

Colonial America

Jonathan Burack

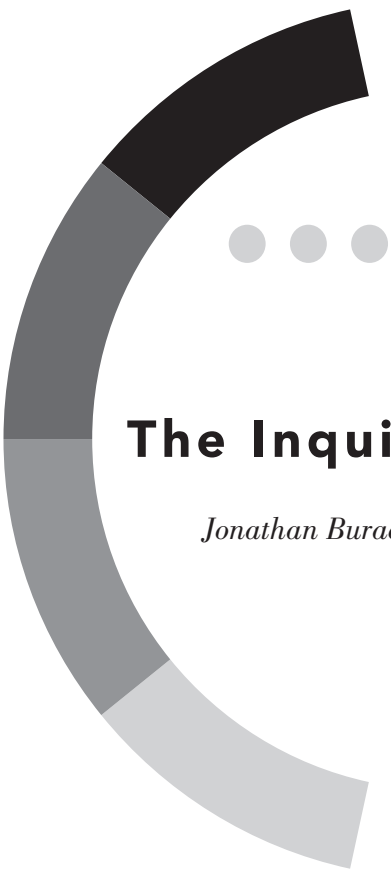
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The Inquiry Arc in U.S. History



Colonial America



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Jonathan Burack

MindSparks®

CULVER CITY, CALIFORNIA

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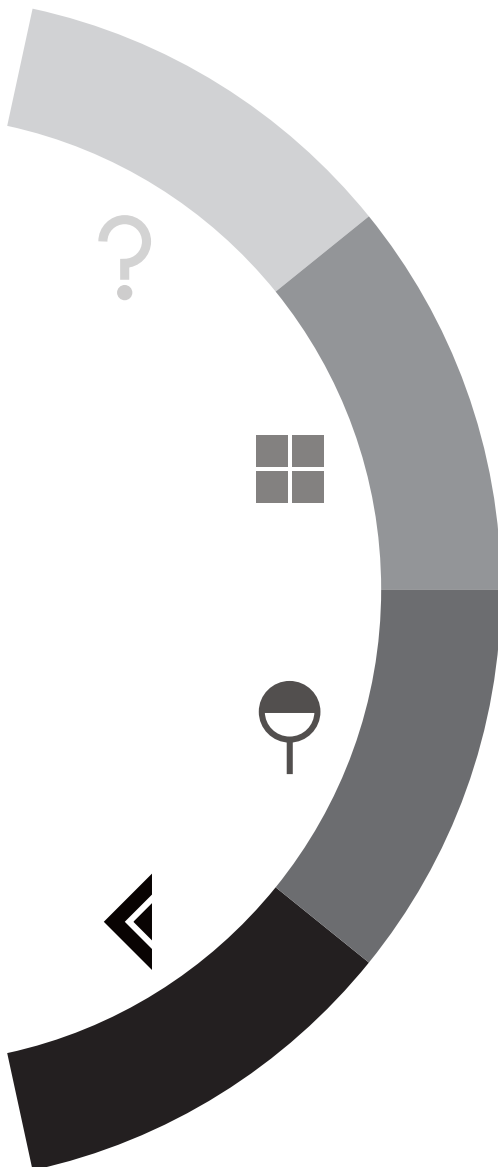
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C3 Framework

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



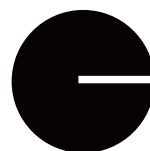
History



Civics



Economics



Geography



Jamestown and Plymouth

Were They So Different?

Overview

Introduction

Jamestown (founded in 1607) was the first British settlement to survive in what was to be the southern part of the British colonies of North America. Plymouth (founded in 1620) was the first such settlement in what was to become New England. In looking back, the two are often seen as starkly different, just as the regions they developed into also seemed different. There is little doubt the two settlements did differ substantially. However, was the difference as great as is sometimes assumed? To answer that, we need to get a clear idea from actual primary sources of what life was like in each settlement in its very first years. That is the purpose of this lesson. The sources won't supply a single, simple answer, but they will allow us to look at the religious, political, economic, and geographical aspects of each settlement in an effort to address the compelling question.

Objective

Students will complete a final task or prepare a final presentation to respond in a meaningful way to a compelling question about the British colonies Jamestown and Plymouth. They will work individually and in groups to 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

Were the Jamestown and Plymouth colonies as different as they seemed?

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 Jamestown and Plymouth
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 eight 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 Jamestown and Plymouth 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 Jamestown and Plymouth Rubric so they can understand how their performance will be evaluated. The projects are summarized below.

Communicating Results

- ◆ Students will create a poster comparing the ways that Jamestown and Plymouth are similar as well as the ways that they are different. This may be completed individually, or in small groups.
- ◆ Playing the role of a colonist in either Jamestown or Plymouth, students will write an imaginary dialogue between themselves and a colonist from the other settlement. The dialogue should compare the two colonies and convey why the student thinks their colony is preferable.
- ◆ Students will imagine that it is 1624, and they have just returned to London after a visit to Jamestown and Plymouth. They will write an editorial for a London newspaper advising people who are thinking about moving to America to consider one colony or the other.

Taking Action

- ◆ The class will pretend that they are all on board the *Mayflower*, and they have just arrived in a strange new land. Appoint a committee of four to create a one-page agreement about how the group will govern themselves. The committee will share the agreement with the entire class, discuss it, and reach compromises until all in the class can agree to sign it.
- ◆ Students will use social media (Twitter, Facebook, etc.) to ask people what they know about Pocahontas, and then evaluate the responses using the relevant references in the Sources for Further Study section. They should summarize their findings in a brief essay about the myths and facts surrounding Pocahontas and share the essay online for the benefit of all those who contributed.

Introductory Essay

Jamestown and Plymouth



Embarkation of the Pilgrims

In the 1500s, English vessels were fishing in waters off the northeastern coast of North America. Explorers began to map parts of that coastline, and soon England claimed title to the region. Then in the early 1600s, England established its first successful North American colonies. This all took energy, know-how, and courage. Yet the nation that took on this task was not united, harmonious, or happy. England was bitterly divided, and its divisions are central to understanding how England's early settlements in America developed.

The divisions had to do with religion and politics. In 1534, King Henry VIII separated the Church of England from the Roman Catholic Church. The king replaced the pope as head of the Church of England, so when James I became king in 1603, he became head of the church as well. After separating from Rome, the Church of England joined



A map of Virginia as described by John Smith in 1606

the Protestant Reformation, but many English Protestants were not satisfied. These dissenters did not think the church's reforms went far enough. Some hoped to drastically simplify the church, while others, called Separatists, gave up and separated from it entirely. The king was powerful but not all-powerful. He faced the growing power of Parliament's House of Commons, and that body was full of religious dissenters. Various dissenting groups were gaining strength in English life as well, and they became heavily involved in the settling of America.

Dissenters were not the only ones interested in America. Wealthy merchants and some aristocrats also got involved. They looked to the New World for wealth from gold, silver, timber, or trade. Because King James was not powerful enough to finance colonization alone, he granted large areas in America to special companies of merchants and others who helped pay the huge costs. These companies took on the risk of paying for and organizing settlements.

This is how the first two permanent English settlements were established in North America. Jamestown was founded in 1607 on the James River in what is now Virginia. Plymouth was founded in 1620 in what is now Massachusetts. The two settlements differed in many ways, and usually that is what people pay most attention to when

they learn about them. These differences in part reflect the great divisions disrupting English society at the time. They also helped shape the way the colonies would develop. The differences were real, but were they all that great? This question is the central focus for this unit.

The question leads to several others. For example, why was each settlement founded? What purposes motivated the settlers? Who came to live in each settlement? How did their settings differ? How well did each deal with the Native Americans in the area? What major challenges did each face? How well did they cope with those challenges?

Plymouth and Jamestown were both funded by companies of merchants and other wealthy individuals. These were the adventurers—those who ventured the funds. The adventurers then had to recruit the actual settlers, called planters. At Plymouth, the core group of settlers were deeply religious separatist dissenters. We know them today as the Pilgrims. Their goal was to escape the corrupt ways of the Church of England, and they hoped to found a godly community. They traveled as families. Once in America, they organized their settlement to fit with their ideals.

Jamestown's settlers had no such unifying religious vision—the colony was founded by the Virginia Company, and it only sought to earn a profit. In 1607, the company sent 144 males to Jamestown. This group included gentlemen, investors, laborers, craftsmen, soldiers, a minister, and four boys. Some of Jamestown's greatest troubles in its early years were due to this mix of original settlers. They lacked the loyalty that held the Plymouth colonists together.

Geographical factors also challenged each colony in different ways. Plymouth had to deal with intense winter cold. Jamestown was located in a swampy, extremely unhealthy area. The colonies also had very different dealings with nearby Native Americans.

Nevertheless, the colonies shared much in common. Both had to create new forms of government for themselves. Both faced famine and other hardships in their earliest years. Both had to adjust to the Native Americans already living in the areas they settled. Both had to learn to use the resources of their areas in unexpected ways.

In this unit, you will examine a small sample of primary sources about Plymouth and Jamestown. These will help you decide how different and how similar the two settlements were. Keep in mind that these sources are a very small sample. They present the views of people with differing purposes and points of view. Interpreting such sources is not easy. This unit will give you a chance to do this as best you can. It should help you better understand these early settlements and their importance in the broader story of America.

Image Sources: *Embarkation of the Pilgrims*, by Robert Walter Weir. Public domain via Wikimedia Commons
Virginia, drawn by William Hole. Courtesy of the Library of Congress



History Group

GROUP MEMBERS:

Jamestown and Plymouth

Your group's task is to explore the history of Jamestown and Plymouth. 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:

Both Jamestown and Plymouth encountered Native American tribes nearby. Did their attitudes toward and interactions with these tribes differ in important ways? Why or why not?

3. Read and discuss Primary Sources 1.4, 1.9, and 1.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

Neither Jamestown nor Plymouth were founded in an empty wilderness. It was anything but empty—and it was not really a wilderness, either. In Virginia, a powerful alliance of tribes, the Powhatan confederacy, controlled much of the area. It was made up of about 30 tribes and perhaps 200 settlements in the area around Jamestown. These tribes saw the Jamestown settlement as a possible threat, but also as a possible trading partner. Their dealings with the settlers were mixed from the start, shifting continually from cautious friendship and trade to sudden attacks by both sides and, by 1622, to all-out war.

