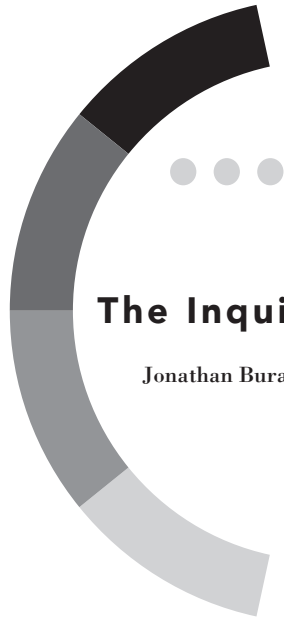


Colonial America



The Inquiry Arc in U.S. History

Jonathan Burack

The French and Indian War

MindSparks®

CULVER CITY, CALIFORNIA

HS10103E v1.01

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Printed in the United States of America

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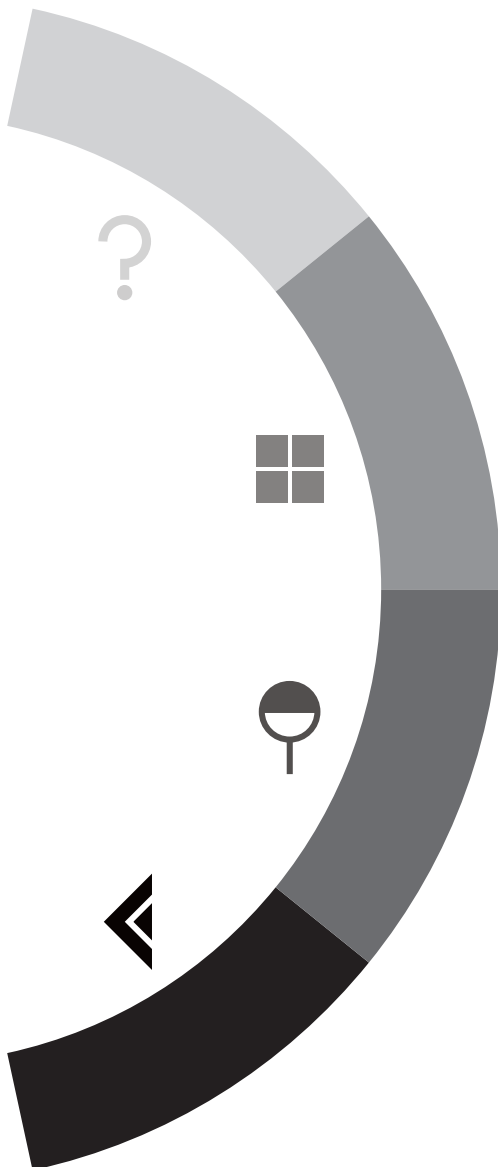
e-book ISBN: 978-1-57596-459-1
Product Code: HS10103E v1.01

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C3 Framework

This unit is based primarily on the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. The C3 Framework is an effective tool offering guidance and support for rigorous student learning. The assignments encourage students to be active participants in learning and to explore the parts of history that they find most compelling. Central to the C3 Framework and our use of it is its Inquiry Arc—a set of four interrelated dimensions of informed inquiry in social studies. The lessons in this unit are based on all four dimensions of the C3 Inquiry Arc. While the C3 Framework analyzes each of the four dimensions separately, they are not entirely separable in practice—they each interact in dynamic ways. As a result, the lessons combine some or all of the dimensions in various ways.



Four Dimensions of the Inquiry Arc

1 Developing compelling and supporting questions and planning inquiries

Questions shape social studies inquiries, giving them broader meaning and motivating students to master content and engage actively in the learning process.

2 Applying disciplinary concepts and tools

These are the concepts and central ideas needed to address the compelling and supporting questions students pose. The C3 Framework stresses four subject fields: history, civics, economics, and geography. Each of our units addresses all of these disciplines.

3 Evaluating sources and using evidence

The purpose of using primary and secondary sources as evidence is to support claims and counterclaims. By assessing the validity and usefulness of sources, including those that conflict with one another, students are able to construct evidence-based explanations and arguments.

4 Communicating conclusions and taking informed action

While this may take the form of individual essays and other writing assignments, these units stress other kinds of individual and collaborative forms of communication, including debates, policy analyses, video productions, diary entries, and interviews. Meaningful forms of individual or collaborative civic action are also incorporated into each unit.

How to Use This Book

These units offer you the chance to implement the entire C3 Inquiry Arc in brief, carefully structured lessons on important topics in U.S. history. Each lesson is driven by a central compelling question, and disciplinary supporting questions are provided. Each unit asks students to apply understandings from all of the C3 disciplines—history, civics, economics, and geography—and they include individual and group tasks in an integrated way.

Each unit includes an introductory essay, detailed teaching instructions, a set of primary sources, and the handouts needed to complete the lesson’s assignments. Rubrics for student evaluation and sources for further study are also provided. The teaching instructions suggest a timeframe for completion of each lesson, but the assessments can easily be adapted to fit into any lesson plan.

Each unit is aligned with several C3 Framework standards and Common Core standards. The College and Career Readiness Anchor Standards for Literacy emphasize the reading of informational texts, making these lessons ideal for integration into English Language Arts instruction.



C3 Disciplines



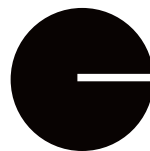
History



Civics



Economics



Geography



The French and Indian War

What Kind of Turning Point Was It?

Overview

Introduction

From the start, the mostly Protestant settlers of British North America lived in the shadow of Catholic France. To be more specific, the shadow was from the French colony of New France, in what we now know as eastern Canada. The British colonies began to grow rapidly in population in the 1700s. New France's population remained small. It was based on the fur trade and it depended on its alliances with its many Native American suppliers. It did not attract many settlers seeking land. However, its ties to the tribes and its forts extended its influence deep into the northern and western wilderness. It loomed over the British colonies as a constant danger. Its defeat in the French and Indian War left Great Britain as the sole European power claiming control over all of North America east of the Mississippi. This made 1763 a major turning point for the British colonists. But what kind of turning point was it? To answer that question, it will help to examine some actual primary source evidence of what this changed situation meant to those colonists. That is the purpose of this lesson. The sources won't supply a single, simple answer, but they will allow students to look at various aspects of the situation and evaluate how history turned in new directions as a result of the events of 1763.

