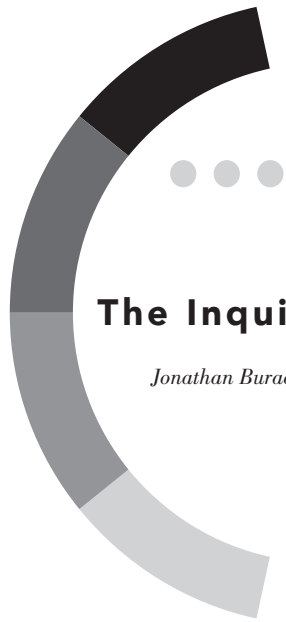


Colonial America



The Inquiry Arc in U.S. History

Jonathan Burack

The American Revolution

MindSparks®

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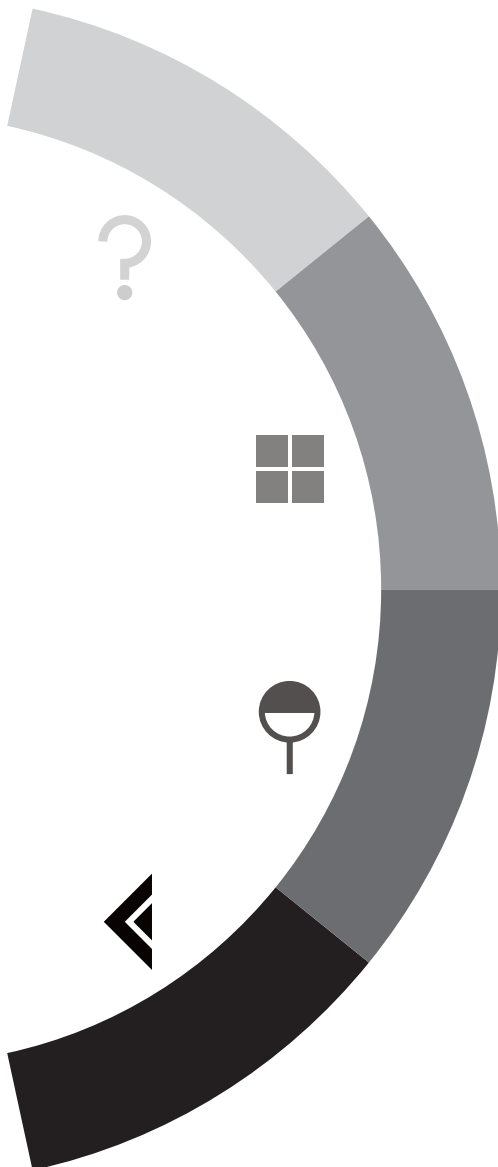
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C3 Framework

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



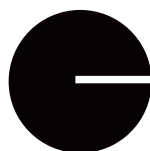
History



Civics



Economics



Geography



The American Revolution

Why Did the Colonists Win?

Overview

Introduction

In 1776, thirteen colonies in North America declared their independence from the mightiest empire on Earth. In fighting that empire, the British Empire, the colonists won their war of independence and became the United States of America. Why were they able to win? This is not an easy question to answer. The British easily had the stronger army. During the war, its army won more of the battles. The British navy was also the most powerful. Great Britain was a wealthy nation. Its strong financial system gave its government access to all the funds it needed to fight its wars. Yet it lost the American Revolution. Why? In this unit, students will work with short passages from ten primary sources in an effort to answer this question. While these sources alone won't completely answer this question, they can help. Moreover, they can form the core content for a set of tasks that will help students better understand this turning point in the nation's history.

Objective

Students will work individually and in small groups to respond in a meaningful way to a compelling question about the outcome of the American Revolution. 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

Why did the colonists win the American Revolution?

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 American Revolution
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. Give each student 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 seven 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 that addresses the conflicts between colonists and Native Americans 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 kind 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 American Revolution Rubric so they can understand how their performance will be evaluated. The projects are summarized below.

Communicating Results

- ◆ Students will write a series of entries in a fictional diary of an imagined soldier at Valley Forge, incorporating the reactions of that soldier to at least two primary sources in this unit.
- ◆ Have a small group of students read and discuss Primary Sources 4.2, 4.5, 4.6, and 4.8. One group member will play each of the following: Prime Minister William Pitt, Mr. Temple Luttrell, and General Henry Clinton. The year is 1781. Clinton has been brought back to testify to Parliament on the progress of the war. In the role play, he is questioned by Pitt and Luttrell. Each student with an acting part should try to respond in the way the primary sources suggest these historical figures would have responded. After the role play, the entire class will discuss the points made by the participants in the performance.
- ◆ Students will write a short essay on the comments that Adam Smith makes in Primary Source 4.1, being sure to explain how each of the other sources for the lesson supports or does not support Smith's claims.