At Plymouth, meanwhile, the colonists dealt with the Wampanoags. They were made up of dozens of local villages throughout what is now southeastern Massachusetts. However, just before the Pilgrims arrived, several epidemics swept through the region, killing thousands. Whole villages were left empty. The Native American population declined significantly.

As a result, cleared lands were easily available for the colonists to use. Wampanoag leader Massasoit was anxious to ally and trade with the Pilgrims. For a while, this helped the two sides get along reasonably well.

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 1.4

Primary Source 1.9

Primary Source 1.10

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:

Both Jamestown and Plymouth encountered Native American tribes nearby. Did their attitudes toward and interactions with these tribes differ in important ways? Why or why not?

State your group's claim here:

7. From the remaining eight 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:

Jamestown and Plymouth

Your group's task is to explore the civics of Jamestown and Plymouth. 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:

How successful was each colony in establishing a governing system that worked smoothly and harmoniously?

3. Read and discuss Primary Sources 1.3, 1.6, and 1.8.
4. Read and discuss the following background information. Use the information to help complete the handout.

The merchant companies that financed the Plymouth and Jamestown settlements received grants of certain portions of the North American mainland. However, the *Mayflower* landed outside the lands granted to its company. As a result, the adult males onboard wrote and signed the “Mayflower Compact,” agreeing to obey whatever government they established once on land. Many of these adults were members of families. The group included the Separatists—the Pilgrims—and it also included some artisans and others who were not Separatists. Yet all agreed together to follow the rules their leaders decided on. These factors influenced the way the government was established and the way it operated at Plymouth.

At Jamestown, the original company kept control over the government and leaders of the colony much more so than at Plymouth. However, the leadership and rules were constantly changing in the face of many problems. The original settlers were all males, and religion played little or no part in their decision to go to America. Some were poor laborers who hoped for a better life, and others came hoping to get rich quickly. These factors were important in shaping the government of Jamestown.

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 1.3

Primary Source 1.6

Primary Source 1.8

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 successful was each colony in establishing a governing system that worked smoothly and harmoniously?

State your group's claim here:

7. From the remaining eight 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:

Jamestown and Plymouth

Your group's task is to explore the economics of Jamestown and Plymouth. 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:

Both Jamestown and Plymouth faced economic challenges in their first years. Did they meet those challenges in similar ways?
3. Read and discuss Primary Sources 1.5, 1.8, and 1.II.
4. Read and discuss the following background information. Use the information to help complete the handout.

Jamestown and Plymouth both had trouble surviving the first difficult years in a strange land. Each faced its own “starving time” in its first years, and at least half of the colonists present perished in a single winter season. The first settlers to arrive were already weakened from a long voyage. They often could not fight off disease, find enough food, or begin to produce what they needed for basic survival. Each relied on help from local Native American tribes to overcome these bleak times.

Each group of colonists had to please the merchant company that had funded its settlement. This put pressure on them to produce goods or find resources to sell back in England. Both groups found such goods—colonists in Plymouth traded with the Native Americans for furs, for instance, and tobacco was grown in Jamestown. However, this pressure may have kept colonists from fully developing economies that worked better for them. Having mostly farming families seems to have helped in Plymouth as opposed to Jamestown, where the first settlers were all single males. Many hoped to get rich and either return to England or live comfortably in Virginia. Despite these differences, both colonies in time found ways to survive economically.

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 1.5

Primary Source 1.8

Primary Source 1.II

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:

Both Jamestown and Plymouth faced economic challenges in their first years. Did they meet those challenges in similar ways?

State your group's claim here:

- 7. From the remaining eight 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:

Jamestown and Plymouth

Your group's task is to explore the geography of Jamestown and Plymouth. 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:

How did geographical factors and regional differences affect the way these two colonies developed?

3. Read and discuss Primary Sources 1.2, 1.6, and 1.II.
4. Read and discuss the following background information. Use the information to help complete the handout.

Jamestown colony was located on a small peninsula about forty miles inland on the James River. It seemed like an ideal location. The main goals were to build a fort safe from attack and a port at which ships could easily dock. The port would make it easy to ship the colony's riches to England and bring in settlers and supplies. This spot was uninhabited and cut off from the mainland, which made it safe from attacks by Native Americans. However, it was uninhabited because it was swampy and unhealthful, with brackish, undrinkable tidal water flowing up the estuary. The surrounding lands were flat with many rivers and streams. In time, tobacco farming spread rapidly up along these rivers, and the rivers made it easy for ships to load crops.

Plymouth's environment was very different. It was located in a former Native American village whose inhabitants had all been killed by recent epidemics. This left the colonists a good amount of cleared land, but New England's winters are harsh. The colonists did face their own "starving

time” in their first winter there. However, the few surviving Native Americans nearby were ready to help. They probably saw the Pilgrims as trading partners and possible allies against their other native enemies. As a result, they taught the Pilgrims how to cope with their surroundings. This included teaching effective ways of raising corn. Plymouth was never wealthy, but it was able to survive on basic agriculture and trade in fish and furs.

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 1.2

Primary Source 1.6

Primary Source 1.11

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 geographical factors and regional differences affect the way these two colonies developed?

State your group's claim here:

7. From the remaining eight 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 ▶

I.I

Settlers of Jamestown

This is a table categorizing the classes or occupations of some of the original settlers of the Jamestown colony in 1607. The list was recorded in John Smith's *A Map of Virginia* (1612), and the individual names in each of these categories can be accessed on the Historic Jamestowne website.

Original Settlers of the Jamestown Colony			
Gentlemen	29	Barber	1
Laborers	13	Bricklayers	2
Ruling Council	6	Mason	1
Carpenters	6	Tailor	1
Preacher	1	Drum	1
Blacksmith	1	Boys	4
Sailer	1		

Original Document Source: "First Settlers," Historic Jamestowne,
<http://historicjamestowne.org/history/history-of-jamestown/first-settlers/>.

A Pamphlet Promoting Jamestown

The Virginia Company raised the funds needed to pay for the first Jamestown settlement. In 1609, a pamphlet was published to encourage more people in England to invest in the company. The pamphlet is addressed to Sir Thomas Smith, who was then treasurer of the Virginia Company of London. This passage is from that pamphlet.

Original Document

The country it selfe is large and great assuredly, though as yet, no exact discovery can bee made of all. It is also commendable and hopefull every way, the ayre and clymate most sweete and wholesome, much warmer then *England*, and very agreeable to our Natures: It is inhabited with wild and savage people, that live and lie up and downe in troupes like heardes of Deare in a Forrest . . . they are generally very loving and gentle, and doe entertaine and relieve our people with great kindnesse: they are easy to be brought to good, and would fayne embrace a better condition: the land yeeldeth naturallie for the sustentation of man, abundance of fish, both scale and shell: of land and water fowles, infinite store: of Deere, Kaine and Fallow, Stages, Coneys, and Hares, with many fruits and rootes good for meate.

There are valleyes and plaines streaming with sweete Springs, like veynes in a naturall bodie: there are hills and mountaines making a sensible proffer of hidden treasure, never yet searched: the land is full of mineralles, plentie of woods (the wants of England) there are growing goodly Okes and Elmes, Beech and Birch, Spruce, Walnut, Cedar and Firre trees, in great abundance, the soile is strong and lustie of its owne nature, and sendeth out naturally fruitfull Vines running upon trees, and shrubbes: it yeeldeth also Rosin, Turpentine, Pitch and Tarre, Sassafras, Mulberry-trees and Silke-wormes, many Skinnes and rich furies, many sweete woodes . . . plenty of Sturgion, Timber for Shipping, Mast, Plancke and Deale, Sope ashes, Caviare, and what else we know not yet, because our daies are young. But of this that I have said, if bare nature be so amiable in its naked kind, what may we hope, when Arte and Nature both shall joyne, and strive together, to give best content to man and beast?

CONTINUED

Adapted Version

The country is large and great, though as yet, no exact size is fully known. It is admirable in every way. The air and climate are most sweet and wholesome, much warmer then England, and very agreeable to us. It is full of wild and savage people who live all around in groups like herds of deer in a forest. . . . They are generally very loving and gentle, and entertain and relieve our people with great kindness. They are easy to be brought to good, and would like to embrace a better condition. The land naturally produces what men need—huge amounts of fish, both scale and shell, an infinite amount of land and water fowl, various kinds of deer, rabbits, and hares, with many fruits and roots good for meat.

There are valleys and plains streaming with sweet springs, like veins in the body. The hills and mountains suggest the presence of hidden treasure, never yet searched for. The land is full of minerals, plenty of woods (which England lacks). There are oaks and elms, beech and birch, spruce, walnut, cedar, and fir trees in great abundance. The soil is strong and rich. It sends out naturally fruitful vines running up trees and over shrubs. It yields rosin, turpentine, pitch and tar, sassafras, mulberry trees and silkworms, many skins and rich furs, many sweet woods . . . plenty of sturgeon, timber for shipping, mast, plank and pine, soap ashes, caviar, and much else we don't know about because we have only been here a short time. But if nature alone can be so inviting, imagine what we can have when human skill and nature are joined together?

The Virginia Company hoped to find gold and other minerals in the New World, and many of the first settlers spent much of their time hunting for such riches. This passage was taken from the writings of some of the original settlers in the colonies and reproduced in John Smith's *A Map of Virginia*. In the book, which talks about Jamestown in its first years, John Smith wrote about this emphasis on finding gold and its harmful effects.

Original Document

Our ordinarie was but meale and water, so that this great charge little relieved our wants, whereby with the extremitie of the bitter cold aire more then halfe of vs died, and tooke our deathes, in that piercing winter I cannot deny, but both Skrivener and Smith did their best to amend what was amisse, but with the President went the maior part, that their hornes were too short. But the worst mischief was, our gilded refiners with their golden promises, made all men their slaues in hope of recompence, there was no talke, no hope, no worke, but dig gold, wash gold, refine gold, load gold, load gold.

Adapted Version

We usually had only coarse grain and water to eat. This food gave us little relief. Because of this and the bitterly cold weather, more than half of us died in that piercing winter. But both Mathew Skrivener and John Smith did their best to correct what was wrong. The worst trouble was caused by our refiners and goldsmiths. Their golden promises made all men their slaves in the hope of reward, so that there was no talk, no hope, no work undertaken except to dig gold, wash gold, refine gold, load gold.

Original Document Source: John Smith et al., *A Map of Virginia with a Description of the Country*. . . . (Oxford, UK: Joseph Barnes, 1612). Available from the Early English Books Online Text Creation Partnership at <http://name.umdl.umich.edu/A12466.0001.001>.