Objective

Students will work individually and in small groups to respond in a meaningful way to a compelling question about the impact of the events of 1763. They will apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

C3 Standards Addressed by This Unit

- ◆ **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- ◆ **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
- ◆ **D2.HIS.5.6-8.** Explain how and why perspectives of people have changed over time
- ◆ **D2.HIS.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- ◆ **D2.HIS.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- ◆ **D2.HIS.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- ◆ **D2.CIV.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- ◆ **D2.ECO.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- ◆ **D2.GEO.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- ◆ **D2.GEO.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- ◆ **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

- ◆ **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
- ◆ **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- ◆ **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- ◆ **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- ◆ **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- ◆ **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Common Core Anchor Standards Addressed by This Unit

- ◆ **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- ◆ **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ◆ **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Teaching Instructions

Compelling Question

The French and Indian War was a major turning point for British colonists in America, but what kind of turning point was it?

Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the unit in mind as they read.



Asking Questions about the French and Indian War
This part of the lesson stresses Dimensions 1 and 2 of the C3 Framework

Day One

1. Briefly discuss the Introductory Essay with the class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the primary sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines identified in Dimension 2 of the C3 Framework—history, civics, geography, or economics. As they work, the groups should keep in mind the unit’s overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Provide each student with a copy of all the primary sources for this unit. Each group may share a primary source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three primary sources, and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.



Applying Disciplinary Concepts and Evaluating Sources and Evidence
This part of the lesson stresses Dimensions 2 and 3 of the C3 Framework

Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group’s compelling question. After reading the remaining six primary sources, they will select one that supports their claim.

7. Using the evidence gathered from the primary sources, each group will then prepare a brief (five- to ten-minute) presentation about the French and Indian War from their group's disciplinary perspective. The presentation can be in the form of an oral report, a debate among group members, a PowerPoint, or another related type of presentation. Allow time for students to prepare by discussing and debating topics among themselves.

Day Three

8. Each group will deliver its presentation. Allow time for class discussion following each presentation, and for a final effort to answer the central compelling question for the unit.



Communicating Results and Taking Action

This part of the lesson stresses Dimension 4 of the C3 Framework

Students will complete a final project that expresses understanding of the topic and responds clearly to the unit's compelling question. The projects may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout, and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the French and Indian War Rubric so they can understand how their performance will be evaluated. The projects are summarized below.

Communicating Results

- ◆ Students will imagine that they are colonists living in Boston in 1764. Citing two primary sources as evidence, they will write letters explaining how their views have changed in the ten years since Benjamin Franklin wrote the letter in Primary Source 3.3. Their letters should also comment on how Franklin's own views may have changed.
- ◆ Using two primary sources from this unit as evidence, students will write letters to officials in London explaining how the colonists will react to the Proclamation of 1763. They should first review Primary Source 3.7, which is a key passage from the proclamation.
- ◆ In small groups, students will read and discuss Primary Sources 3.2, 3.4, 3.7, and 3.8. They will then role-play an interaction between the earl of Loudon, Chief Minavavana, King George III, and Stephen Hopkins, focusing primarily on reacting to the views Stephen Hopkins expresses in Primary Source 3.8.

Taking Action

- ◆ After examining Primary Source 3.6, have a small group of students research a court case involving the Fourth Amendment. They should prepare a brief presentation about the case, take a stand on its outcome, and explain how their chosen case relates to what James Otis was objecting to in his 1761 speech against writs of assistance.
- ◆ Have students find a recent news story about privacy in the age of Twitter, Facebook, and others forms of social media, and decide if the concerns James Otis expressed in Primary Source 3.6 are still relevant. Then have students write an editorial for your local newspaper about the story and the issues it raises, being sure to refer to Otis and whether his views do or do not apply to their present-day issue.

Introductory Essay

The French and Indian War



A French fur trader arrives at a Native American camp

From 1688 until 1763, the British colonies of North America lived in the shadow of a series of wars between the two great European powers, Great Britain and France. Spain was also often involved. The wars were fought in Europe as well as in North America. But for the British colonists, the issue was always France's colony, New France, in what is now eastern Canada. France was a Catholic country, which added to the predominantly Protestant colonists' fears. France also had many powerful Native American allies. They, too, were a long-standing threat. As long as France controlled the north, the colonists believed the protection of Great Britain was vital to their survival.

The French had less interest in settling the land than in trading with the Native Americans for furs, which were enormously profitable in Europe. The natives, in turn, valued the guns, iron kettles, clothing, and other goods they received from the French. They also regarded the French as dependable allies against the land-hungry British



French General Louis-Joseph de Montcalm tries to stop Native Americans from attacking the British at Fort William Henry

colonists. France's trading networks extended far to the west of its main settlements in Canada. The British colonists feared France would one day gain control of the entire upper Ohio Valley, which would leave the British colonists confined to the eastern side of the Appalachian Mountains. They would be encircled by the French, by Catholicism, and by many hostile Native American nations. It is little wonder they looked to Great Britain for aid.

What would happen if France no longer posed this danger? Would the colonists rejoice in a new sense of security? Would they feel grateful for British protection and wish it to continue? Would their loyalty to the British Empire remain strong? Or would they feel a new sense of freedom and independence? Would they want much less British control over their lives and their colonial governments? Would they even strive to become completely independent? These questions would begin to be answered in 1763.

In that year, the Seven Years' War (the North American theater of which is referred to as the French and Indian War) came to an end. France gave up all land claims in North America except for two small islands in the St. Lawrence River. Spain turned Florida over to the British. Great Britain assumed control over Canada and all of the territory east of the Mississippi River. The long shadow cast by France over the British colonies was suddenly gone.