Taking Action

- ◆ Are there military conflicts in the world today in which a much stronger group is having trouble defeating a weaker group? Have students research this question and prepare a brief, two- to five-minute report on one such conflict. They should explain how it compares with the American Revolution and suggest how the conflict might best be resolved.
- ◆ Students will complete the above assignment, but instead of preparing a report, they will create a political cartoon about the conflict. They should use figures or symbols from the American Revolution to help express what the conflict is about. Submit the cartoons to a local newspaper for publication.

Introductory Essay

The American Revolution



Benjamin Franklin's Join, or Die political cartoon was used during the American Revolution to encourage the colonies to unite against British rule

By July of 1776, thirteen British colonies in America were already at war with Great Britain. Meeting in the Second Continental Congress on July 2, those colonies voted to become an independent nation. On July 4, they signed the Declaration of Independence. According to one story, John Hancock told the signers they must now “all hang together.” Benjamin Franklin replied, “Yes, we must indeed all hang together, or most assuredly we shall all hang separately.” It is not certain Franklin ever did say this. What is certain is that the warning was sound. These leaders were taking on the world’s mightiest empire. That British Empire would fight hard to keep the colonies under its control. British leaders regarded all the signers as traitors. Had the rebels lost, they all might well have been hung.

The rebels did not lose. They won their war of independence, and a new nation was born—the United States of America. Why were the colonists able to win? Looking back, you may think this is not a hard question to answer. Armies fight battles.

The strongest army usually wins the battles. As a result, it will in time win the war. However, the British easily had the stronger army. That army actually won more of the battles. The British navy was the most powerful on Earth. It could bottle up the North American coastline. It could transport its forces from one key port to another as needed. In fact, every major port was occupied by the British army at one time or another. Great Britain was itself a wealthy nation. Its strong financial system gave its government access to all the funds it needed to fight its wars. Only a decade earlier, it had forced France to give up its North American empire entirely. Britain's empire was growing.

As for the Thirteen Colonies, they appeared weaker than Great Britain in several ways. War hurt the colonial economy. Colonial merchants lost trading rights and other benefits of belonging to the British Empire. The new national government was weak. The individual colonies rarely all agreed about anything. They were often reluctant to impose taxes. The national government had to borrow its funds, or it relied on paper money, which rapidly lost value. Many colonists remained loyal to Great Britain. Some were ready to fight for it. Most of the major Native American tribes on the western



The signing of the Declaration of Independence

borders sided with the British. The rebel army led by George Washington relied on young recruits with little formal military training. Washington had to struggle to keep it supplied. Soldiers could not always count on being paid. Desertion and demoralization were constant problems.

Yet the British still lost the war. Many factors help explain why. One factor was distance. Supplying and communicating across 3,000 miles of ocean was not easy. Colonial geography and society added to Great Britain's problems. The colonists were mostly rural, self-supporting farmers. They were spread out across a huge area. British occupation of the main ports did not disrupt life that much. Their armies had to control this entire area and most of its people, and they could never occupy all of it at one time. They kept jumping from one place to another, losing control each time they left an area.

The British had to win over an entire population. All the Americans had to do was hold on and avoid total defeat in battle. Washington learned to do this effectively. A decisive victory in a few places was all he needed in the end. Americans were not well trained at first, but that changed when Prussian officer Baron von Steuben arrived to help out at Valley Forge. Moreover, American soldiers and civilians were fighting for a cause. British soldiers were not nearly as motivated. Back in Great Britain, opposition to the war grew as the war itself dragged on. Perhaps the colonists' biggest single advantage was the entry of France and Spain on their side in 1778. The French navy played a crucial role at the end. It blocked escape by sea for the forces of General George Cornwallis in the Battle of Yorktown, in October 1781. This British defeat was the final major battle of the war.

Much more can be said about American and British strengths and weaknesses. No single, simple factor explains why the American War of Independence ended as it did. In this lesson, you will examine a small sample of primary sources on this struggle. These will provide evidence to help you answer the lesson's key questions. Interpreting the sources is not easy. Keep in mind that they are from a variety of points of view about the conflict. Together, they should help you better understand the American Revolution, its nature and its challenges, and its outcome.

Image Sources: *Join, or Die*, by Benjamin Franklin, 1754, Library of Congress, Prints and Photographs Division, Washington, DC, LC-USZC4-5315
Declaration of Independence, by John Trumbull, 1819, U.S. Capitol, Washington, DC, via Wikimedia Commons



History Group

GROUP MEMBERS:

The American Revolution

Your group's task is to explore the history of the American Revolution. 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:

Despite Great Britain's power, the colonists were able to win the war because of the strength of their ideas and idealism. Do you agree or disagree?
3. Read and discuss Primary Sources 4.2, 4.5, and 4.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

By 1776, Great Britain was a mighty empire. It held lands in much of North America, the Caribbean, India, and elsewhere. Its commerce and its modern banking system were ahead of all others, so its government had easy access to large amounts of money. The British were the world's leading naval and colonial power, and they had fought Europe's greatest powers in the 1700s.