PRIMARY SOURCE ▶

I.4

A Letter from a Jamestown Indentured Servant

Both Jamestown and Plymouth relied on indentured servants, who were people who agreed to work for an employer for a fixed number of years in exchange for their journey to America. This was far truer of Jamestown, however. This passage is from a letter that a Jamestown indentured servant named Richard Frethorne wrote to his family in England. He wrote the letter in 1623, shortly after Indians of the Powhatan Confederacy attacked and killed several hundred Jamestown settlers.

Original Document

This is to let you vnderstand that I yor Child am in a most heauiue Case by reason of the Country is such that it Causeth much sicknes, as the scurvie and the bloody flix, and diuers other diseases, wch maketh the bodie very poore, and Weake, and when wee are sicke there is nothing to Comfort vs; for since I came out of the ship, I never at anie thing but pease, and loblollie (that is water gruell) as for deare or venison I never saw anie since I came into this land, ther is indeed some foule, but Wee are not allowed to goe, and get yt, but must Worke hard both earelie, and late for a messe of water gruell, and a mouthfull of bread, and biefte, a mouthfull of bread for a penny loaf must serve for 4 men wch is most pitifull if you did knowe as much as I, when people crie out day, and night, Oh that they were in England without their lymbes and would not care to loose anie lymbe to be in England againe, yea though they beg from doore to doore, for wee live in feare of the Enemy eurie hower. . . . We are but 32 to fight against 3000 if they should Come, and the nighest helpe that Wee haue is ten mile of vs, and when the rogues ourcame this place last, time they slew 80 Persons. . . .

[Jackson] much marvailed that you would send me a servaunt to the Companie, he saith I had beene better knockd on the head, and Indeede so I fynd it now to my greate greife and miserie; and saith, that if you love me you will redeeme me suddenlie, for wch I doe Intreate and begg, and if you cannot get the merchant to redeeme me for some litle money then for God sake get a gathering or intreat some good folk to lay out some little Sum of moneye, in meale, and Cheese and butter, and beef.

CONTINUED

Adapted Version

I want you to know I am not well because America causes much sickness, such as scurvy, the bloody flux, and many other diseases that weaken us. When we are sick, there is nothing to comfort us. Since I left the ship, I have eaten only peas and water gruel. I have had no venison or deer. There is some fowl, but we can't go hunt it. We work hard all day for water gruel and a mouthful of bread and beef. A mouthful of bread from a penny loaf must serve four men, which is most pitiful. You would be sorry to know what I know. Many cry out that they would rather lose their limbs and be back in England, even if they had to beg from door to door. For we live in fear of the enemy Indians every hour. . . . There are only 32 of us to fight against 3000 if they decide to attack. The nearest help is ten miles away, and when the rogues overran this place the last time, they killed 80 people. . . .

[Jackson] was amazed that you would send me to be a servant to the Company. He said it would have been better for me to be knocked on the head. I agree, to my great grief and misery. And I say if you love me, you will redeem me immediately. I beg you to do so. And if you cannot get the merchants to redeem me for some money, then for God's sake get a gathering or urge some good folks to pay a little sum of money in meal and cheese and butter and beef for me.

Original Document Source: Richard Frethorne to his parents, 20 March, 2–3 April, 1623, in *The Records of the Virginia Company of London*, ed. Susan Myra Kingsbury (Washington, D.C.: Government Printing Office, 1933), 4:58. Available from Virtual Jamestown (University of Virginia: Virginia Center for Digital History) at <http://www.virtualjamestown.org/exist/cocoon/jamestown/fha/J1012>.

PRIMARY SOURCE ▶

1.5

Collective Landholding in Jamestown

For the first few years, land in the Jamestown colony was held in common. Settlers worked for the entire community, not for themselves individually. Each of them received the food he needed out what the settlers produced as a whole. In this passage, Colony Secretary Ralph Hamor describes the problems this caused. Keep in mind that the collective landholding arrangement only lasted for the first three years.

Original Document

When our people were fedde out of the common store and laboured iointly in the manuring of the ground, and planting corne, glad was that man that could slippe from his labour, nay the most honest of them in a generall business, would not take so much faithfull and true paines in a weeke, as now he will doe in a day, neither cared they for the increase, presuming that howsoeuer their haruest prospered, the generall store must maintain them, by which meanes we reaped not so much corne from the labours of 30 men, as three men haue done for themselves.

Adapted Version

When our people were fed out of the common store and worked together at fertilizing the ground and planting corn, men were often glad just to stop working. Even the most honest of them would not put in as much real effort in a week as they now do in a day. They did not care about increasing production since no matter how well the entire harvest did, the general store would provide food for them. As a result of this, we produced no more corn from the efforts of 30 men than three men can now produce working for themselves.

Original Document Source: Ralph Hamor, *A True Discourse of the Present Estate of Virginia*. . . . (London: John Beale, 1615), 17. Available from the Library of Congress at <https://www.loc.gov/item/rc01002778/>.

PRIMARY SOURCE ►

I.6

Tobacco in Jamestown

The Native Americans in Virginia grew a kind of tobacco the colonists found to be bitter. In 1612, John Rolfe brought a different variety from the West Indies, which Europeans preferred. He sent about 2,600 pounds of it to England. It was soon in great demand. By 1617, Virginia had already sent 20,000 pounds to England. It was this crop that finally gave colonists a source of wealth they could thrive on. However, growing tobacco was soon all the colonists seemed interested in. It wore out the soil quickly, so settlers had to expand to new lands rapidly and continually. Captain Samuel Argall arrived in Jamestown in 1617, and he noted the early effects of the tobacco craze.

Original Document

In James towne he found but five or six houses, the Church downe, the Palizado's broken, the Bridge in pieces, the Well of fresh water spoiled; the Store-house they used for the Church; the market-place, and streets, and all other spare places planted with Tobacco: the Salvages as frequent in their houses as themselves, whereby they were become expert in our armes, and had a great many in their custodie and possession, the Colonie dispersed all about, planting Tobacco

Adapted Version

In Jamestown, he found five or six houses. The church was fallen down, the palisades were broken, the bridge was in pieces, the fresh water well was spoiled. The inhabitants used the storehouse for a church. The marketplace, streets, and all other spare places were planted with tobacco. The savages came into their houses as often as they were there themselves. This enabled them to become experts in our arms, and they possessed many of their own. The colony had spread out all over with settlers planting tobacco.

Original Document Source: Lyon Gardiner Tyler, ed., *Narratives of Early Virginia, 1606–1625* (New York: Charles Scribner's Sons, 1907), 330.

These passages are from a sermon delivered by Robert Cushman at Plymouth in 1621. In it, he describes New England and offers advice to anyone thinking of inhabiting it. Cushman was one of the original *Mayflower* passengers.

Original Document

New-England, so called . . . because of the resemblance that is in it, of *England* the native soil of English-men; it being much what the same for heat and cold in Summer and Winter, it being champaign ground, but no high mountains, somewhat like the soil in *Kent* and *Essex*; full of dales, and meadow ground, full of rivers and sweet springs, as *England* is. . . .

And thus much I will say for the satisfaction of such as have any thought of going hither to inhabit? That for men which have a large heart, and look after great riches, ease, pleasures, dainties, and jollity in this world (except they will live by other men's sweat, or have great riches) I would not advise them to come there, for as yet the country will afford no such matters: But if there be any who are content to lay out their estates, spend their time, labors, and endeavors, for the benefit of them that shall come after, and in desire to further the gospel among those poor heathens, quietly contenting themselves with such hardship and difficulties, as by God's Providence shall fall upon them, being yet young, and in their strength, such men I would advise and encourage to go, for their ends cannot fail them.

And if it should please God to punish his people in the Christian countries of *Europe*, (for their coldness, carnality, wanton abuse of the Gospel, contention, &c.) either by Turkish slavery, or by popish tyranny which God forbid, yet if the time be come, or shall come (as who knoweth) when Satan shall be let loose to cast out his floods against them, (Rev. 12. 14. 15.) here is away opened for such as have wings to fly into this wilderness . . . and the kingdom of Heaven be taken from them which now have it, and given to a people that shall bring forth the fruit of it. (Mat. 21. 43.)

Adapted Version

New England resembles England, the native soil of Englishmen. It is similar to England in heat and cold in summer and winter. It has level open ground, but with no high mountains, somewhat like Kent and Essex. It is full of dales and meadow ground, full of rivers and sweet springs, as England is. . . .

CONTINUED

PRIMARY SOURCE ►

I.7

A SERMON AT PLYMOUTH CONTINUED

I say this to those who are thinking of settling there. For men who seek great riches, ease, pleasures, dainties, and jollity in this world (but who wish to live off of other men's efforts), I advise them not to go there. At this time, the country will afford no such comforts. However, anyone willing to spend his own wealth and give his time, labor, and effort to help those who come after, I urge him to go. And any wishing to further the gospel among those poor heathens, and who will accept such hardship and difficulties as God may impose on them, if they are young and strong, I advise and encourage such men to go, because their goals cannot fail.

Perhaps it may please God to punish the Christian countries of Europe for their coldness, carnality, wanton abuse of the Gospel, and contention. Perhaps he will let the Turks enslave them or place a Roman Catholic tyranny over them. God forbid! Yet if the time has come (and who can know) when Satan is to be let loose against them, (Revelation 12: 14–15) a way is now open for such as have wings to fly into this wilderness. . . . The kingdom of Heaven may be taken from those who now have it and given to a people that shall bring forth the fruit of it. (Matthew 21: 43)

Original Document Source: Robert Cushman, *The Sin and Danger of Self-Love Described, in a Sermon Preached at Plymouth, in New-England, 1621* (Boston, MA: Charles Ewer, 1846), 7–8.

William Bradford was one of the original English Separatists who went first to Leiden, Holland, and then to Plymouth Colony. He was the Plymouth Colony governor for about thirty years between 1621 and 1657. *Bradford's History "Of Plimouth Plantation"* describes the colony's early decades. As at Jamestown, Plymouth also tried at first to have colonists work the land in common. This passage explains why they, too, gave up the practice within a few years.

Original Document

They begane to thinke how they might raise as much corne as they could, and obtaine a beter crope then they had done, that they might not still thus languish in miserie. At length, after much debate of things, the Govr (with ye advise of ye cheefest amongst them) . . . assigned to every family a parcell of land, according to the proportion of their number . . . and ranged all boys & youth under some familie. This had very good success; for it made all hands very industrious, so as much more corne was planted then other waise would have bene by any means ye Govr or any other could use, and saved him a great deall of trouble, and gave farr better contente. The women now wente willingly into ye feild, and tooke their litle-ons with them to set corne, which before would aledg weaknes, and inability; whom to have compelled would have bene thought great tiranie and oppression.