The colonists no longer had reason to fear the French. They faced a new, and seemingly more secure, future. Yet from the start, a very tense standoff developed between

the colonies and the British government. The British had borrowed enormous sums to fight the Seven Years' War. After all, it was a worldwide conflict. They felt the colonies had not done their share and should now help pay off this huge debt. As Great Britain began imposing certain taxes on them, the colonists exploded in rage. The British also hoped to quiet the frontiers. To limit conflict with Native Americans, they told the colonists they had to stay east of the crest of the Appalachians. They also quartered thousands of soldiers among the colonists, claiming it was for their own safety. To the colonists, it seemed more like an occupation by a hostile power. These issues formed the basis of protests that would build for a decade from crisis to crisis. In the end, the colonists would declare their independence and fight a war to win it.

It's clear, therefore, that the French and Indian War was a major turning point for America. But what kind of turning point was it? Did it have to lead to a complete break between the colonies and Great Britain? Did it make the American Revolution unavoidable? Historians often struggle with such questions. Can one event alone cause another great event to happen? Perhaps. Yet usually historians identify many causes for any important event or trend. In this unit, you will examine a small sample of primary sources about the aftermath of the French and Indian War, which will help you decide exactly what sort of turning point the war was.



Map of the French and Indian War

Image Sources: *Arrival of Radisson in an Indian camp 1660*, by Charles William Jefferys. Public domain via Wikimedia Commons

Montcalm Trying to Stop the Massacre, by Albert Bobbett and Felix Octavius Carr Felix, circa 1870–1880,

Library of Congress, Prints and Photographs Division, Washington, DC, LC-USZ62-120704

Map by unknown artist, in Harper and Brothers' *Harper's Encyclopedia of United States History* (New York: Harper and Brothers, 1905)



GROUP MEMBERS:

The French and Indian War

Your group's task is to explore the history of the French and Indian War. A disciplinary compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

How did the colonists' attitudes toward the British Empire change from the time before the French and Indian War until just after it?

3. Read and discuss Primary Sources 3.1, 3.3, and 3.8.
4. Read and discuss the following background information. Use the information to help complete the handout.

In 1763, a long series of wars between France and Great Britain came to an end. In part, the wars were fought for control over large parts of North America. During these wars, Britain needed help from its colonies. Many colonists served as soldiers in these conflicts, and colonial governments also bore some of the costs of the conflicts in other ways. To keep their colonies happy during this time, British officials were less strict in the way that they ruled. For decades, the British had tried to regulate colonial trade through the Navigation Acts. Colonial merchants often evaded these laws, and for a long time the British largely ignored the problem. Meanwhile, the colonial assemblies grew accustomed to governing on their own.

Starting in 1763, this changed dramatically. Great Britain had enormous debts due to its wars. It also needed to take charge of the vast territories given up by the French, which meant managing relations with many powerful Native American tribes. Britain felt a need to tax the colonies to help pay for all of this. They wanted to station British troops in America

to keep order and deal with conflicts with the natives. They decided to control trade more thoroughly. They limited access to western lands temporarily to keep peace on the frontier. All of these actions help explain why colonial attitudes toward the empire shifted dramatically.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 3.1

Primary Source 3.3

Primary Source 3.8

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

How did the colonists' attitudes toward the British Empire change from the time before the French and Indian War until just after it?

State your group's claim here:

7. From the remaining six primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



GROUP MEMBERS:

The French and Indian War

Your group's task is to explore the civics of the French and Indian War. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

After 1763, the colonists argued with the British about the meaning of the phrase "the rights of Englishmen." What was the argument about?
3. Read and discuss Primary Sources 3.2, 3.6, and 3.9.
4. Read and discuss the following background information. Use the information to help complete the handout.

British subjects often talked about their rights under the British constitution. However, there was no written constitution, such as the one the United States now has. Instead, many in England agreed with Judge William Blackstone. In his view, all subjects of the British monarch did enjoy certain rights. However, these evolved slowly from many declarations and laws. One of the most important was the British Bill of Rights of 1689. This mainly limited the power of the monarch while defining the rights of Parliament and of individuals.

The British Bill of Rights said no taxes could be imposed without the approval of Parliament. Parliament was an elected body. However, the colonists could not elect their own members of Parliament. Thus, they said the new taxes Parliament imposed on them after 1763 violated their rights. British officials said members of Parliament actually spoke for all British subjects, not just the people in their districts. They said this included the colonists. These officials called this "virtual representation." The colonists forcefully rejected this idea. They said only their own assemblies had the right to tax them.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 3.2

Primary Source 3.6

Primary Source 3.9

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

After 1763, the colonists argued with the British about the meaning of the phrase "the rights of Englishmen." What was the argument about?

State your group's claim here:

7. From the remaining six primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



Economics Group

GROUP MEMBERS:

The French and Indian War

Your group's task is to explore the economics of the French and Indian War. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

After 1763, many colonists no longer saw Great Britain as aiding the economic growth of the colonies. Instead, they saw it as thwarting that economic growth. Why?

3. Read and discuss Primary Sources 3.3, 3.7, and 3.8.
4. Read and discuss the following background information. Use the information to help complete the handout.

Accounts of colonial protests after 1763 often focus on new taxes and import duties. Widespread protests against the Stamp Act of 1765 were dramatic. So was colonial anger at being ordered to house British soldiers in colonial ports. Some historians point out that the extra taxes were not a huge burden—after all, people in Great Britain itself were facing far higher taxes. Meanwhile, the colonists continued to benefit from the empire. Its great navy protected colonial merchants at sea. Its trade rules gave them easy access to the British market, as well as to the markets of its many other colonies.