By contrast, the American colonies in revolt in 1776 were weak and divided. A sizable share of colonists sided with Great Britain. It was hard for George Washington and other leaders to get the funds and resources needed to fight. Yet many ordinary people and nearly all the leaders in favor of the revolution were fighting for a strongly held set of ideas about individual liberty and representative government. The ideas came in part from Enlightenment thinkers such as John Locke. Even more, they grew out of a century or so of experience. The colonists were used to self-government in local and colony-wide assemblies, and they had a very

strong desire to defend their way of life. Meanwhile, even in Parliament itself, British doubts about the war grew stronger as the war dragged on. The colonial rebels had a strong sense of why the struggle mattered. The British never had that kind of clarity or readiness to fight on and on.

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 4.2

Primary Source 4.5

Primary Source 4.10

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:

Despite Great Britain's power, the colonists were able to win the war because of the strength of their ideas and idealism. Do you agree or disagree?

State your group's claim here:

7. From the remaining seven 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 American Revolution

Your group's task is to explore the civics of the American Revolution. 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:

Americans were split into many colonial and local governmental units. Did this hurt or help them in their fight to win their independence from Great Britain?
3. Read and discuss Primary Sources 4.3, 4.4, and 4.8.
4. Read and discuss the following background information. Use the information to help complete the handout.

George Washington's letters to the Continental Congress during the Revolution were rarely upbeat and optimistic. The same was true of his letters to various state leaders. He never had enough of anything—never enough soldiers; never enough food, clothing, or other supplies; and never enough money. He had to constantly beg state leaders to do their part and help out. Why? Because the congress had no real power to tax and raise money on its own. The colonists' strong local loyalties meant they often lost interest when the fighting moved elsewhere.

Yet there was a positive aspect to this decentralized organization. The British could target no single, all-important center of power. At various times, British armies occupied Boston, New York, Philadelphia, and Charleston, South Carolina, but it did them little good. None of these ports gave the British lasting control over nearby countryside, and the Continental Congress kept moving and hiding. When British soldiers left an area, Loyalists were not strong enough to keep fighting for Great Britain. Winning battles alone gave the British no real, permanent control over anything.

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 4.3

Primary Source 4.4

Primary Source 4.8

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:

Americans were split into many colonial and local governmental units.
Did this hurt or help them in their fight to win their independence from
Great Britain?

State your group's claim here:

7. From the remaining seven 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 American Revolution

Your group's task is to explore the economics of the American Revolution. 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:

British leaders believed Britain needed the colonies for its own economic well-being. Were those leaders mistaken? Why or why not?
3. Read and discuss Primary Sources 4.1, 4.2, and 4.5.
4. Read and discuss the following background information. Use the information to help complete the handout.

By the mid-1700s, Great Britain had still not begun to industrialize. Steam engines, factories, railroads—all of these were still largely in the future. However, Great Britain had turned a big corner. It had become productive enough for its population to start growing steadily. Crop failures, famine, and epidemics declined, and people's overall well-being began to rise. This was a turning point in history. It raises this question in regard to the thirteen colonies: Why did Great Britain need to keep tight control over them, anyway? The colonies were increasingly productive societies. On their own, their trade with Great Britain would have continued to increase.

Like many European nations, the British followed the theory of mercantilism. Its key idea was that the government had to control the economy to increase its power in relation to other nations. Colonies were central to this. They supplied raw materials, and they purchased the ruling nation's finished goods. As a result, more money would flow into, rather than out of, the mother country. Colonial trade with other nations had to be strictly limited for this to work—or so the British thought. This made colonies

seem necessary. However, most economists today believe this theory was wrong. In their view, British trade with America would have continued to grow whether the colonies became independent or not.

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 4.1

Primary Source 4.2

Primary Source 4.5

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:

British leaders believed Britain needed the colonies for its own economic well-being. Were those leaders mistaken? Why or why not?

State your group's claim here:

7. From the remaining seven 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 American Revolution

Your group's task is to explore how geography affected the American Revolution. 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:

What geographical factors best explain why the colonists won the American Revolution?

3. Read and discuss Primary Sources 4.7, 4.8, and 4.9.
4. Read and discuss the following background information. Use the information to help complete the handout.

Great Britain had the most powerful navy in the world. It could set up blockades around key colonial ports. It could shut down colonial shipping at sea. It could ensure a steady supply of goods and new recruits to aid the British troops fighting in America. Nevertheless, the basic facts of the geography of the thirteen colonies reduced the value of the British navy from the start.

The colonies were spread along a thousand miles of coast. Several ports existed, and no single port was crucial enough that its capture could end the war. The British had to keep moving from one port to another as they sought to divide and weaken the colonies. This added even more delay and confusion to transporting men, material, and messages across 3,000 miles of ocean. When France entered the war on the colonial side, its navy further reduced the British advantage at sea.