The experience that was had in this comone course and condition, tried sundrie years, and that amongst godly and sober men, may well evince the vanitie of that conceite of Platos & other ancients, applauded by some of later times;—that ye taking away of propertie, and bringing in comunitie into a comone wealth, would make them happy and flourishing; as if they were wiser then God. For this comunitie (so farr as it was) was found to breed much confusion & discontent, and retard much imploymet that would have been to their benefite and comforte. For ye yong-men that were most able and fitte for labour & service did repine that they should spend their time & streingth to worke for other mens wives and children, with out any recompence. The strong, or man of parts, had no more in devission of victails & cloaths, then he that was weake and not able to doe a quarter ye other could; this was thought injustice.

CONTINUED

Adapted Version

The settlers began to think about how they could raise much more corn and not continue in misery. After much debate, the Governor (with advice from key community leaders) . . . assigned a parcel of land to every family, according to the size of that family . . . and placed all boys and youth under some family. This was a success, for it made everyone very industrious. As a result, much more corn was planted than would have been by any other means the Governor could have used. This saved him a great deal of trouble and gave far better results. The women now went willingly into the fields with their little ones to plant corn, whereas before they would have complained of weakness and inability. To have compelled them would have been thought great tyranny and oppression.

The experience that we had while working the land in common, which we tried for several years, caused confusion and discontent. It reduced the amount of work we did. The young men most able and fit for labor resented that they should work for other men's wives and children, without any pay. The strong and able got the same amount of food and clothing as the weak and those unable to do nearly as much work. This was felt to be unjust.

Original Document Source: William Bradford, *Bradford's History "Of Plimouth Plantation"* (Boston, MA: Wright & Potter, 1898), 162. Available from Project Gutenberg at <http://www.gutenberg.org/files/24950/24950-h/24950-h.htm>.

Edward Winslow was one of the Pilgrim leaders on the *Mayflower* in 1620. He served as the colony's governor three times. In 1621, he sent a letter about the colony to friends in England. This passage from his letter mentions the thanksgiving ceremony the Pilgrims held that year.

Original Document

Our harvest being gotten in, our Governour sent foure men on fowling, that so we might, after a speciall manner reioyce together, after we had gathered the fruit of our labours; they foure in one day killed as much fowle, as with a little helpe beside, served the Company almost a weeke, at which time amongst other Recreations, we exercised our Armes, many of the Indians coming amongst vs, and amongst the rest their greatest King Massasoyt, with some ninetie men, whom for three dayes we entertained and feasted, and they went out and killed fiue Deere, which they brought to the Plantation and bestowed on our Governour, and vpon the Captaine, and others. . . . Wee haue found the Indians very faithfull in their Covenant of Peace with vs; very louing, and readie to pleasure us: we often goe to them, and they come to vs; some of vs haue bin fiftie myles by Land in the Country with them. . . . It hath pleased God so to possesse the Indians with a feare of vs, and loue vnto vs, that not onely the greatest King among them, called Massasoyt, but also all the Princes and peoples round about vs, haue either made sute vnto vs, or beene glad of any occasion to make peace with vs. . . . And we for our parts walke as peaceably and safely in the wood, as in the hie-ways in England, we entertaine them familiarly in our houses, and they as friendly bestowing their Venison on vs.

Adapted Version

Once our harvest was in, our governor sent four men to hunt fowl so that we could rejoice together after our harvest. In one day, they killed enough fowl to serve the company almost a week. Among other recreations, we exercised our arms. Many of the Indians joined us, including their greatest king, Massasoit, with some ninety men. We entertained them and feasted for three days. They went out and killed five deer, which they gave to our governor, the captain, and others. . . . The Indians are very faithful to their peace agreement with us. They are very loving, and ready to please us. We often go to them, and they come to us. Some of us have gone fifty miles into the country with them. . . . It has pleased God to give the Indians such a fear of us and love for us, that their greatest king Massasoit and all the princes and peoples near us have been glad to make peace with us. . . . We now walk as peaceably and safely in the woods as in the highways in England. We entertain them in our houses, and they are as friendly bestowing their venison on us.

Original Document Source: Edward Winslow to a friend, 11 December, 1621, in *Mourt's Relation; or, Journal of the Plantation at Plymouth*, by William Bradford and Edward Winslow, ed. Henry Martyn Dexter (Boston, MA: John Kimball Wiggin, 1865), 133–35. A transcription of the letter is available from Caleb Johnson's *Mayflower History* and can be accessed online at <http://mayflowerhistory.com/letter-winslow-1621/>.

PRIMARY SOURCE ►

I.IO

A Description of Plymouth

Emmanuel Altham was a ship's captain who arrived in Plymouth in 1623. He was an investor in the company that financed the colony. This passage describing Plymouth is part of a letter to his brother Sir Edward Altham, dated September 1623.

Original Document

It is well situated upon a high hill close unto the seaside, and very commodious for shipping to come unto them. In this plantation is about twenty houses, four or five of which are very fair and pleasant, and the rest (as time will serve) shall be made better. And this town is in such manner that it makes a great street between the houses, and at the upper end of the town there is a strong fort, both by nature and art, with six pieces of reasonable good artillery mounted thereon; in which fort is continual watch, so that no Indian can come near thereabouts but he is presently seen. This town is paled round about with pale of eight foot long, or thereabouts, and in the pale are three great gates. Furthermore, here is belonging to the town six goats, about fifty hogs and pigs, also divers hens. And lastly, the town is furnished with a company of honest men, that do, in what lies in them, to get profit to the adventurers.

Adapted Version

Plymouth is well situated upon a high hill close to the seaside. The harbor is very spacious and good for shipping. In this plantation there are about twenty houses, four or five of which are very fair and pleasant. In time, the rest will be improved upon. The town is organized around one great street that runs between the houses. At the upper end of the town there is a fort, made strong both by natural features and human craftsmanship. Six pieces of reasonably good artillery are mounted on it. There is a continual watch at the fort, so that no Indian can come near thereabouts without being seen immediately. This town is enclosed with a fence of eight-foot stakes, and in the fence are three great gates. Furthermore, belonging to the town are six goats, about fifty hogs and pigs, also many hens. And lastly, the town is furnished with a company of honest men who do what they are able to get profit to the company's investors.

Original Document Source: Emmanuel Altham to Sir Edward Altham, September, 1623, in *Three Visitors to Early Plymouth*, ed. Sydney V. James Jr. (Bedford, MA: Applewood Books, 1963), 24.

This passage from *Bradford's History "Of Plymouth Plantation"* describes developments several years after the changes Bradford describes in Source 1.8.

Original Document

Ye plantation begane to grow in their owtward estats, by reason of ye flowing of many people into ye cuntrie, espetially into ye Bay of ye Massachusetts; by which means corne & catle rose to a great prise, by wch many were much inriched, and comodities grue plentiful; and yet in other regards this benefite turned to their hurte, and this accession of strength to their weaknes. For now as their stocks increased, and ye increse vendible, ther was no longer any holding them together, but now they must of necessitie goe to their great lots; they could not other wise keep their katle; and having oxen growne, they must have land for plowing & tillage. And no man now thought he could live, except he had catle and a great deale of ground to keep them; all striving to increase their stocks. By which means they were almost led all over ye bay, quickly, and ye towne, in which they lived compactly till now, was left very thine, and in a short time lmost desolate. And if this had been all, it had been less, thoug to much; but ye church must also be devided, and those yt had lived so long together in Christian & comfortable fellowship must now part and suffer many divissions.

Adapted Version

The Plantation began to spread out as many more people flooded into the country, especially into Massachusetts Bay. As a result, corn and cattle prices rose rapidly. This benefited many. Goods were plentiful. And yet in other ways, this benefit also hurt us, and this increase in strength turned into weakness. For now as their stocks increased, people could not be held together. Everyone spread out to larger farms. Otherwise they would not have been able to keep their cattle. With oxen grown, they had to have more land to plow. Each man wanted to increase his stocks of cattle and needed much more land to raise them on. Because of this, they quickly scattered all over the Bay. The town where they had lived compactly until now was left very thin and soon almost empty. This was bad enough, but worse was that the church also had to be divided. Those that had lived so long together in Christian and comfortable fellowship now had to part and suffer many divisions.

Original Document Source: William Bradford, *Bradford's History "Of Plymouth Plantation"* (Boston, MA: Wright & Potter, 1898), 361–62. Available from Project Gutenberg at <http://www.gutenberg.org/files/24950/24950-h/24950-h.htm>.

Communicating Results and Taking Action

Communicating Results

- ◆ Create a poster on Jamestown and Plymouth. Divide your poster into two columns. One should be headed “Ways They Are Similar” and the other “Ways They Are Different.” List at least four items under each heading. In a brief statement, explain in each case what you think the similarities or differences are.
- ◆ Imagine you are a colonist from either Jamestown or Plymouth. You go for a two-week visit to the other settlement. During your stay, you talk to someone at that other settlement about your own settlement. Create that dialogue. In it, be sure to list several key comparisons you want to make and your view as to which settlement is preferable.
- ◆ It is 1624. You have just returned to England after visiting Jamestown and Plymouth. Write an editorial for a London newspaper for people who are thinking about moving to America. Advise them to consider one of the colonies instead of the other. Explain why.

Taking Action

- ◆ Have the class pretend to they are all on board the *Mayflower*. They have arrived at a strange new land and must decide how to govern themselves. Appoint a committee of four to create a one-page agreement about this. Share the agreement with the entire class, discuss it, and make changes so that all in the class can agree to sign it.
- ◆ Using social media (Twitter, Facebook, etc.), ask people what they know about Pocahontas. Evaluate the kinds of responses you get using some of the references in this unit’s Sources for Further Study section as well as other sources you can find on your own. Summarize your findings in a brief essay called “Myths and Facts about Pocahontas” and share this essay online for the benefit of all those who have communicated with you.