Yet many colonists saw much bigger problems ahead. Some saw the new taxes as only a first step, and they feared much worse to come. Tighter regulation of trade worried them. They feared that colonial merchants would not be allowed to seek new markets outside the empire. Even more, they worried about the western territories. The colonists' great economic

dreams had to do with the vast, rich farmlands of the West. Great Britain removed the threat of France and its Native American allies. However, now the British themselves seemed to want to hem the colonies in. Would they follow through? The colonists had no way to know for sure.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 3.3

Primary Source 3.7

Primary Source 3.8

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

After 1763, many colonists no longer saw Great Britain as aiding the economic growth of the colonies. Instead, they saw it as thwarting that economic growth. Why?

State your group’s claim here:

7. From the remaining six primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group’s discipline-based compelling question. Use the space below for notes or to create an outline of your group’s presentation.



Geography Group

GROUP MEMBERS:

The French and Indian War

Your group's task is to explore how geography affected the French and Indian War. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Colonists' concerns about the British victory in 1763 depended partly on where those colonists lived. How might geography have helped shape those concerns?
3. Read and discuss Primary Sources 3.4, 3.5, and 3.6.
4. Read and discuss the following background information. Use the information to help complete the handout.

By 1763, the colonies varied greatly in many ways. In part, those differences were shaped by geography. Those differences also influenced how colonists interpreted British actions during and after the war.

New Englanders, for example, had long warred with New France, the area colonized by France in North America. The French there had powerful Native American allies. No doubt those tribes had their own reasons to resent the English, but they often supported and fought for France in its wars with the British. Puritan New Englanders also feared the Catholicism of New France. As strong Protestant dissenters, they saw the Catholic Church as the enemy they had come to the New World to escape.

In colonies further west and south, a key issue was control over the vast western lands beyond the Appalachian Mountains. In Virginia, Pennsylvania, and other nearby colonies, land companies were eager to buy huge tracts of land to sell to the settlers who were anxious to head west. France had stood in their way. Would Great Britain replace France as a force seemingly out to thwart them?

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 3.4

Primary Source 3.5

Primary Source 3.6

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Colonists' concerns about the British victory in 1763 depended partly on where those colonists lived. How might geography have helped shape those concerns?

State your group's claim here:

7. From the remaining six primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

How to Analyze a Primary Source

In this lesson, you will be studying several primary-source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. They assume things we might not accept. They arise out of historical circumstances and settings that differ greatly from our own times. To use such sources as evidence, you need to apply some special critical-thinking skills and habits. Here are some guidelines to help you do this.

◆ *Question the source*

Since no primary source was written with you and your interests in mind, you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

◆ *Consider the source's origins*

This is often simply called “sourcing.” It means asking who created the source, when and where the source was created, and why. If you know the source’s purpose, you will be more likely to see how it is shaped by its creator’s point of view. Among other things, sourcing can also help you decide how reliable or typical a source might be.

◆ *Contextualize the source*

“Context” here refers to the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be understood best in connection with a local situation or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide which context is most important.

◆ *Corroborate the source*

This means you must think about your source in relation to other sources. Does the source agree with or support those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with your source?

◆ *Above all, read the source carefully*

Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed in so many words. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source’s creator might have seen in it.

PRIMARY SOURCE ▶

3.1

Sermon by the Reverend Samuel Davies

Samuel Davies was a Presbyterian preacher and president of the College at Princeton. He interpreted the French and Indian War as a religious war. In this excerpt from a sermon, he rouses the anti-Catholic sentiment of his hearers to rally them to arms against the French in the Ohio Country. This excerpt is from a sermon Davies preached in Virginia. It is Sermon LXI, delivered on August 17, 1755.

Original Document

The equity of our cause is most evident. The Indian savages have certainly no right to murder our fellow-subjects, living quiet and inoffensive in their habitations; nor have the French any power to hound them out upon us, nor to invade the territories belonging to the British crown, and secured to it by the faith of treaties. This is a clear case: and it is equally clear that you are engaged in a cause of the utmost importance. To protect your brethren from the most bloody barbarities—to defend the territories of the best of kings against the oppression and tyranny of arbitrary power—to secure the inestimable blessings of liberty, British liberty, from the chains of French slavery—to preserve your estates, for which you have sweat and toiled, from falling a prey to greedy vultures, Indians, priests, friars, and hungry Gallic slaves . . . to guard your religion, the pure religion of Jesus, streaming uncorrupted from the sacred fountain of the Scriptures; the most excellent, rational, and divine religion that ever was made known to the sons of men; guard so dear, so precious a religion . . . against ignorance, superstition, idolatry, tyranny over conscience, massacre, and fire, and sword, and all the mischiefs, beyond expression, with which Popery is pregnant.

CONTINUED

PRIMARY SOURCE ►

3.1

SERMON BY THE REVEREND SAMUEL DAVIES CONTINUED

Adapted version

It is clear our cause is just. The Indian savages have no right to murder our fellow subjects who live quietly and inoffensively in their homes. Nor have the French any right to send the Indians against us or invade British territories secured by treaties. It is clear that you are engaged in a crucially important cause. To protect those closest to you against the most bloody barbarities; to defend the territories of the best of Kings against oppression and tyranny; to secure the infinite blessings of British liberty from the chains of French slavery; to preserve your property, for which you have toiled, from greedy vultures, Indians, priests, friars, and hungry Gallic slaves . . . to guard your religion, the pure uncorrupted religion of Jesus, flowing from the sacred fountain of the Scriptures; the most excellent, rational and divine religion ever made known to men; to guard this religion against ignorance, superstition, idolatry, tyranny over conscience, massacre, fire and sword, and all the mischief Popery is capable of.

Original Document Source: Samuel Davies, *Sermons by the Rev. Samuel Davies, A.M.*, Vol III (Philadelphia: Presbyterian Board of Publication, 1864).

**Letter from the Earl of Loudoun
to the Duke of Cumberland**

The earl of Loudoun commanded British forces in North America. He arrived in New York City in July 1756. He immediately had problems dealing with the colonial soldiers under his command. They were not willing to follow his orders unquestioningly. Instead, they at times insisted on their "rights" and on the specific terms of the "contractual agreement" on which they had enlisted. In this passage, the earl of Loudoun complains about this in a letter to the duke of Cumberland.

