the colonists declared their independence.

Title: The Proclamation of 1763

Author: George III

Year: 1763

Type of document: proclamation

Quotation: "The several Nations...of Indians...should not be molested"

Annotation:

In 1773, Benjamin Franklin (1706-1790) published a brief history of the British government's actions during the preceding decade. Its title: Rules by Which a Great Empire May be Reduced to a Small One. Beginning in 1763, successive British ministries made a series of political missteps that gradually stirred the colonists to assert American liberties against British oppression.

Before 1763, the colonists largely accepted Parliament's right to take actions on their behalf--and even the primacy of England's economic interests over their own. Prior to the Seven Years' War, however, almost all parliamentary actions had been designed to regulate trade, and while the colonies sometimes regarded these acts as unfair or inexpedient, they did not regard them as especially oppressive or burdensome.

After 1763, however, Parliament's actions appeared to clash with the colonists' interests. At the end of the Seven Years' War, France surrendered Canada and much of the Ohio and Mississippi valley--two-thirds of eastern North America--to British rule. Many colonists regarded these new lands as a godsend. But the Proclamation of 1763 reserved lands west of the Appalachian mountains for Indians and forbade white settlement there.

Equally disturbing, new British politics restricted Indian trade to traders licensed by the British government. For the first time, power over westward expansion was placed in the hands of British officials, outside the colonists' control. By preventing the colonial population from moving inland, the British ministry hoped to avoid costly Indian wars, protect the western fur trade, and keep western land speculation under the control of the crown. To enforce the proclamation, the British cabinet decided to station up to 10,000 troops along the frontier, at a cost of 250,000 pounds sterling annually. The colonists, who wanted to expand westward without the interference of British troops, deeply resented the proclamation. They feared that if they were walled in along the eastern coast, the results would be overpopulation, the growth of crowded cities, and social stratification along rigid class lines.

Full Text:

WHEREAS WE have taken into Our Royal Consideration the extensive and valuable Acquisitions in America, secured to Our Crown by the late Definitive Treaty of Peace, concluded at Paris...and being desirous that all Our loving Subjects...may avail themselves with all convenient Speed, of the great Benefits and Advantages which must accrue therefrom to their Commerce, Manufactures, and Navigation, We have thought fit...to issue this Our Royal Proclamation....

And whereas it is just and reasonable and essential to Our Interest and the Security of Our Colonies, that the several Nations or Tribes of Indians with whom We are connected, and who live under Our Protection should not be molested or disturbed...no Governor...in any of Our other Colonies or Plantations in America, do presume for the present...to grant Warrants of Survey, or pass Patents for any Lands beyond the Heads or Sources of any of the Rivers which fall into the Atlantic Ocean....

And whereas great Frauds and abuses have been committed in the purchasing Lands of the Indians, to the great Prejudice of Our Interests, and to the great Dissatisfaction of the said Indians; in order to prevent such Irregularities for the future, and to the End that the Indians may be convinced of Our Justice and determined Resolution to remove all reasonable cause of Discontent, We do...enjoy and require that no private Person do presume to make any Purchase from the said Indians of any Lands reserved to the said Indians....

Mintz, S. (2007). Proclamation of 1763. *Digital History*. Retrieved May 26,2011 from http://www.digitalhistory.uh.edu/documents/documents_p2.cfm?doc=247

Author: Benjamin Franklin

Year: 1766

Type of document: parliamentary testimony

Annotation: His is one of the most remarkable success stories in American history. The eighteenth child of a Boston candlemaker and soapmaker, Benjamin Franklin (1706-1790) was apprenticed to his brother, a printer, but ran away. As a publisher in Philadelphia, he was so successful that he was able to retire at the age of 42 and devote the rest of his life to science and politics.

While serving in England as a representative of the colonies of Pennsylvania, Massachusetts, New Jersey, and Georgia, Franklin promoted the idea of American liberties and testified against the Stamp Act. He had been out of touch with sentiment in the colonies, and in his testimony before Parliament, Franklin suggested that the colonists objected only to direct taxes, not to duties placed on imported goods. His testimony helped to secure the repeal of the Stamp Act and greatly enhanced his reputation both in England and America.