Jamestown and Plymouth 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

- 1.1: Historic Jamestowne. "Jamestown Rediscovery: First Settlers." <http://historicjamestowne.org/history/history-of-jamestown/first-settlers/>.
- 1.2: Johnson, Robert. *Nova Britannia: Offering Most Excellent Fruites by Planting in Virginia*. London: Samuel Macham, 1609.
- 1.3: Smith, John, William Symonds, and Thomas Abbay. *A Map of Virginia with a Description of the Countrey, the Commodities, People, Government and Religion*. Oxford, UK: Joseph Barnes, 1612.
- 1.4: Kingsbury, Susan Myra, ed. *The Records of the Virginia Company of London*. Washington, D.C.: Government Printing Office, 1933.
- 1.5: Hamor, Ralph. *A True Discourse of the Present State of Virginia*. London: John Beale, 1615.
- 1.6: Tyler, Lyon Gardiner, ed. *Narratives of Early Virginia: 1606-1625*. New York: Charles Scribner's Sons, 1907.
- 1.7: Cushman, Robert. *The Sin and Danger of Self-Love Described, in a Sermon Preached at Plymouth, in New-England, 1621*. Boston, MA: Charles Ewer, 1846.
- 1.8: Bradford, William. *Bradford's History "Of Plimoth Plantation."* Boston, MA: Wright & Potter, 1898.
- 1.9: Bradford, William, and Edward Winslow. *Mourt's Relation; or, Journal of the Plantation at Plymouth*. Edited by Henry Martyn Dexter. Boston, MA: John Kimball Wiggin, 1865.
- 1.10: James Jr., Sidney V., ed. *Three Visitors to Early Plymouth*. Bedford, MA: Applewood Books, 1963.
- 1.11: Bradford, William. *Bradford's History "Of Plimoth Plantation."* Boston, MA: Wright & Potter, 1898.

Sources for Further Study

Daugherty, James. *The Landing of the Pilgrims*. New York: Random House Books for Young Readers, 1981.

Fritz, Jean. *The Double Life of Pocahontas*. Logan, IA: Perfection Learning, 2002.

Mello, Tara Baukus. *John Smith: English Explorer and Colonist*. New York: Chelsea House, 2000.

Roop, Connie, and Peter Roop, eds. *Pilgrim Voices: Our First Year in the New World*. New York: Walker, 1997.

Sakurai, Gail. *The Jamestown Colony*. New York: Scholastic Library Publishing, 1997.



Colonists and the Native Americans

Why Couldn't They Just Get Along?

Overview

Instructions

When settlers from England began to arrive in North America in the early 1600s, they already knew the land was occupied. Along with stories about Spain's empires in Central and South America, people in England knew of fisherman trading with Native Americans along the North American coastline long before Jamestown and Plymouth became the first permanent English colonies. As those and other settlements grew into thirteen thriving colonies, a central theme in their story was the ongoing relationship with the native peoples already here. Sometimes these encounters began well—they almost always ended badly. Skirmishes and raids would lead to open warfare. Barbaric massacres were inflicted by both sides. In the end, most tribes had to give up nearly all their lands. Some were wiped out entirely. Why couldn't European settlers and Native Americans find a way to get along? Was the failure inevitable, or could it have been avoided? That is the compelling question for this lesson. In this unit, students will work with short passages from nine primary-source documents. These primary sources form the core content for a set of tasks that will help them answer the compelling question.

Objective

Students will work individually and in small groups to respond in a meaningful way to a compelling question about the conflicts between colonists and Native Americans. 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 couldn't European settlers and Native Americans find a way to get along? Was the failure inevitable, or could it have been avoided?

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 Colonists and Native Americans
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 formulate one supporting question about each of their three primary 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 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 Colonists and Native Americans Rubric so they can understand how their performance will be evaluated. The projects are summarized below.

Communicating Results

- ◆ Using Primary Sources 2.7 and 2.9, students will create an imaginary dialogue between Canassatego and Chief Pontiac regarding what Native Americans need to do to maintain their independence. Further research is encouraged, but students' final dialogue should primarily reflect the views expressed in the two primary sources provided.
- ◆ Students will write a report based on Primary Sources 2.1 and 2.2 that explains what John Megapolensis and Jerome Lalemant would think about each other's comments. The report should also answer the following question: Could either side ever "learn to know" (as Lalemant puts it) the other side in this encounter between Native Americans and colonists?
- ◆ In small groups, students will read Primary Source 2.6 and do further research into King Philip's War. They will then present brief reports about the war, covering whether they agree with Randolph's views and reviewing any other factors that may have contributed to the war.

Taking Action

- ◆ Many Native American tribes have set up casinos as a way to earn profits that can be used to become more independent. Have a small group of students research these casinos and prepare a brief talk or PowerPoint presentation that outlines the arguments for and against them, focusing on whether they are helpful or harmful to Native Americans. Encourage the rest of the class to ask questions and take part in the debate.

- ◆ Following the presentation about Native American casinos, have a second group of students plan a public discussion that involves both members of the class and members of local Native American groups. If necessary, assist students in finding a location to hold the discussion and arrange for moderators. Students should advertise the event by creating posters and using local media to encourage members of the community to attend, and they should work with the group who prepared the PowerPoint presentation to outline the format and important issues.

Introductory Essay

Colonists and the Native Americans

In the 1600s, settlers from England began to arrive in North America. Their settlements soon grew into thirteen thriving British colonies. Central to this story were the Europeans' encounters with the native peoples already there. Sometimes these encounters began well, but they almost always ended badly. Skirmishes and raids would lead to open warfare. Barbaric massacres were inflicted by both sides. In the end, most tribes had to give up nearly all their lands. Others were wiped out entirely.

Why? Why couldn't European settlers and Native Americans find a way to get along?

Was the failure unavoidable, inevitable? Or could it have been avoided?

That is the central, compelling question for this lesson.



Chief Pontiac

To try to answer it, you need to look at what actually did happen as colonists began to deal with the native peoples near them. Some first contacts were violent. However, that was not always so. Native Americans generally wanted to trade with the fishermen and merchants who first appeared on their shores. Early colonial settlements were often welcomed at first, and American Indians were anxious to trade for European copper kettles, clothing, iron tools, firearms, mirrors, decorative goods, and other items. In exchange, they mainly offered furs and deer skins. In some cases—the Dutch and English who traded with the Iroquois Confederacy, for example—trading networks remained intact for many decades.

Trade helped many tribes, at least at first. However, it also often weakened them. Guns gave them greater power over their enemies, but it also made their wars more violent. Alcohol in particular caused untold harm. Native American leaders often begged Europeans to stop traders from selling it. Over time, trade in general weakened the tribes. The more they relied on European goods, the harder it was for them to assert their independence. Many of them felt they were losing their culture—the ways of life that gave them meaning and a sense of dignity.



*Wampanoag leader Massasoit and Plymouth governor John Carver
smoking a ceremonial peace pipe, 1621*

Most Europeans looked down on native cultures and practices. Colonists often called native peoples “savages.” While Native American warfare and treatment of captives could be quite brutal, colonial militias were often brutally savage as well. In addition, some missionaries tried to convert the native people to Christianity. They rarely respected the beliefs that Native Americans already held.

Perhaps the biggest misunderstanding was about land. Most Native American tribes farmed small amounts of land together as a community and moved regularly from one location to another. When they sold lands to the colonists, they believed they were only granting temporary use of the land. Colonists, however, claimed to own the land outright. This misunderstanding was often the most important factor leading to conflict.

As long as English settlements remained small, the natives and settlers could live cooperatively. When settlers spread out and took over more and more land, conflict soon arose. Plymouth at first was a good example of this. Much cleared land stood empty. Deadly diseases carried unknowingly by Europeans had caused widespread death among the local tribes. The Wampanoag leader Massasoit welcomed the settlers. He wanted to trade with them, and he wanted allies against his other enemies. Later,

Plymouth colony began to spread, and the Massachusetts Bay colony to the north grew even more rapidly. In time, good will vanished. In King Philip's War, between 1675 and 1678, many tribes were destroyed or displaced. It was one of the bloodiest conflicts in American history.

Small tribes alone were usually too weak to stop the land-hungry colonists for long, but larger tribal confederacies, such as Powhatan's confederacy in Virginia, could hold them off for a while longer. Yet in the end, the colonists' relentless drive to control the tobacco farms there doomed any chance for peace. The five (later six) Iroquois nations were a far more powerful confederacy. For a century, they skillfully dealt with Dutch and English traders and held off the French as well. In the end, even they were not able to stop the ever-growing tide of settlers.

In 1763, the Ottawa chief Pontiac led several tribes in a war against the British and settlers in the Ohio Valley area. Those tribes may have been inspired in part by a Lenape religious prophet named Neolin. He called on Native Americans to unite and reject all European ways. The uprising failed. However, the idea of unity lived on. Could American Indians have achieved this unity? And if so, would it have won more even-handed treatment for all Native Americans? In this lesson, you will examine a small sample of primary sources that may help you answer this question. You need to handle this evidence with care. The sources express several quite different points of view. Together, they should help you better understand the often tragic clash of cultures that is so central to America's past.



An engraving depicting the death of King Philip in King Philip's War, 1676

Image Sources: Painting of Chief Pontiac by John Mix Stanley. Public domain via Wikimedia Commons
Massasoit and John Carver, by unknown artist. Courtesy of the Sutro Library via Wikimedia Commons
Engraving of the death of King Philip, by unknown artist, in *King Philip* by John S. C. Abbott (New York: Harper and Brothers, 1900)



History Group

GROUP MEMBERS:

Colonists and the Native Americans

Your group's task is to look at the interaction between colonists and Native Americans from a historical perspective. 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:

In many cases, Native Americans and colonists got along reasonably well at first. This almost never lasted, and violence soon followed. Why?

3. Read and discuss Primary Sources 2.1, 2.5, and 2.6.
4. Read and discuss the following background information. Use the information to help complete the handout.

Great Britain's first permanent settlements in North America were founded in the early 1600s. Long before then, Native Americans had already begun to interact with Europeans. English seamen fishing offshore often landed to trade kettles, knives, and other goods, primarily wanting furs in return. These interactions sometimes led to violence, but mainly they were peaceful. Native Americans and Europeans did get along.

The first permanent settlements were not always so peaceful, yet cooperation was not uncommon. At Jamestown, settlers clashed with American Indians of the Powhatan Confederacy within weeks of their arrival. Over the years, violent clashes alternated with times of peace and friendship. The same was true in Plymouth, where Pilgrims established a longer period of friendship with a weaker Native American confederacy. What always seemed to put an end to this peace was the land hunger of the colonists—plus mutual misunderstanding. Europeans and Native Amer-

icans had drastically different ways of thinking and looking at the world. What they did not understand, they often feared or ridiculed. Europeans especially often dismissed Native American culture as “barbaric.” This attitude above all made it hard to maintain friendly cooperation.