Original Document

The delays we meet with in carrying on the Service, from every parts of this Country, are immense; they have assumed to themselves, what they call Rights and Privileges, totally unknown in the Mother Country, and are made use of, for no purpose, but to screen them, from giving any Aid, of any sort, for carrying on the Service, and refusing us Quarters.

. . . Opposition seems not to come from the lower People, but from the leading People, who raise the dispute, in order to have a merit with the others, by defending their Liberties, as they call them.

. . . There is no Law prevailing at present here . . . but the Rule every man pleases to lay down for himself.

Adapted Version

The delays we meet with in carrying out our military command, from every part of this country, are huge. The colonists have assumed they have what they call Rights and Privileges, totally unknown in the Mother Country. These claims about rights are made for no other purpose but to keep them from having to give aid, of any sort, for our military efforts, and to justify refusing our soldiers quarters. . . . Opposition seems not to come from the lower people, but from the leading people, who raise disputes in order to gain the approval of others, by defending their Liberties, as they call them. . . . There is no rule of law at present here . . . but only the rule every man pleases to lay down for himself.

Benjamin Franklin on Population Growth in America

In 1751, shortly before the French and Indian War, Benjamin Franklin wrote an essay titled "Observations Concerning the Increase of Mankind, Peopling of Countries, etc." His views on population growth are interesting on their own. What is clear also is that Franklin offered his ideas as a loyal member of the British Empire. Here he urges British rulers to see that it is in Great Britain's own interest to let the colonies thrive and not limit their independence in economic matters.

Original Document

Land being thus plenty in America, and so cheap as that a labouring man that understands Husbandry, can in a short time save money enough to purchase a piece of new Land sufficient for a plantation, whereon he may subsist a family; such are not afraid to marry; for if they even look far enough forward to consider how their children when grown up are to be provided for, they see that more Land is to be had at rates equally easy, all circumstances considered.

Hence Marriages in America are more general, and more generally early, than in Europe. And . . . our people must at least be doubled every twenty years.

But notwithstanding this increase, so vast is the Territory of North America, that it will require many ages to settle it fully; and till it is fully settled, labour will never be cheap here, where no man continues long a labourer for others, but gets a Plantation of his own, no man continues long a journeyman to a trade, but goes among those new settlers and sets up for himself, &c. Hence labour is no cheaper now in Pennsylvania, than it was thirty years ago, tho' so many thousand labouring people have been imported.

The danger therefore of these Colonies interfering with their Mother Country in trades that depend on labour, Manufactures, &c. is too remote to require the attention of Great Britain.

But in proportion to the increase of the Colonies a vast demand is growing for British Manufactures, a glorious market wholly in the power of Britain, in which foreigners cannot interfere, which will increase in a short time even beyond her power of supplying, tho' her whole trade should be to her Colonies: Therefore Britain should not too much restrain Manufactures in her Colonies. A wise and good mother will not do it. To distress is to weaken, and weakening the children weakens the whole family.

CONTINUED

Adapted Version

Land in America is plentiful and cheap. It is so cheap that a laboring man who knows how to farm, can easily save enough money to buy a plot of land large enough to support a family. Such men will not be afraid to marry. For even when their children are grown, there will still be plenty of cheap land to get for them. More people marry and marry earlier in America than in Europe. And so our population will more than double every 20 years.

Despite this, North America is so vast it will take ages to settle it fully. Until then, labor will never be cheap here. No man will labor for others when he can get a farm of his own. No man will be a journeyman working for another if he can move with settlers and set up his own business. As a result, wages for laborers are as high now in Pennsylvania as 30 years ago, even though thousands of laboring people have been imported. This means the colonies will never take business away from their Mother Country in trades that depend on cheap labor, manufactures, etc.

But as colonial population increases, demand for British manufacturers will soar. This glorious market is wholly controlled by Britain. Hence foreigners cannot interfere in it. It will increase so much in time that Britain will not be able to supply it even if its whole trade is with her colonies. Therefore if Britain is wise, she will not try to keep the colonies from engaging in their own manufacturing. To cause such distress here would be to weaken. Weakening the children, weakens the whole family.

PRIMARY SOURCE ►

3.4

A Chippewa Chief Issues a Warning to the British

The French and Indian War ended with Great Britain taking over all of France's North American territories. This changed Britain's relationships with Native Americans in the region. This was especially true for tribes that had been allies of the French. It was also bound to affect the colonists' attitudes. In 1761, a Chippewa or Ojibwa chief named Minavavana issued a warning. He spoke to an English trader outside what was now the British fort at Michilimackinac, on the upper Great Lakes. Some historians think the speaker here was actually Chief Pontiac.

Original Document

"Englishman, you know that the French King is our father; he promised to be such, and we, in return, promised to be his children: this promise we have kept.

"Englishman, it is you that have made war with this our father. You are his enemy, and how then could you have the boldness to venture among us, his children? You know that his enemies are ours. . . .

"Englishman, although you have conquered the French, you have not yet conquered us. We are not your slaves. . . . Your nation supposes that we, like the white people, cannot live without bread, and pork, and beef, but you ought to know that He, the Great Spirit and Master of Life, has provided food for us in these spacious lakes, and on these wooded mountains.

"Englishman, our father, the King of France, employed our young men to make war upon your nation. In this war many of them have been killed, and it is our custom to retaliate until such time as the spirits of the slain are satisfied. But the spirits of the slain are only to be satisfied in one of two ways: the first is by spilling the blood of the nation by which they fell; the other, by . . . allaying the resentment of their relations. This is done by making presents.