Americans lived mainly in self-supporting towns, villages, and open country. The landscapes were often rugged, making it difficult for a large

army to navigate. New England's bitter cold and the heat of the Carolinas were equally difficult to handle. Local militia could fade into wilderness to evade British forces. The British had to try to defeat a scattered population, which also made it hard to seize food and other necessities from the colonists.

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 4.7

Primary Source 4.8

Primary Source 4.9

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:

What geographical factors best explain why the colonists won the American Revolution?

State your group’s claim here:

7. From the remaining seven 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.

Adam Smith's *The Wealth of Nations* is one of the most famous books on economics ever written. Smith wrote the book during the years when the colonies were protesting greater British control over them. In general, Smith felt too much government control over trade and economic life was harmful to society. His book was finally published in 1776, when the colonies declared their independence from Great Britain. This passage challenges the idea that colonies benefit the nation that possesses them.

Original Document

After all the unjust attempts, therefore, of every country in Europe to engross to itself the whole advantage of the trade of its own colonies, no country has yet been able to engross to itself any thing but the expence of supporting in time of peace, and of defending in time of war, the oppressive authority which it assumes over them. The inconveniencies resulting from the possession of its colonies, every country has engrossed to itself completely. The advantages resulting from their trade it has been obliged to share with many other countries. . . .

. . . The expence of the peace establishment of the colonies was, before the commencement of the present disturbances, very considerable, and is an expence which may, and, if no revenue can be drawn from them, ought certainly to be saved altogether. This constant expence in time of peace, though very great, is insignificant in comparison with what the defence of the colonies has cost us in time of war.

Adapted Version

Every country in Europe has tried unjustly to keep to itself all the benefits of trade with its own colonies. Yet no country is able to do more than keep to itself the cost of supporting and defending its oppressive control over them. Each country keeps to itself the problems of possessing its colonies. It has had to share with other countries the advantages of trade with them.

The cost of maintaining peace in the American colonies was great even before the present troubles there. If we can get no revenue from them, that expence ought to be saved altogether. This constant expence in time of peace may be great, but it is tiny compared with what the defense of the colonies has cost us in time of war.

Original Document Source: Adam Smith, *An Inquiry Into the Nature and Causes of the Wealth of Nations* (London: J. Maynard, 1811).

As prime minister, William Pitt, 1st Earl of Chatham, guided the British to victory in the French and Indian War. This passage from a Massachusetts broadside is from a speech Pitt gave to Parliament in 1774. He was responding to efforts to punish the colonists for the Boston Tea Party.

Original Document

If we take a transient view of those motives which induced the ancestors of our fellow-subjects, in America, to leave their native country to encounter the innumerable difficulties of the unexplored regions of the western world, our astonishment at the present conduct of their descendants will naturally subside. . . . And shall we wonder, my Lords, if the descendants of such illustrious characters spurn, with contempt, the hand of unconstitutional power, that would snatch from them such dear bought privileges as they now contend for? . . . I cannot help condemning, in the severest manner, the late turbulent and unwarrantable conduct of the Americans in general, and the riots in Boston, in particular. But, my Lords, the mode which has been pursued to bring them back to a sense of their duty to the parent state, has been so diametrically opposite to the fundamental principles of sound policy, that individuals, possess'd of common understanding, must be astonished at such proceedings. By blocking up the harbour of Boston, you have involved the innocent Trader in the same punishment with the guilty Profligates who destroyed your merchandize; and instead of making a well-concerted effort to secure the Real offenders, you clap a naval and military extinguisher over their harbour; and punish the sin of a few lawless Raparees, and their abettors, upon the whole body of the inhabitants. . . .

. . . My Lords, I am an old man, and will advise the noble Lords now in office, to adopt a more gentle mode of governing America; for the day is not far distant, when America may vie with these kingdoms, not only in arms, but in arts also. It is an established fact that the principal towns in America are learned and polite, and understand the constitution of the British empire as well as the noble Lords who guide the springs of government; and consequently, they will have a watchful eye over their liberties, to prevent the least encroachment of an Arbitrary Administration on their hereditary rights and privileges.

CONTINUED

Adapted Version

If we look back at what led the early colonists to first accept the hardships of the American wilderness, we may be less surprised at their behavior today. . . . Should we then be surprised if the descendants of such bold men and women reject forcefully unconstitutional efforts to take away the privileges they now argue for. . . . I condemn their recent conduct, the riots in Boston in particular. But the way we have tried to quiet them down has been so unsound that anyone with common sense must be astonished at our foolishness. By blocking Boston harbor, you punish the innocent trader along with those who destroyed the tea. Instead of making a real effort to arrest the real criminals, you impose military rule and punish the entire population along with a few lawless men.

As an old man, I suggest you noble Lords now in charge, govern America more gently. For one day, America will be equal to us in arms and in many other arts. In America's main towns, people are well educated and understand the constitution of the British Empire as well as any of us do. They will be very careful to protect any effort by arbitrary rulers here to limit their long-held rights and privileges.