- 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 2.1

Primary Source 2.5

Primary Source 2.6

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:

In many cases, Native Americans and colonists got along reasonably well at first. This almost never lasted, and violence soon followed. 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.



Civics Group

GROUP MEMBERS:

Colonists and the Native Americans

Your group's task is to look at the interaction between colonists and Native Americans, focusing on the civics of each group. 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:

Some Native American confederacies existed. But the tribes never achieved overall unity in the face of the colonial threat. Why were they unable to create a fully united political organization?

3. Read and discuss Primary Sources 2.3, 2.8, and 2.9.
4. Read and discuss the following background information. Use the information to help complete the handout.

Many Native Americans lived in tribes that were completely independent. A tribe might align with another tribe for one reason or another, but such alliances were temporary. More powerful confederacies of tribes also existed. Powhatan's was made up of 30 tribes scattered over a wide area. The most powerful Native American confederacy was that of the Iroquois. It was made up of five large tribes (a sixth was added in 1722). They met in a council, and decisions required agreement among all the tribes, although individual tribes could sometimes act alone. However, Iroquois unity actually fueled conflict among Native Americans. It enabled the Iroquois to fight other tribes who were rivals in the fur trade. The Iroquois were fierce warriors with many enemies among tribes outside their confederacy.

In the late 1700s, leaders sometimes arose who hoped to unite all tribes. Pontiac and the prophet Neolin are examples. They wanted a unified group that could stand up to European expansion and stop it. However, they could never get all the tribes to unite and work together. Even in the face of European settlement, this never happened.

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 2.3

Primary Source 2.8

Primary Source 2.9

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:

Some Native American confederacies existed. But the tribes never achieved overall unity in the face of the colonial threat. Why were they unable to create a fully united political organization?

State your group’s claim here:

7. From the remaining set of 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 any outline of what your group will tell the class.



Economics Group

GROUP MEMBERS:

Colonists and the Native Americans

Your group's task is to look at the interaction between colonists and Native Americans from an economic perspective. 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:

Native Americans and Europeans engaged in trade often. Over time, these trading networks were not able to keep relations between them peaceful. Why not?

3. Read and discuss Primary Sources 2.2, 2.4, and 2.7.
4. Read and discuss the following background information. Use the information to help complete the handout.

From the start, Native Americans were eager to trade with the Europeans. In Europe, beavers were nearly extinct. Demand for beaver fur for cloth and hats, however, was huge. Deer skins were another product in high demand. In exchange, Native Americans wanted guns, knives, axes, clothing, kettles, glass beads, and many other goods.

These trading networks were often long-lasting. However, Native Americans paid a price for the benefits of this trade. The biggest initial cost was a largely increased death rate due to diseases the Europeans spread. Native Americans' immune systems lacked an ability to resist diseases they had never before been exposed to.

Over time, the things Native Americans were trading for had harmful effects. Guns only helped the tribes fight one another more violently.

Another product, alcohol, was especially harmful. Also, their growing demand for European goods made the Native Americans too dependent on the Europeans. In time, they lost traditional skills. Yet they did not learn to make iron goods on their own. Their loss of independence only made it harder for them to stand up to settlers who were constantly moving onto their land.

- 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 2.2

Primary Source 2.4

Primary Source 2.7

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:

Native Americans and Europeans engaged in trade often. Over time, these trading networks were not able to keep relations between them peaceful. Why not?

State your group's claim here:

7. From the remaining set of 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:

Colonists and the Native Americans

Your group's task is to look at the way geography influenced the interactions between colonists and Native Americans. 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:

Native Americans and Europeans had very different ways of using land.
How do these differences explain the constant conflict that arose between the two groups?

3. Read and discuss Primary Sources 2.5, 2.7, and 2.9.
4. Read and discuss the following background information. Use the information to help complete the handout.

From the European point of view, the most important geographical fact about North America was the huge amount of empty land it seemed to offer. To them, "empty" meant land not cleared, fenced in, and plowed up as farmland. However, from the Native American point of view, the land was not at all empty. A great deal of conflict arose because of these different ways of looking at the land.

Native American tribes in North America were mainly seminomadic. That meant they moved from place to place regularly, within a larger territory they claimed a right to as a tribe. They often managed the forests in this area by burning off underbrush. This made it easier to hunt. Usually, a tribe had a central camp or village at which they did some farming. Farming fields and villages were moved from time to time. From the Native Americans' point of view, this land was only owned as long as it

was being used. Otherwise, it was seen as under the control of the whole tribe, not one individual. Europeans often purchased land from Native Americans. To them, this meant complete and permanent control of land by each individual settler. Misunderstanding about this, rather than any outright cheating in land sales, was the biggest cause of conflict.

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 2.5

Primary Source 2.7

Primary Source 2.9

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:

Native Americans and Europeans had very different ways of using land.
How do these differences explain the constant conflict that arose between the two groups?

State your group’s claim here:

7. From the remaining set of 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.

Johannes Megapolensis on the Mohawks

In 1642, Johannes Megapolensis was the first pastor at Fort Orange, near Albany, in the Dutch colony of New Netherlands. While preaching to other Dutch settlers, he also attempted to teach Christianity to the Native Americans. This is an excerpt from his account of his visit to the Iroquois region, during which he discussed religion with some Mohawks.

Original Document

They are entire strangers to all religion. . . . When we pray they laugh at us. Some of them despise it entirely; and some, when we tell them what we do when we pray, stand astonished. When we deliver a sermon, sometimes ten or twelve of them, more or less, will attend, each having a long tobacco pipe, made by himself, in his mouth, and will stand awhile and look, and afterwards ask me what I am doing and what I want, that I stand there alone and make so many words, while none of the rest may speak. I tell them that I am admonishing the Christians, that they must not steal, nor commit lewdness, nor get drunk, nor commit murder, and that they too ought not to do these things; and that I intend in process of time to preach the same to them and come to them in their own country and castles (about three days' journey from here, further inland) when I am acquainted with their language. Then they say I do well to teach the Christians; but immediately add . . . "Why do so many Christians do these things?" They call us *Assirioni*, that is, cloth-makers, or *Charistooni*, that is, iron-workers, because our people first brought cloth and iron among them.

Adapted Version

They are entire strangers to all religion. . . . When we pray, they laugh at us. Some of them despise our praying entirely. And when we tell them what we do when we pray, some of them are astonished. When we have a sermon, sometimes ten or twelve of them, more or less, will attend. Each smokes a long tobacco pipe he has made. They stand awhile and look. Afterwards they ask me what I was doing, what I wanted, and why I stood there alone and spoke so long while none of the rest could speak. I tell them I warned the Christians, that they must not steal, commit lewdness, get drunk, or commit murder, and that they, too, ought not to do these things. And I tell them I intend after a while to preach to them. They say I do well to teach the Christians this, but they then ask . . . "Why do so many Christians do these things?" They call us *Assirioni* (cloth makers) or *Charistooni* (iron workers) because our people first brought cloth and iron among them.

Original Document Source: Johannes Megapolensis Jr. "A Short Account of the Mohawk Indians," in *In Mohawk Country: Early Narratives about a Native People*, ed. Dean R. Snow, Charles T. Gehring, and William A. Starna (New York: Syracuse University Press, 1996), 44–45.

Jerome Lalemont on the Nipissing

The Nipissing were one of the tribes the French relied on as a source of furs in Canada. In this passage, the French Jesuit Father Jerome Lalemant describes his thoughts on how to be effective as a missionary to the Nipissing.

Original Document

But to make a Christian out of a Barbarian is not the work of a day. The seed that is sown one year in the earth does not bear fruit so soon. A great step is gained when one has learned to know those with whom he has to deal; has penetrated their thoughts; has adapted himself to their language, their customs, and their manner of living; and, when necessary, has been a Barbarian with them, in order to win them over to Jesus Christ.

Original Document Source: Jerome Lalemant, "Of the Mission of the Holy Ghost among the Algonquins, the Nearest to the Hurons," in *The Jesuit Relations and Allied Documents: Travels and Explorations of the Jesuit Missionaries in New France, 1610–1791*, no. 23, ed. Reuben Gold Thwaites, trans. Finlon Alexander et al. (Cleveland, OH: Burrows Brothers, 1898), 207–209.

Thomas Prince on the Pequot War

This passage is from the introduction by Thomas Prince to John Mason's 1637 account, *Narrative of the Pequot War*. Mason was himself a participant in that war, which lasted from 1634 to 1638. In it, the Pequots fought the English and their Narragansett and Mohegan allies. The Pequots lost and were largely destroyed as a tribe. In this passage, Prince expresses one point of view as to why the Pequots could not win that war.

Original Document

The most terrible of all those Nations were then the Pequots; who with their depending Tribes soon entered on a Resolution to Destroy the English out of the Country. In 1634, they killed Capt. Stone and all his Company, being seven besides Himself, in and near his Bark on Connecticut River. In 1635, they killed Capt. Oldham in his Bark at Block-Island; and at Long-Island they killed two more cast away there. In 1636, and the following Winter and March, they killed six and took seven more at Connecticut River: Those they took alive they tortured to Death in a most barbarous Manner. And on April 23. 1637, they killed nine more and carried two young Women Captive at Weathersfield.

They had earnestly solicited the Narragansetts to engage in their Confederacy: very politickly representing to them, That if they should help or suffer the English to subdue the Pequots, they would thereby make Way for their own future Ruin; and that they need not come to open Battle with the English; only Fire our Houses, kill our Cattle, lye in Ambush and shoot us as we went about our Business; so we should be quickly forced to leave this Country, and the Indians not exposed to any great Hazard. Those truly politick Arguments were upon the Point of prevailing on the Narragansetts: And had These with the Mohegans, to whom the Pequots were nearly related, joined against us; they might then, in the infant State of these Colonies, have easily accomplished their desperate Resolutions.

But the Narragansetts being more afraid of the Pequots than of the English; were willing they should weaken each other, not in the least imagining the English could destroy them. . . . And as Uncas the Great Sachim of the Moheags, upon the first coming of the English, fell into an intimate Acquaintance with Capt. Mason, He from the Beginning entertained us in an amicable Manner . . . such was his Affection for us, as he faithfully adhered to us, ventured his Life in our Service, assisted at the Taking their Fort, when about Seven Hundred of them were Destroyed, and thereupon in subduing and driving out of the Country the remaining greater Part of that fierce and dangerous Nation.