"Englishman, your King has never sent us any presents, nor entered into any treaty with us, wherefore he and we are still at war; and, while he does these things, we must consider that we have no other father or friend among the white people than the King of France. But for you, we have taken into consideration that you . . . come in peace to trade with us, and supply us with necessities of which we are much in want. We shall regard you, therefore, as a brother, and you may sleep tranquilly, without fear of the Chippewas. As a token of our friendship, we present you this pipe to smoke."

CONTINUED

Adapted Version

Englishman, you know that the French King is our father and we promised to be his children. We have kept this promise. It is you who have made war on the French King. How can you then be so bold as to come here among us? His enemies are our enemies. You think that, like white people, we cannot live without bread, and pork, and beef. But the Great Spirit has provided food for us in these spacious lakes, and wooded mountains. Our father, the King of France, employed our young men to fight you. Many of them were killed. Our custom is to retaliate until the spirits of the slain are satisfied. One way to do this is to spill the blood of those who killed them. The other is to remove the resentment of their relations by making presents. But Englishman, your King has never sent us any presents, nor signed any treaty with us. Therefore, we are still at war with you, and we have no father or friend among the white people except the king of France. But we do see that you come in peace here to trade with us and supply us with necessities we very much want. So we will treat you as a brother for now, and you may sleep tranquilly, without fear of the Chippewa. As a token of our friendship, we present you with this pipe to smoke.

PRIMARY SOURCE ▶

3.5

Message from the Prophet Neolin

After the French and Indian War, British colonists flooded into the Ohio Valley. In 1763, Ottawa chief Pontiac hoped to spark an uprising to push the British out of North America. To appeal to as many Native American tribes as he could, he spread the message of a Delaware prophet called Neolin. Pontiac gave an account of Neolin's vision to a French Canadian soldier. His account included this passage. In it, Neolin repeats what the Master of Life, a divine supreme being, told him. This passage is from that speech.

Original Document

This land where ye dwell I have made for you and not for others. Whence comes it that ye permit the Whites upon your lands? Can ye not live without them? I know that those whom ye call the children of your Great Father supply your needs, but if ye were not evil, as ye are, ye could surely do without them. Ye could live as ye did live before knowing them,—before those whom ye call your brothers had come upon your lands. Did ye not live by the bow and arrow? Ye had no need of gun or powder, or anything else, and nevertheless ye caught animals to live upon and to dress yourselves with their skins. But when I saw that ye were given up to evil, I led the wild animals to the depths of the forests so that ye had to depend upon your brothers to feed and shelter you. Ye have only to become good again and do what I wish, and I will send back the animals for your food. . . . But as to those who come to trouble your lands,—drive them out, make war upon them. I do not like them at all; they know me not, and are my enemies, and the enemies of your brothers. Send them back to the lands which I have created for them and let them stay there.

Adapted Version

I made this land for you and not for others. Why do you permit the whites on your lands? Can't you live without them? I know those you call the children of your Great Father, the King of France, supply your needs. But if you were not evil, you could do without them. You could live as you did before your so-called brothers, the French, came upon your lands. Did you not once live by the bow and arrow? Without guns or powder or anything else, you caught animals to live on and skins for clothing. But when I saw you give yourselves up to evil, I led the wild animals deep into the forests so that you had to depend on the French to feed and shelter you. If you become good again and do as I wish, I will send back the animals for your food. . . . But as for those who now come to trouble your lands, drive them out. Make war upon them. I do not like them at all. They do not know me, they are my enemies, as well as enemies of your brothers, the French. Send them back to the lands I created for them and let them stay there.

Original Document Source: Chief Pontiac in *Journal of Pontiac's Conspiracy*, 1763, ed. M. Agnes Burton, trans. R. Clyde Ford (Detroit, MI: Clarence Monroe Burton, 1912), 28–30.

James Otis Arguing against Writs of Assistance

Writs of assistance were general warrants that did not expire and that allowed officials to enter any home anywhere with no warning to search for smuggled goods. The British began issuing these writs in the 1760s. In 1761, James Otis, a well-known lawyer in Massachusetts, was hired by some Boston merchants to oppose the writs. Otis spoke before the Massachusetts Superior Court for five hours. He argued that the writs violated the rights guaranteed by English common law. Key portions of the speech, including this passage, are available from the National Humanities Institute and can be accessed online at: <http://www.nhinet.org/ccs/docs/writs.htm>.

Original Document

In the first place, the writ is universal, being directed “to all and singular justices, sheriffs, constables, and all other officers and subjects;” so that, in short, it is directed to every subject in the king's dominions. Every one with this writ may be a tyrant; if this commission be legal, a tyrant in a legal manner, also, may control, imprison, or murder any one within the realm. In the next place, it is perpetual, there is no return. A man is accountable to no person for his doings. Every man may reign secure in his petty tyranny, and spread terror and desolation around him. . . . In the third place, a person with this writ, in the daytime, may enter all houses, shops, &c., at will, and command all to assist him. . . . Now one of the most essential branches of English liberty is the freedom of one's house. A man's house is his castle; and whilst he is quiet, he is as well guarded as a prince in his castle. This writ, if it should be declared legal, would totally annihilate this privilege.

Adapted Version

In the first place, this writ of assistance is universal. That is, it is directed “to all and singular justices, sheriffs, constables, and all other officers and subjects.” In short, it is directed to every subject in the King's dominions. Everyone with this writ may become a tyrant. If this writ is legal, a tyrant in a legal manner may control, imprison, or murder anyone within the realm. Also, the writ is perpetual. A man with this writ is accountable to no one. He will be secure in his petty tyranny, and he can spread terror and desolation around him. . . . In the third place, a person with this writ, may enter all houses, shops, etc., at will, and command all to assist him. . . . Now, one of the most essential rights of English liberty is the freedom of one's house. A man's house is his castle. And as long as he is peaceful, he is as secure as a prince in his castle. This writ, if legal, totally annihilates this privilege.