Q. What is your name, and place of abode?

A. Franklin, of Philadelphia.

Q. Do the Americans pay any considerable taxes among themselves?

A. Certainly many, and very heavy taxes.

Q. What are the present taxes in Pennsylvania, laid by the laws of the colonies?

A. There are taxes on all estates, real and personal; a poll tax; a tax on all offices, professions, trades, and businesses, according to their profits; an excise on all wine, rum, and other spirit; and a duty of ten pounds per head on all Negroes imported, with some other duties.

Q. For what purposes are those taxes laid?

A. For the support of the civil and military establishment of the country, and to discharge the heavy debt contracted in the last war [the Seven Years War]....

Q. Are not all the people very able to pay those taxes?

A. No. The frontier counties, all along the continent, having been frequently ravaged by the enemy and greatly impoverished, are able to pay very little tax....

Q. Are not the colonies, from their circumstances, very able to pay the stamp duty?

A. In my opinion there is not gold and silver enough in the colonies to pay the stamp duty for one year.

Q. Don't you know that the money arising from the stamps was all to be laid out in America?

A. I know it is appropriated by the act to the American service; but it will be spent in the conquered colonies, where the soldiers are, not in the colonies that pay it....

Q. Do you think it right that America should be protected by this country and pay no part of the expense?

A. That is not the case. The colonies raised, clothed, and paid, during the last war, near 25,000 men, and spent many millions.

Q. Were you not reimbursed by Parliament?

A. We were only reimbursed what, in your opinion, we had advanced beyond our proportion, or beyond what might reasonably be expected from us; and it was a very small part of what we spent. Pennsylvania, in particular, disbursed about 500,000 pounds, and the reimbursements, in the whole, did not exceed 60,000 pounds....

Q. Do not you think the people of America would submit to pay the stamp duty, if it was moderated?

A. No, never, unless compelled by force of arms....

Q. What was the temper of America towards Great Britain before the year 1763?

A. The best in the world. They submitted willingly to the government of the Crown, and paid, in all their courts, obedience to acts of Parliament....

Q. What is your opinion of a future tax, imposed on the same principle with that of the Stamp Act? How would Americans receive it?

A. Just as they do this. They would not pay it.

Q. Have not you heard of the resolutions of this House, and of the House of Lords, asserting the right of Parliament relating to America, including a power to tax the people there?

A. Yes, I have heard of such resolutions.

Q. What will be the opinion of the Americans on those resolutions?

A. They will think them unconstitutional and unjust.

Q. Was it an opinion in America before 1763 that the Parliament had no right to lay taxes and duties there?

A. I have never heard any objection to the right of laying duties to regulate commerce; but a right to lay internal taxes was never supposed to be in Parliament, as we are not represented there....

Q. Did the Americans ever dispute the controlling power of Parliament to regulate the commerce?

A. No.

Q. Can anything less than a military force carry the Stamp Act into execution?

A. I do not see how a military force can be applied for that purpose.

Q. Why may it not?

A. Suppose a military force sent into America; they will find nobody in arms; what are they then to do? They cannot force a man to take stamps who chooses to do without them. They will not find a rebellion; they may indeed make one.

Q. If the act is not repealed, what do you think will be the consequences?

A. A total loss of the respect and affection the people of America bear to this country, and of all the commerce that depends on that respect and affection.

Q. How can the commerce be affected?

A. You will find that, if the act is not repealed, they will take very little of your manufactures in a short time.

Q. Is it in their power to do without them?

A. I think they may very well do without them.

Q. Is it their interest not to take them?

A. The goods they take from Britain are either necessities, mere conveniences, or superfluities. The first, as cloth, etc., with a little industry they can make at home; the second they can do without till they are able to provide them among themselves; and the last, which are much the greatest part, they can strike off immediately. They are mere articles of fashion, purchased and consumed because the fashion in a respected country; but will now be detested and rejected. The people have already struck off, by general agreement, the use of all goods fashionable in mournings, and many thousand pounds worth are sent back as unsaleable....