CONTINUED

Adapted Version

The most terrible of all those Nations were the Pequots. Along with their allied tribes, they soon decided to destroy the English and force them out of the country. In 1634, they killed Captain Stone and his company of seven in and near his small boat on the Connecticut River. In 1635, they killed Captain Oldham in his boat at Block-Island. At Long-Island, they killed two more. Later, they killed six and took seven more at the Connecticut River. Those they took alive, they tortured to death in a most barbarous manner. And on April 23, 1637, they killed nine more and carried two young women captive at Weathersfield.

The Pequots had urged the Narragansett Indians to join their confederacy. They warned that if instead the Narragansetts helped the English, they would only ensure their own future ruin. They told them they would not have to battle openly with the English. They only needed to burn down our homes, kill our cattle, and hide and wait to ambush us. This would force us to leave this country without exposing the Indians to any great danger. They almost convinced them. Had the Narragansetts joined with the Mohegans, to whom the Pequots were nearly related, they might have succeeded, given the small and weak state of the colonies at that time.

But the Narragansetts feared the Pequots more than the English. They were willing to have the Pequots and English weaken each other, never dreaming the English could destroy them. . . . And as Uncas, the highest-level chief of the Mohegans, early on became good friends with Captain Mason and was friendly with the English from the start . . . such was his affection that he ventured his life in our service, assisted at the taking of the Pequot fort, when about seven hundred of them were destroyed, and then helped in subduing and driving out of the country the rest of that fierce and dangerous nation.

Thomas Morton on Native Americans in New England

Thomas Morton helped found a settlement at Mount Wollaston, just south of Boston. The Puritans of Massachusetts Bay and the Separatists of Plymouth both disapproved of this colony and the way it was governed. Morton harshly criticized Puritan New England in his *New English Canaan*, published in 1637. In this passage, he describes some aspects of Native American culture in that region.

Original Document

Although these people have not the use of navigation, whereby they may trafficke as other nations, that are civilized, use to doe, yet doe they barter for such commodities as they have, and have a kinde of beads, insteede of money, to buy withall such things as they want, which they call Wampampeak: and it is of two sorts, the one is white, the other is of a violet coloure. These are made of the shells of fishe. The white with them is as silver with us; the other as our gold: and for these beads they buy and sell, not onely amongst themselves, but even with us.

We have used to sell them any of our commodities for this Wampampeak, because we know we can have beaver againe of them for it: and these beads are currant in all the parts of New England, from one end of the Coast to the other.

And although some have indevoured by example to have the like made of the same kinde of shels, yet none hath ever, as yet, attained to any perfection in the composure of them, but that the Salvages have found a great difference to be in the one and the other; and have knowne the counterfett beads from those of their owne making; and have, and doe slight them.

Adapted Version

These people know little about navigation and cannot trade as other civilized nations do. Yet they do know how to barter for those goods they do have. Also, they have certain kinds of beads they use instead of money to buy things they want. These beads are called wampum. There are two kinds, white and violet. They are made of shell fish. The white beads are like our silver; the violet ones are like our gold. The Indians use the beads to buy and sell not only with one another, but also with us.

We sell them our goods for this wampum because we know we can use it to buy beaver furs from them. And these beads are used as money all over New England.

Some have tried to make wampum with the same kinds of shells, but none are perfect enough to fool the savages, who can see how they differ. They can tell the counterfeit beads from their own and have refused to accept them.

Original Document Source: Thomas Morton, *New English Canaan*, ed. Charles Adams Jr. (Boston, MA: The Prince Society, 1883), 157–158.

PRIMARY SOURCE ▶

2.5

William Wood on Native Americans in New England

In 1639, after four years of travel in New England, William Wood offered readers in England an account of the region. His account included this description of Native Americans there.

Original Document

If it were possible to recount the courtesies they have showed the English since their first arrival in those parts, it would not only steady belief that they are a loving people, but also win the love of those that never saw them, and wipe off that needless fear that is too deeply rooted in the conceits of many who think them envious and of such rancorous and inhumane dispositions that they will one day make an end of their English inmates. The worst indeed may be surmised, but the English hitherto have had little cause to suspect them but rather to be convinced of their trustiness, seeing they have as yet been the disclosers of all such treacheries as have been practised by other Indians. And whereas once there was a proffer of an universal league amongst all the Indians in those parts, to the intent that they might all join in one united force to extirpate the English, our Indians refused the motion, replying they had rather be servants to the English, of whom they were confident to receive no harm and from whom they had received so many favors and assured good testimonies of their love, than equals with them who would cut their throats upon the least offence and make them the shambles of their cruelty. Furthermore, if any roving ships be upon the coasts and chance to harbor either eastward, northward, or southward in any unusual port, they will give us certain intelligence of her burthen and forces, describing their men either by language or features, which is a great privilege and no small advantage. Many ways hath their advice and endeavor been advantageous unto us, they being our first instructors for the planting of their Indian corn, by teaching us to cull out the finest seed, to observe the fittest season, to keep distance for holes and fit measure for hills, to worm it and weed it, to prune it and dress it as occasion shall require.

CONTINUED

Adapted Version

If we could sum up all the kindnesses the Indians have shown the English since they arrived in New England, this would prove they are a loving people and win the favor of even those who have never seen them. It would also wipe away the needless fear too deeply held by many who see the natives as envious, and as so bitter and inhumane as to one day put an end to all the English inhabitants. Perhaps the worst should be expected. Yet so far we English have no reason to suspect them. Instead we should be convinced of their trustworthiness, seeing as they have so far told us of all such treacherous plots by other Indians. Once there was a plan for a league of all Indians in the region to join together to force the English out. However, our Indians refused to go along with this. They said they would rather be servants of the English, who they knew would not harm them and who had done them so many favors and assured them of their love, rather than be equals with others who would cut their throats at the least offense and subject them to great cruelties. Furthermore, these friends give us good intelligence about suspicious ships roving the coasts or in unusual ports, carefully describing them and their men, their languages and features, which gives us a great advantage. They have been a big help to us in many ways. They were our first instructors in planting their Indian corn, teaching us to cull the finest seed, to observe the best season, to space out plants, to worm and weed the soil, to prune and dress it under all circumstances.

Original Document Source: William Wood, *New England's Prospect: A True, Lively, and Experimental Description of That Part of America, Commonly Called New England* (London: John Dawson, 1639).

Edward Randolph on King Philip's War

King Phillip's War (1675–1676) was one of the bloodiest in the history of America. In the decades leading up to it, the colonists had taken over more and more land. Cooperative dealings with Native Americans faded, and conflict became more common. The earlier Pequot War in Connecticut was destructive enough; King Philip's War was devastating. Five percent of New England colonists lost their lives, and the death toll on the Native American side was large enough to effectively wipe out southern New England tribes as an independent society. England sent Edward Randolph to find out what had happened and why. This passage is from the opening paragraphs of his report, "The Causes and Results of King Philip's War."

Original Document

Various are the reports and conjectures of the causes of the present Indian warre. Some impute it to an imprudent zeal in the magistrates of Boston to christianize those heathen before they were civilized and injoining them the strict observation of their lawes, which, to a people so rude and licentious, hath proved even intolerable, and that the more, for that while the magistrates, for their profit, put the laws severely in execution against the Indians, the people, on the other side, for lucre and gain, intice and provoke the Indians to the breach thereof, especially to drunkennesse, to which those people are so generally addicted that they will strip themselves to their skin to have their fill of rume and brandy. . . .

Some beleeeve there have been vagrant and jesuiticall priests, who have made it their businesse, for some yeares past, to goe from Sachim to Sachim, to exasperate the Indians against the English and to bring them into a confederacy, and that they were promised supplies from France and other parts to extirpate the English nation out of the continent of America.

CONTINUED

Adapted Version

There are many opinions as to the causes of the present Indian war. Some blame it on the unwise desire of Boston magistrates to convert heathen Indians into Christians before they were even civilized. Reports say they tried to force the Indians to strictly follow all Christian laws, which was intolerable for a people so primitive and unrestrained. Moreover, while the magistrates (for their benefit) strictly enforced the laws against the Indians, other people (for money) enticed and provoked the Indians to break those laws—especially regarding drunkenness, to which the Indians are so generally addicted that they will strip themselves to their skin to have their fill of rum and brandy. . . .

Some believe wandering Jesuit priests have for years been going from Indian chief to Indian chief to unite the Indians in a confederacy against the English. They say these chiefs were promised supplies from France and other places to force the English nation off the continent of America.

Original Document Source: Edward Randolph, "The Causes and Results of King Philip's War (1675)," in *American History Told by Contemporaries*, ed. Albert B. Hart (New York: Macmillan, 1897), 1:458–60.

Council of the Pennsylvania Colony and the Iroquois Nation

At a council in Philadelphia in July 1742, leaders of the six Iroquois nations met with Pennsylvania's Lieutenant Governor George Thomas and other officials of that colony. They discussed a treaty they had agreed to earlier. The colony's proprietor, John Penn (William Penn's son), was not in the colony at the time, so the lieutenant governor spoke for the colonial government. Speaking for the Iroquois was an Onondaga leader named Canassatego. Part of the lieutenant governor's remarks and Canassatego's response are provided here.

Original Document

GEORGE THOMAS: Six Years ago a Number of your Chiefs obliged us with a Visit, when they agreed on Behalf of your Nations, to the Release of certain Lands on both Sides the River Sasquehannah, to the southward of the Endless-Mountains, and within the Limits and Bounds of the King's Grant of this Province. In Consideration of which, a certain Quantity of Goods was agreed on, and delivered as a full Satisfaction for the said Lands, lying on the Eastern Side of the said River: And for the Land on the Western Side of the said River, you desired the Payment should be deferr'd. . . . And now you are come down, fully impowered by your respective Councils to receive them, we are well pleased to deliver them; leaving it to you to make a fair and equal Division of them amongst yourselves.

CANASSATEGO: We received from the Proprietors Yesterday, some Goods in Consideration of our Release of the Lands on the West-side of Sasquehannah. It is true, we have the full Quantity according to Agreement; but if the Proprietor had been here himself, we think, in Regard of our Numbers and Poverty, he would have made an Addition to them. . . .