PRIMARY SOURCE ►

3.7

Royal Proclamation from King George III

On October 7, 1763, King George III of Great Britain issued the Royal Proclamation of 1763. The passages here are the part of the proclamation that deeply angered the American colonists. The proclamation speaks of restricting settlement west "of the Sources of the Rivers which fall into the Sea from the West and North West." This would mean a line running down the crest of the Appalachian Mountains.

Original Document

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 in the Possession of such Parts of Our Dominions and Territories as, not having been ceded to or purchased by Us, are reserved to them. or any of them, as their Hunting Grounds. . . .

. . . We do . . . declare it to be Our Royal Will and Pleasure, for the present as aforesaid, to reserve under our Sovereignty, Protection, and Dominion, for the use of the said Indians, all the Lands and Territories not included within the Limits of Our said Three new Governments, or within the Limits of the Territory granted to the Hudson's Bay Company, as also all the Lands and Territories lying to the Westward of the Sources of the Rivers which fall into the Sea from the West and North West as aforesaid.

And We do hereby strictly forbid, on Pain of our Displeasure, all our loving Subjects from making any Purchases or Settlements whatever, or taking Possession of any of the Lands above reserved without our especial leave and Licence for that Purpose first obtained.

Adapted Version

It is just, reasonable, and essential to Great Britain and the safety of the colonies that the Indians who live under our protection should not be disturbed in the possession of those lands that we have not purchased or that they have not given us. These lands are reserved to them as their hunting grounds. We, therefore . . . declare that under our authority, we reserve for the Indians the use of all lands and territories not included in our three new governments (Quebec, East Florida, or West Florida) or in the Hudson's Bay Company's territory—as well as all the lands and territories lying west of the sources of the rivers that fall into the sea from the west and northwest. And we strictly forbid all our loving subjects from making any purchases or settlements whatever, or taking possession of any of these reserved lands without our special permission.

Original Document Source: Great Britain, Sovereign (1760–1820: George III), "Proclamation of 7 October 1763," Constitutional and Organic Papers, S 131006 (Columbia, SC: Department of Archives and History). The text of the proclamation is available online at http://avalon.law.yale.edu/18th_century/proc1763.asp.

Governor Stephen Hopkins on the Rights of the Colonies

In 1764, Stephen Hopkins was governor of the colony of Rhode Island. The French and Indian War was over. King George III had issued the Proclamation of 1763, and the British Parliament was already developing its new taxation policies for the colonies. In response, Hopkins published a pamphlet entitled "The Rights of the Colonies Examined." This passage is from that pamphlet.

Original Document

Should it be urged that the money expended by the mother-country, for the defence and protection of America, and especially during the late war, must justly entitle her to some retaliation from the colonies; and that the stamp duties and taxes, intended to be raised in them, are only designed for that equitable purpose; if we are permitted to examine how far this may rightfully vest the parliament with the power of taxing the colonies, we shall find this claim to have no foundation. In many of the colonies, especially those in New England, which were planted, as is before observed, not at the charge of the crown or kingdom of England, but at the expence of the planters themselves, and were not only planted, but also defended against the savages and other enemies, in long and cruel wars, which continued for an hundred years, almost without intermission, solely at their own charge. . . . These colonies having thus planted and defended themselves, and removed all enemies from their borders, were in hopes to enjoy peace, and recruit their state, much exhausted by these long struggles; but they were soon called upon to raise men, and send them out to the defence of other colonies, and to make conquests for the crown; they dutifully obeyed the requisition, and with ardour entered into those services, and continued in them until all encroachments were removed, and all Canada, and even the Havannah conquered. . . . But these colonies whose bounds were fixed, and whose borders were before cleared from enemies, by their own fortitude, and at their own expence, reaped no sort of advantage by these conquests; they are not enlarged, have not gained a single acre of land, have no part in the Indian or interior trade; the immense tracts of land subdued, and no less immense and profitable commerce acquired, all belong to Great-Britain; and not the least share or portion to these colonies, though thousands of their members have lost their lives, and millions of their money have been expended in the purchase of them; for great part of which we are yet in debt, and from which we shall not in many years be able to extricate ourselves. Hard will be the fate, cruel the destiny of these unhappy colonies, if the reward they are to receive for all this is the loss of their freedom; better for them Canada still remained French, yea far more eligible that it ever should remain so, than that the price of its reduction should be their slavery.

CONTINUED

Adapted Version

We are told that the money the mother country spent defending America during the late war entitles her to repayment by the colonies. We are told that the stamp duties and taxes Great Britain plans for the colonies are only for that fair purpose. We find no fair basis for the claim that Parliament rightly has this power of taxing the colonies. Many colonies, New England especially, were not planted at the Crown's expense but at the expense of the settlers themselves. They were planted and defended at their own charge against the savages and other enemies in cruel wars lasting a century almost without interruption. . . . Having planted and defended themselves, and removed enemies from their borders, these colonies hoped for peaceful times. Yet they were soon called on again to raise men, defend other colonies, and make conquests for the crown. They did so dutifully and finally conquered all of Canada. . . . Yet having long since cleared their own borders by their own efforts and expense, these latest conquests have not benefitted them. They won no new lands for themselves. They have no part of the Indian or interior trade. All the conquered lands and new commerce belong to Great Britain. Nothing has gone to the colonies, despite the thousands of lives lost and the millions the colonies spent. We will be in debt for many years due to this spending. It will be especially cruel to the colonies if their reward for all this is the loss of freedom. Better for them that Canada remain French if the price of its defeat is their slavery.

Original Document Source: Stephen Hopkins, *The Grievances of the American Colonies Candidly Examined* (London: J. Almon, 1766). The entire essay is available from TeachingAmericanHistory.org and can be accessed online at <http://teachingamericanhistory.org/library/document/the-rights-of-the-colonies-examined/>.

Petition Issued by the Inhabitants of the County of Essex

Many local communities spoke against the Stamp Act of 1765. For the most part, they insisted they were loyal to the Crown. However, they also insisted on their right to petition that Crown and voice their grievances. They also saw their actions as based on the British constitution. That constitution was not a written document, but an unwritten set of principles easily open to many interpretations. This petition was issued by a meeting of the County of Essex in New Jersey.