Original Document Source: William Pitt, *The speech of the Right honourable the Earl of Chatham, in the House of Lords, upon Lordship speech, on the third reading, in the House of Lords, of the bill for providing with quarters the officers and troops in America, 1774*. Image. Retrieved from the Library of Congress, <https://www.loc.gov/item/rbpe.03703200/>.

PRIMARY SOURCE ▶

4.3

An Address from the Supreme Executive Council to the Inhabitants of Pennsylvania

By 1780, many colonial leaders of the Revolution worried about growing discontent and lack of resolve from the people. Leaders in Pennsylvania issued a broadside urging citizens to renew their efforts and their enthusiasm. This passage is from that broadside, *An Address from the Supreme Executive Council to the Inhabitants of Pennsylvania*, dated 1780.

Original Document

Our enemies having long since relinquished the idea of conquest by arms, have converted a war of manly offence into one of mean distress and pitiful depredation, hoping to weary us out; and . . . sow dissensions. . . .

We entreat you to repress the spirit of discontent, and uncharitableness towards our rulers, or each other; ever remembering that our great strength lies in union, and that a state of war is always attended with many unavoidable calamities and distresses. You will also remember, how difficult it is for those entrusted with the conduct of affairs, to regulate to advantage our internal police, or call to account the public defaulters, while their whole time is employed in furnishing the means of resisting the attacks, or stopping the progress of the common enemy. In vain shall we bewail the distresses of the times, and the laying waste our country; unjustly shall we arraign the conduct of our rulers, if we do not step forward with the most determined activity, to support the present exertions of authority, crush the murmurs of obstinacy and discontent, and oblige every man, and even disaffection itself, to contribute to the immediate relief of America. . . . The forces of our ally have crossed the ocean, and already taken the field in our favour, determining to share with us the danger and glory of terminating the war. The eyes of all Europe are upon us.

CONTINUED

Adapted Version

As Our enemies have given up trying to conquer us directly. Instead, they just cause destruction and hope to wear us out and get us to argue among ourselves. . . .

We urge you to stop directing this discontent at our rulers and one another. Our greatest strength is in unity. A state of war always results in disaster and distress. Keep in mind how hard it is for our leaders to maintain order at home when they have to find means for fighting and holding off the enemy. It will do no good to complain about the destruction of our country or the conduct of our rulers, if we do not act forcefully to support those rulers, crush all discontent, and make everyone contribute to the immediate relief of America. . . . The forces of our ally have crossed the ocean. They are already taking the field on our side and are determined to share all the danger and glory of ending this war. The eyes of all Europe are upon us.

Original Document Source: Pennsylvania Supreme Executive Council. *An address from the Supreme Executive Council to the inhabitants of Pennsylvania. Philadelphia, 1780.* Image. Retrieved from the Library of Congress, <https://www.loc.gov/item/rbpe.14600200/>.

Letter from George Washington to Joseph Reed

General George Washington constantly had to beg the congress for money and supplies. However, Congress had no power to impose taxes. It had to ask the states to contribute. They did not always respond as Congress wanted them to. Washington addresses this problem in this passage, which is from a letter he wrote to Pennsylvania governor Joseph Reed on May 28, 1780. It is archived in the George Washington Papers, 1741–1799, at the Library of Congress.

Original Document

Now my Dear Sir, I must observe to you that much will depend on the State of Pennsylvania. She has it in her power to contribute without comparison more to our success than any other state; in the two essential articles of flour and transportation. New York, Jersey, Pennsylvania and Maryland are our flour countries: Virginia went little on this article the last crop [and her resources are call'd for to the southward]. New York by legislative coercion has already given all she could spare for the use of the army. Her inhabitants are left with scarcely a sufficiency for their own subsistence. Jersey from being so long the place of the army's residence is equally exhausted. Maryland has made great exertions; but she can still do something more. Delaware may contribute handsomely in proportion to her extent. But Pennsylvania is our chief dependence. From every information I can obtain she is at this time full of flour. I speak to you in the language of frankness and as a friend. I do not mean to make any insinuations unfavorable to the state. I am aware of the embarrassments the government labours under, from the open opposition of one party and the underhand intrigues of another. I know that with the best dispositions to promote the public service, you have been obliged to move with circumspection. But this is a time to hazard and to take a tone of energy and decision. All parties but the disaffected will acquiesce in the necessity and give their support. The hopes and fears of the people at large may be acted upon in such a manner as to make them approve and second your views.

CONTINUED

Adapted Version

I must point out that much depends on Pennsylvania. She can do more than other states in two ways: Flour and transportation. New York, Pennsylvania and Maryland have a lot of flour. Virginia has some, but it is needed in the South. New York has been forced to give the army all she could spare. Her own people have barely enough to survive on. New Jersey is in the same situation, since the army has been there for so long. Maryland and Delaware can do a little, but we count mainly on Pennsylvania. From the information I have, she has plenty of flour. Speaking frankly, I don't want to sound critical of the state. I know what troubles the government there faces. One faction is openly against it. Another is working against it in a more underhanded way. I realize you want to do your part, but have to act cautiously. But this is a time to take risks and act with decisiveness and energy. Everyone but the discontented will agree on the need to give their support. You can appeal to the hopes and fears of the people in such a way as to win their approval for your views.