Q. If the Stamp Act should be repealed, would it induce the assemblies of America to acknowledge the right of Parliament to tax them, and would they erase their resolutions [against the Stamp Act]?

A. No, never.

Q. Is there no means of obliging them to erase those resolutions?

A. None that I know of; they will never do it, unless compelled by force of arms.

Q. Is there a power on earth that can force them to erase them?

A. No power, how great soever, can force men to change their opinions....

Q. What used to be the pride of the Americans?

A. To indulge in the fashions and manufactures of Great Britain.

Q. What is now their pride?

A. To wear their old clothes over again, till they can make new ones.

Mintz, S. (2007). Ben Franklin's parliamentary testimony 1766. *Digital History*. Retrieved May 26,2011 from http://www.digitalhistory.uh.edu/documents/documents_p2.cfm?doc=270

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Last of the Mohicans.Dir Michael Mann. Based on the novel by James Fenimore Cooper. Perf. Daniel Day-Lewis, Madeleine Stowe, Russell Means. DVD. Morgan Creek Pictures, 1992.

The French and Indian War

Also known as
The Seven Years War

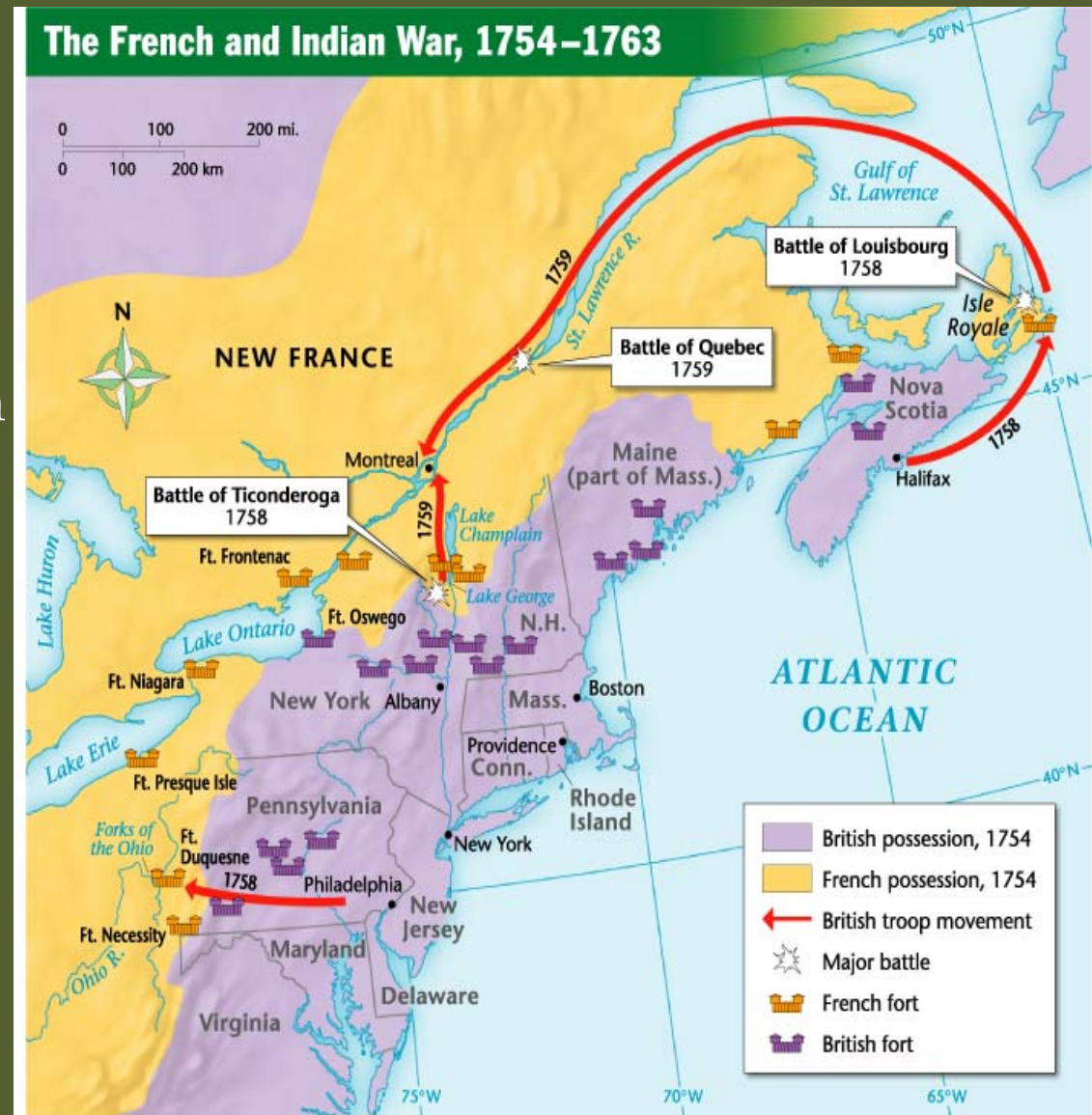
What were the causes of the French and Indian War?