Original Document

At a general Meeting of the Freemen, Inhabitants of the County of Essex, in New-Jersey, at the free Borough of Elizabeth, on the 25th Day of October, in the Year of our Lord 1765, being the Anniversary of the happy Accession of his present Majesty King George the Third, to the Crown of Great-Britain, &c. upon which Occasion the said Freemen unanimously, and with one Voice declared.

First. That they have at all Times heretofore, and ever would bear true Allegiance to his Majesty King George the Third, and his royal Predecessors, and wished to be governed agreeable to the Laws of the Land and the British Constitution, to which they ever had, and forever most chearfully would submit.

Secondly. That the Stamp Act, prepared for the British Colonies in America, in their Opinion, is unconstitutional; and should the same take Place, agreeable to the Tenor of it, would be a manifest Destruction and Overthrow of their long-enjoyed, boasted and invaluable Liberties and Privileges.

Thirdly. That they will, by all lawful Ways and Means, endeavour to preserve and transmit to Posterity, their Liberty and Property, in as full and ample Manner as they received the same from their Ancestors.

Fourthly. That they will discountenance and discourage by all lawful Measures, the Execution and Effect of the Stamp-Act.

Fifthly. That they will detest, abhor, and hold in the utmost Contempt, all and every Person or Persons, who shall meanly accept of any Employment or Office, relating to the Stamp Act, or shall take any Shelter or Advantage from the same; and all and every Stamp Pimp, Informer, Favourer and Encourager of the Execution of the said Act; and that they will have no Communication with any such Person, nor speak to them on any Occasion, unless it be to inform them of their Vileness.

CONTINUED

Adapted Version

At a general meeting of the Freeman, inhabitants of Essex County, New-Jersey, on October 25, 1765, on the anniversary of the happy accession of his present Majesty King George the Third, to the crown of Great Britain, on which occasion the said freemen unanimously declared,

First. That they always have acted with true allegiance to King George and his royal predecessors, and always will. Also that they wish always to be governed according to the laws and the British constitution.

Secondly. That the Stamp Act for the British colonies is unconstitutional. If it is enacted as written, it will clearly destroy their long proudly held liberties and privileges.

Thirdly. That they will lawfully act to preserve for now and the future their liberty and property as fully as they received it from their ancestors.

Fourthly. That they will discourage by all lawful means efforts to enforce the stamp act.

Fifthly. That they will detest, abhor, and hold in the utmost contempt, everyone who accepts any employment or office relating to the stamp act; or any who take advantage from it; and all who sell the stamps or aid in any way in the execution of this act; and will not communicate with any such person, nor speak to them on any occasion, unless it is to tell them how vile they are.

Communicating Results and Taking Action

Communicating Results

- ◆ Imagine that you are a colonist living in Boston in 1764. Citing two primary sources as evidence, write a letter explaining how your views have changed in the ten years since Benjamin Franklin wrote the letter in Primary Source 3.3. The letter should also comment on how Franklin's own views may have changed.
- ◆ Review Primary Source 3.7, which is a key passage from the Proclamation of 1763. Using two primary sources from this unit as evidence, write a letter to officials in London explaining how you think the colonists will react to the proclamation.
- ◆ In small groups, read and discuss Primary Sources 3.2, 3.4, 3.7, and 3.8. Role-play an interaction between the earl of Loudon, Chief Minavavana, King George III, and Stephen Hopkins, focusing primarily on reacting to the views Stephen Hopkins expresses in Primary Source 3.8.

Taking Action

- ◆ In small groups, examine Primary Source 3.6 and research a court case involving the Fourth Amendment. Prepare a brief presentation about the case, take a stand on its outcome, and explain how the case relates to what James Otis was objecting to in his 1761 speech against writs of assistance.
- ◆ In small groups, find a recent news story about privacy in the age of Twitter, Facebook, and other social media, and decide if the concerns James Otis expressed in Primary Source 3.6 are still relevant. Then write an editorial for your local newspaper about the story and the issues it raises, being sure to refer to Otis and whether his views do or do not apply to the present-day issue.

French and Indian War Rubric

Criteria	Unacceptable	Developing	Proficient	Excellent
Focus	Tries to respond to task instructions but lacks clear focus on a central idea or thesis	Addresses the task instructions adequately but focus on a central idea or thesis is uneven	Responds to the task instructions appropriately and convincingly; has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly; has a clear and strong focus on a well-developed central idea or thesis
Research	Refers to some sources but fails to connect these in a relevant way to the task instructions	Refers to relevant sources well but does not always connect these clearly to the task instructions	Refers to relevant sources accurately and usually connects these to the task instructions and a central idea	Refers to relevant sources accurately and in great detail and connects these clearly to the task instructions and a central idea
Development and Use of Evidence	Uses some details and evidence from sources but does not make clear the relevance to the task purpose or instructions	Uses details and evidence from sources generally but not always in support of a clear focus relevant to the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports a focus relevant to the task purpose or instructions	Uses details and evidence from sources along with clear explanations demonstrating deep understanding of the task purpose or instructions
Content	Refers to disciplinary content without clearly understanding it or while using it in an irrelevant or inaccurate manner	Refers to disciplinary content with some understanding but not always with a clear idea of its relation to the overall task	Accurately uses disciplinary content and demonstrates a clear idea of its relation to the overall task	Uses disciplinary content effectively and explains thoroughly and in-depth its relation to the overall task
Conventions	Demonstrates only limited control of standard English conventions, with many errors in spelling, punctuation, grammar, and other conventions	Demonstrates some command of standard English conventions with limited errors in spelling, punctuation, grammar, and other conventions	Demonstrates adequate command of standard English conventions with few errors in spelling, punctuation, grammar, and other conventions	Demonstrates a well-developed command of standard English conventions, with few errors and a use of language appropriate to the audience and the purpose of the task

Primary Source Bibliography

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