Original Document Source: George Washington to Joseph Reed, 28 May, 1780, in *The Writings of George Washington from the Original Manuscript Sources, 1745-1799*. ed. John C. Fitzpatrick (Washington, D.C.: Government Printing Office, 1931).

Temple Luttrell Addressing the House of Commons

Mr. Temple Luttrell was a member of the British Parliament. He made some remarks on the colonial rebellion during a debate there on February 20, 1775. This passage is part of those remarks.

Original Document

However grating to the ears of some individuals the subject may be, I shall take the liberty, with the indulgence of the House, to affirm that these measures of compelling the Americans by force of arms to acknowledge the paramount and unlimited authority of Parliament, in the taxation of their property, a property created by their faculties, and by their industry, are not just, are not politic, are not practicable, but a traitorous infringement on the constitution of the colonies, which rests upon the same fundamental principles that uphold the property and uphold the franchises of every native of this island. . . .

. . . The military coercion of America will be impracticable. What has been the fate of your famous bills passed in the last session of the deceased Parliament? I mean, Sir, the Boston port bill, and the bill for altering the charter of Massachusetts Bay. America . . . has . . . already grappled with those two serpents sent for her destruction. Neither shall we be long able to sustain the unhallowed war at so remote a distance;—unexplored deserts, wood-land ambuscades, latitudes to which few of our soldiery have been seasoned;—the southern provinces scarce to be endured in the summer months, the northern provinces not approachable in the winter season; —shipwrecks, pestilence, famine.

Adapted Version

Some may not like to hear this. Still I have to object to this effort to force the Americans to accept the unlimited authority of Parliament in taxation of their property. That property was created by their own abilities and effort. It is not only unrealistic to force them, it is also a treasonous violation of the constitution of the colonies, which is based on the same principles that protect the property and political rights of everyone in Great Britain. . . . The military coercion of America is also not practical. Look at what happened to the bills passed in the last session of parliament. I mean the Boston Port Bill and the Bill altering the charter of Massachusetts Bay. America has already thwarted the effects of those. Nor will we be able to sustain this war in such a far off land. It is a land of unexplored deserts, woodland ambushes, regions that few of our soldiers are used to fighting in — southern provinces hardly bearable in summer months, northern provinces not approachable in winter, shipwrecks, pestilence, famine.

Original Document Source: *The Parliamentary Register; Or, History of the Proceedings and Debates of the House of Commons*. Vol. 1 (London: John Stockdale, 1802).

PRIMARY SOURCE ►

4.6

Letter from Henry Clinton to George Germain

George Germain was a secretary of state in Prime Minister Frederick North's cabinet during the American Revolution. In March 1778, Germain wrote to British general Henry Clinton in America telling him to do more to encourage American soldiers to desert and fight for the British. He suggested recent European immigrants would be the most likely to do this. On October 23, 1778, Clinton wrote back about his efforts to recruit Irish Americans to desert. This passage is from that letter.

Original Document

The emigrants from Ireland were in general to be looked upon as our most serious antagonists. They had fled from the real or fancied oppression of their Landlords. Through dread of prosecution for the riots which their idea of that oppression had occasioned, they had transplanted themselves into a country where they could live without oppression and had estranged themselves from all solicitude of the welfare of Britain. From their numbers, however, national customs were kept up amongst them and the pride of having sprung in the old country, notwithstanding the connection of interests, prevented them from entirely assimilating with the Americans. To work upon these latent seeds of national attachment appears to me the only means of inciting these refugees to a measure contrary perhaps to the particular interests of most of them. On this ground I formed the plan of raising a regiment whose officers as well as men should be entirely Irish. Lord Rawdon being the person of that nation of this army whose situation pointed him out the most strongly for the command, I placed him at the head of the corps. He was flattered with the preference and, happy in contributing to the public service, undertook it with zeal. Great pains have been taken to propagate the advertisement of this new establishment among the enemy and they have not been unsuccessful. Under many disadvantages of situation above 380 deserters from the Rebel army have been collected and are now in arms in that regiment, contented with their situation, and attached to their officers.

CONTINUED

Adapted Version

We thought the Irish emigrants would be our worst enemies. They had fled from the real or imagined oppression of their English landlords. They feared being punished by the British for rioting and protesting back home. Hence, they came to America hoping to escape this oppression. They had no concern for Britain's welfare. However, they held on to their national customs and pride. This kept them from entirely assimilating with the Americans even though they shared interests with them. I felt that if we appealed to these feelings of national attachment we could convince them to join us despite these other interests. I decided to raise a regiment in which both officers and men were all Irish. My best choice for command was Lord Rawdon, himself an Irishman. He was flattered at being chosen and took on the job with zeal. We took great efforts to advertise this regiment among the enemy. These efforts were not unsuccessful. Despite the challenges they faced, more than 380 deserters from the Rebel army have been recruited and are now in arms in that regiment, pleased, and attached to their officers.