- The conflict began because both Britain and France claimed the upper Ohio River valley territory.



The French and Indian War, 1754-1763

The three main thrusts of British strategy are shown here. In 1758, British forces struck in two directions – at French strongholds in the West and against Louisbourg in the East. Finally, in 1759, they attacked Quebec and Montreal.



How did the war weaken the colonists' loyalty to Britain?

Weakened Loyalty to Britain

- Despite the victory, the French and Indian War seriously strained relations between the British and the American colonists.
- The British thought that the colonists did not provide enough support for the long and costly war that Britain had fought to protect them.
- The American colonists were shocked by the weakness of British military tactics. The Americans demanded to be led by colonial officers.

Weakened Loyalty to Britain

- Many American colonists felt a loss of respect for British military power. Many also believed that the British did not share the same values as the colonists.
- Now that the French no longer held Canada or the region west of the Appalachian Mountains, the colonists saw no reason why they should not expand and prosper on their own, without British help. These feelings would soon combine with events to expand the rift between Britain and its colonies.

How and why did British policies in the colonies change after 1763?

Changing British Policy

- In October, King George of Britain issued the **Proclamation of 1763**, closing the Great Lakes region to settlement by colonists. Colonists ignored the proclamation and other peace treaties between the British and Native Americans, and continued to settle in forbidden areas. Britain's lack of success in halting the colonists' migration further undermined its authority in America.

Britain's Financial Problems

- The Sugar Act in 1764
 - Marked the beginning of colonies paying for their government and defense (without representation)
- The Quartering Act of 1765
 - Forced colonists to feed and house British soldiers without compensation (cost cutting measure for the military forces in the colonies)
- Colonists complained that the changes violated their rights as British subjects, but mostly they went along with them.

What were the causes and effects
of the taxation of the American
colonists?

The Stamp Act Crisis

- The Stamp Act This law placed a tax on newspapers, pamphlets, legal documents, and most other printed materials.
- Groups, known as the Sons of Liberty and Daughters of Liberty, sprang up to enforce the boycott and organize other ways of resisting British policies.
- By November 1765, when the Stamp Act was to take effect, most stamp distributors had resigned or fled, leaving no one to sell the stamps. In 1766, Parliament repealed the Stamp Act.

Rising Tensions in the Colonies

- The Tea Act, an act that gave a British company special tax exemption in the colonies. The American colonists protested.
- On December 16, 1773, colonists boarded three tea ships in Boston and dumped all of the tea into the harbor. This incident became known as the Boston Tea Party.

Rising Tensions in the Colonies

- In the spring of 1774, Parliament passed a series of laws known as the Coercive Acts to punish Massachusetts. The measures seemed so harsh that the colonists called them the Intolerable Acts.
- On September 5, 1774, a gathering of 56 delegates met in Philadelphia in what became known as the **First Continental Congress**. The delegates decided to renew a boycott of British goods and organize armed militias. They also made a direct appeal to the king, outlining their grievances and asking for understanding.