PRIMARY SOURCE ▶

4.7

**Letter from Officer Ezra Selden
to Doctor Samuel Mather**

In April 1778, news that the French had signed an alliance with the United States arrived from Paris. General Washington and his army were still at Valley Forge. On May 6, Washington ordered his officers to have the brigades assemble the next morning to learn about this development and hear the chaplains offer up thanksgiving for it. Cannons were to be discharged and the whole army was to shout "Long live the King of France." On May 15, Ezra Selden, an officer in the First Connecticut Regiment, wrote about this to Dr. Samuel Mather of Lyme, Connecticut. This passage is from that letter.

Original Document

The welcome news which Mr. Dean brought us from Europe gave great Joy to our army. his Excellency Directed three Feu de Joys, one for ye Thirteen United States. One for France and One for other Friendly European powers. After dismissing the Soldiery He Directed the Assembling of the Officers of the whole army and entertained them with as good a Dinner as could under our Situation in the Field be provided, after which they were served with wine &c. . . .

Our Army is at present very busy and intent upon a New mode of Exercise Pointed by Major General Baron Stuben from Poland. His knowledge in Discipline is very great, his method of maneuvering is very Difficult; but mostly satisfactory, he never informs what is to be Done in future; but gives Lessons and we Practice untill he gives new Directions; he allows no musick while we are maneuvering, or does he ever allow us to be steping upon our Posts, but at the word march to step right off and allways with the left foot. Our manuel Exercise as yet continues the same—excepting in the Charging the Bayonet.

Adapted Version

The welcome news Mr. Dean brought us from Europe gave us great Joy. General Washington had us fire three rifle salutes, one for the thirteen United States. One for France. One for other friendly European powers. He then dismissed the soldiers and gave the officers as good a dinner as our situation allowed, with wine afterward.

Our Army is now very busy learning a new mode of exercise from Major General Baron Steuben from Poland. His knowledge in discipline is very great, his method of maneuvering is very difficult, but mostly satisfactory. He never tells us what is to be done next. He simply gives lessons and we practice until he gives us new directions. He allows no music while we are maneuvering. Nor does he ever allow us to be stepping at our posts, but at the word "march" we are to step right off and always with the left foot. Our manual exercise continues to be the same—except the bayonet charging.

Original Document Source: Henry P. Johnston, *Yale and Her Honor-roll in the American Revolution, 1775-1783: Including Original Letters, Record of Service, and Biographical Sketches* (New York: privately printed, 1888), 87-88. Available from AmericanRevolution.org at <http://www.americanrevolution.org/vlyfrglttrs.php>.

A Letter from General Cornwallis to Henry Clinton, and A Letter from Clinton to George Germain

In April 1781, British general Henry Clinton was in control of New York City. On April 23, he received a letter from General Charles Cornwallis, then fighting in the Carolinas. Cornwallis told Clinton he planned to relocate to the Chesapeake (that is, Virginia). He also suggested Clinton take his troops out of New York to join him there. Clinton was upset about this suggestion. He wrote to British secretary of state George Germain to complain about it. The two passages here are from the letters Cornwallis and Clinton wrote. (As it turned out, Cornwallis's move into Virginia put him in place to lose the war's final major battle, at Yorktown, in October 1781.)

Original Document

CORNWALLIS TO HENRY CLINTON: I am very anxious to receive your Excellency's commands, being as yet totally in the dark as to the intended operations of the summer. I cannot help expressing my wishes that the Chesapeak may become the seat of war, even (if necessary) at the expence of abandoning New York. Until Virginia is in a manner subdued, our hold of the Carolinas must be difficult, if not precarious. The rivers of Virginia are advantageous to an invading army, but North Carolina is of all the provinces in America the most difficult to attack (unless material assistance could be got from the inhabitants, the contrary of which I have sufficiently experienced) on account of its great extent, of the numberless rivers and creeks, and the total want of interior navigation.

CLINTON TO GEORGE GERMAIN: I cannot agree to the opinion given me by Lord Cornwallis in his last letter, that the Chesapeak should become the seat of war, even (if necessary) at the expence of abandoning New-York, as I must ever regard this post to be of the utmost consequence whilst it is thought necessary to hold Canada, with which and the Northern Indians it is so materially connected. We should moreover by such a measure leave to the mercy of the enemy nearly 25,000 Inhabitants of a very valuable & extensive district which is in general supposed to be loyal, and relinquish the only winter port the King's ships have to the northward. To these, my Lord, might be added a thousand other considerations amongst which its proximity to the undecided district of Vermont is not the least in weight.

CONTINUED

Adapted Version

CORNWALLIS TO CLINTON: I am anxious to receive your commands, since I am still totally in the dark as to the intended operations of the summer. My strong wish is that the Chesapeake (Virginia) may become the seat of war even if this requires abandoning New York. Until Virginia is conquered, it will be very hard for us to hold the Carolinas. The rivers of Virginia are helpful to an invading army. However, North Carolina is the hardest of the American provinces to attack—that is, unless the local inhabitants help out, which is not what I have experienced from them. The problem with the province is its numberless rivers and creeks, and the inability to travel into the interior.

CLINTON TO GEORGE GERMAIN: I cannot agree with Lord Cornwallis in his last letter to me that the Chesapeake should become the seat of war even if it means abandoning New York. New York is of the utmost importance as long as we need to hold Canada and the Northern Indians, to both of which New York is so materially connected. If we leave that city, moreover, we will leave to the mercy of the enemy nearly 25,000 inhabitants who are thought to be loyal. We will also be giving up the only winter port the King's ships have to the north. To these, my Lord, I could add a thousand other arguments, including New York's nearness to the undecided district of Vermont.

Original Document Source: K. G. Davies, ed. *Documents of the American Revolution, 1770-1783* (Dublin: Irish University Press, 1976).

PRIMARY SOURCE ▶

4.9

Major General Friedrich Wilhelm von Lossberg on the State of the War

Major General Friedrich Wilhelm von Lossberg was a Hessian general working for the British. He commanded German troops in Rhode Island. This comment reflects his opinions on the war.

Original Document

We are far from an anticipated peace because the bitterness of the rebels is too widespread, and in regions where we are masters, the rebellious spirit is still in them. The land is too large, and there are too many people. The more land we win, the weaker our army gets in the field. It would be best to come to an agreement with them.

Original Document Source: John Shy, *A People Numerous and Armed: Reflections on the Military Struggle* (Ann Arbor: University of Michigan Press, 1990).

PRIMARY SOURCE ►

4.IO

Interview with a Revolutionary War Veteran

In 1842, a historian named Mellen Chamberlain interviewed Revolutionary War veteran Levi Preston, who was 91 years old. Chamberlain asked Preston why the colonists decided to fight for independence.

Original Document

“Capt. Preston, what made you go to the Concord fight?”

The old man, bowed with the weight of four-score years and ten, raised himself upright, and turning to me, said, “What did I go for?”

“Yes,” I replied, “My histories all tell me you men of the Revolution took up arms against intolerable oppression. What was it?”

“Oppression, I didn’t feel any that I know of.”

“Were you not oppressed by the Stamp Act?”

“I never saw any stamps and I always understood that none were ever sold.”

“Well, what about the tea tax?”

“Tea tax, I never drank a drop of the stuff, the boys threw it all overboard.”

“But I suppose you have been reading Harrington, Sidney and Locke about the eternal principle of liberty?”

“I never heard of these men. The only books we had were the Bible, the Catechism, Watts’ psalms and hymns and the almanacs.”

“Well, then, what was the matter?”

“Young man, what we meant in fighting the British was this: We always had been free and we meant to be free always!”

Original Document Source: Mellen Chamberlain, “Why Capt. Levi Preston Fought,” in *The Historical Collections of the Danvers Historical Society*. Vol. 6 (Danvers, MA: Danvers Historical Society, 1918).

Communicating Results and Taking Action

Communicating Results

- ◆ Write a series of entries in a fictional diary of an imagined soldier at Valley Forge. You can assume the soldier knows of the other sources in this unit. Incorporate that soldier's reactions to at least two of those sources. The entries should reflect a good understanding of this lesson's topic.
- ◆ Small Group Role-Play Activity. The group should read and discuss Primary Sources 4.2, 4.5, 4.6 and 4.8. Choose one group member to play each of the following: Prime Minister William Pitt, Mr. Temple Luttrell, and General Henry Clinton. The year is 1781. Clinton has been brought back to testify to Parliament on the progress of the war. In the role play, he is questioned by Pitt and Luttrell. Each student with an acting part should try to respond in the way the primary sources suggest these historical figures would have responded. After the role play, the entire class will discuss the points made by the participants in the performance.
- ◆ Write a short essay on the comments Adam Smith makes in Primary Source 4.1. In your essay, be sure to explain how each of the other sources for the unit supports or does not support Smith's claims in Primary Source 4.1.

Taking Action

- ◆ Are there military conflicts in the world today in which a much stronger group is having trouble defeating a weaker group? Research this question by using the Internet and looking through recent issues of various news magazines or newspapers. Prepare a brief report—two to five minutes—on one such conflict. Explain how it compares to the American Revolution. Also suggest how the conflict might best be resolved.
- ◆ Complete the above assignment, but instead of preparing a report, create a political cartoon on the conflict. In that cartoon, use figures or symbols from the American Revolution to help express what the conflict is about. Send your cartoon to a local newspaper or other publication and invite them to use it.

American Revolution 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

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