We know our Lands are now become more valuable: The white People think we don't know their Value; but we are sensible that the Land is everlasting, and the few Goods we receive for it are soon worn out and gone. For the future, we will sell no lands but when brother Onas [Proprietor John Penn] is in the Country; and we will know beforehand, the Quantity of Goods we are to receive. Besides, we are not well used with respect to the Lands still unsold by us. Your People daily settle on these Lands, and spoil our Hunting.—We must insist on your removing them. . . .

. . . That Country belongs to us, in Right of Conquest; we having bought it with our Blood, and taken it from our Enemies in fair War; and we expect, as Owners of that Land, to receive such a Consideration for it as the Land is worth. . . .

CONTINUED

It is customary with us to make a Present of Skins whenever we renew our Treaties. We are ashamed to offer our Brethren so few; but your Horses and Cows have eat the Grass our Deer used to feed on. This has made them scarce, and will, we hope, plead in Excuse for our not bringing a larger Quantity.

Adapted Version

GEORGE THOMAS: Six years ago a number of your chiefs visited and gave up certain lands on both sides of the Susquehanna River, south of the mountains and within the King's grant of this province. We agreed to give a certain quantity of goods in return for the lands on the eastern side of the river. For the lands on the western side, you asked us to wait for your payment in goods. Now you are here to receive those goods. We are pleased to deliver them, and leave it to you to decide how to divide them up among yourselves.

CANASSATEGO: We received the goods in exchange for the lands on the west side of Susquehanna. We have all that was promised. But if the Proprietor (John Penn) had been here himself, we think he would have given us more, given our numbers and poverty. . . .

We know our lands are now more valuable. The white people think we don't know their value. But we know the land is everlasting, whereas the few goods we receive for it will soon be worn out and gone. For the future we will sell no lands except when the Proprietor is in the country. And we will know beforehand the quantity of goods we are to receive. Also, we are not happy about the lands still unsold by us. Your people daily settle on these lands and spoil our hunting. We insist you remove them. . . .

. . . That country belongs to us by right of conquest. We bought it with our blood, and took it from our enemies in fair war. And we expect as owners of that land to receive what it is worth. . . .

We usually offer presents of skins when renewing treaties. We are ashamed to offer you so few, but your horses and cows have eaten the grass our deer used to feed on. This has made them scarce, and this is our excuse for not bringing more.

Original Document Source: George Thomas and Canassatego, in *The History of the Five Indian Nations of Canada*, by Cadwallader Colden (London: T. Osborne in Gray's-Inn, 1747), 59–65.

James Glen on the Role of Native Americans in the French and Indian War

The French and Indian War (1754–1763) was fought primarily between the British and the French, and it ended with France giving up all their claims to territory in North America. During the war, the British and French each had Indian allies fighting with them. In the south, the Cherokees, Choctaws, and Chickasaws were all powerful tribes. Governor James Glen of South Carolina was concerned about the role these southern tribes could play in the war and hoped to win the Cherokees to the side of the British. This passage is part of a report to officials in Great Britain. In it, Glen expressed his views on this issue.

Original Document

The concerns of this Country are so closely connected and interwoven with Indian Affairs, and not only a great branch of our trade, but even the Safety of this Province, do so much depend upon our continuing in Friendship with the Indians, that I thought it highly necessary to gain all the knowledge I could of them. . . .

. . . All we have to apprehend from the French in this part of the world, will much more depend upon the Indians than upon any Strength of their own; for that is so inconsiderable in itself, and so far distant from us, that without Indian Assistance, it cannot if exerted, do us much harm. . . .

The Cherokees live at the distance of about Three hundred miles from Charles Town, though indeed their hunting grounds stretch much nearer to us—They have about Three thousand Gun men, and are in Alliance with this Government.

I lately made a considerable purchase from that Indian Nation, of some of those hunting grounds, which are now become the property of the British Crown, at the Charge of this Province: I had the deeds of conveyance formally executed in their own Country, by their head men, in the name of the whole people, and with their universal approbation and good will. . . .

The Chactaw Nation of Indians is situated at a somewhat greater distance from us, and have till within this year or two been in the Interest of the French, by whom they were reckoned to be the most numerous of any nation of Indians in America, and said to consist of many Thousand Men.

The people of most experience in the affairs of this Country, have always dreaded a French war; from an apprehension that an Indian war would be the consequence of it; for which reasons, I have ever since the first breaking out of the war with France, redoubled my Attention to Indian Affairs: and I hope, not without Success.

CONTINUED

Adapted Version

This colony's concerns are closely connected with Indian affairs. A good deal of our trade, as well as even the safety of this province, depends greatly on our continuing in friendship with the Indians. So much so that I thought it highly necessary to gain all the knowledge I could of them. . . .

All we have to fear from the French in this part of the world depends upon the Indians more than upon the French themselves. For their strength is so small in itself and so far distant from us that without Indian help it cannot do us much harm. . . .

The Cherokees live about three hundred miles from Charleston, though their hunting grounds stretch much nearer to us. They have about three thousand men who can handle guns, and they are allied with this government.

I lately made a considerable purchase from that Indian Nation of hunting grounds that are now the property of the British Crown. This was at the expense of this province. I had the deeds for the land formally signed in their own country, by their head men, in the name of the whole people, and with their universal approval and good will. . . .

The Choctaw Nation of Indians is at a somewhat greater distance from us. They have until within this year or two been siding with the French. The French consider them to be the most numerous of any nation of Indians in America, said to consist of many thousands of men.

The most knowledgeable people here have always dreaded a French war. They do so from a fear that it would lead to an Indian war. For which reason, I have redoubled my attention to Indian affairs ever since the war with France began. I hope, not without success.

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.

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 love 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 love 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.

Communicating Results and Taking Action

Communicating Results

- ◆ Study Primary Sources 2.7 and 2.9. Based on these sources, create an imaginary dialogue between Canassatego and Chief Pontiac regarding what Native Americans need to do to maintain their independence. Primary Source 2.9 is Chief Pontiac's report of what the prophet Neolin was told in a vision. You may want to do some further research into both men. However, your dialogue should mainly reflect the views expressed in the two primary sources that have been provided.
- ◆ Study Primary Sources 2.1 and 2.2 and write a brief report on the two documents. These are passages by Dutch pastor John Megapolensis and French Jesuit Jerome Lalemant. In your report, explain what each of these men would think about the other's comments. Also state and defend your own view about the following question: Could either side ever "learn to know" (as Lalemant put it) the other side in this encounter between Native Americans and colonists?
- ◆ Read Primary Source 2.6, and do some further research into King Philip's War. Based on your research, prepare a brief report to the class. In your report, explain whether you agree with Randolph's views, and identify any other factors not mentioned by Randolph that you think also contributed to the war.

Taking Action

- ◆ In recent years, many Native American tribes have set up casinos as a way to earn profits that can be used to become more independent. In a small group, research Native American casinos in order to decide whether they are helpful or harmful to Native Americans. Then prepare a brief talk or PowerPoint presentation on the topic that outlines the arguments for and against Native American casinos.
- ◆ As a group, follow up on the presentation on Native American casinos by planning a public discussion of this issue, involving both members of the class and some members of local Native American groups. Find a location either in the school or elsewhere in the community to hold the discussion. Create posters to advertise the event, and use local newspapers and other media to encourage members of the public to attend. Work closely with the students who put together the previous presentation to plan the format for the discussion, what issues to raise, and other details.

Colonists and the Native Americans 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, and has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly, and has a clear and strong focus on a well-developed central idea or thesis
Research	Refers to some sources but fails to connect them in a relevant way to the task instructions	Refers to relevant sources well but does not always connect them clearly to the task instructions	Refers to relevant sources accurately and usually connects them to the task instructions and a central idea	Refers to relevant sources accurately and in great detail, and connects them 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 but not always in clear support of the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports 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 thoroughly explains its relation to the overall task
Conventions	Demonstrates only a limited command 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

- 2.1: Snow, Dean R., Charles T. Gehring, and William A. Starna, eds. *In Mohawk Country: Early Narratives about a Native People*. New York: Syracuse University Press, 1996.
- 2.2: Thwaites, Reuben Gold, ed. *The Jesuit Relations and Allied Documents: Travels and Explorations of the Jesuit Missionaries in New France, 1610–1791*. Translated by Finlon Alexander, Percy Favor Bicknell, William Frederic Giese, Crawford Lindsay, and William Price. Cleveland, OH: Burrows Brothers, 1898.
- 2.3: Mason, John. *A Brief History of the Pequot War*. Boston, MA: S. Kneeland and T. Green, 1736.
- 2.4: Morton, Thomas. *New English Canaan*. Edited by Charles Adams Jr. Boston, MA: The Prince Society, 1883.
- 2.5: Wood, William. *New England's Prospect: A True, Lively, and Experimental Description of That Part of America, Commonly Called New England*. London: John Dawson, 1639.
- 2.6: Randolph, Edward. "The Causes and Results of King Philip's War," as quoted in Albert B. Hart, ed. *American History Told by Contemporaries, Vol. I*. New York: Macmillan, 1897.
- 2.7: Cadwallader, Colden. *The History of the Five Indian Nations of Canada*. London: T. Osborne in Gray's-Inn, 1747.
- 2.8: Glen, James. *Historical Collections of South Carolina*. Edited by B. R. Carroll. New York: Harper & Brothers, 1836.
- 2.9: Burton, Agnes M., ed. *Journal of Pontiac's Conspiracy, 1763*. Translated by R. Clyde Ford. Detroit, MI: Clarence Monroe Burton, 1912.

Sources for Further Study

Axtell, James. *Beyond 1492: Encounters in Colonial North America*. New York: Oxford University Press, 1992.

Lenski, Lois. *Indian Captive: The Story of Mary Jemison*. New York: HarperCollins, 1995.

McClung, Robert M. *Young George Washington and the French and Indian War, 1753–1758*. North Haven, CT: Linnet Books, 2002.

McDaniel, Melissa. *Powhatan Indians*. New York: Chelsea House, 1995.

Roman, Joseph. *King Philip: Wampanoag Rebel*. New York: Chelsea House, 1992.



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)



History Group

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

- 3.1: Davies, Samuel. *Sermons by the Rev. Samuel Davies, A.M., Vol III*. Philadelphia: Presbyterian Board of Publication, 1864.
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- 3.3: Franklin, Benjamin. *Observations Concerning the Increase of Mankind, Peopling of Countries, &c*. Tarrytown, NY: William Abbatt, 1918.
- 3.4: Lanman, Charles. *The Red Book of Michigan: A Civil, Military and Biographical History*. Detroit: E.B. Smith, 1871.
- 3.5: Peckham, Howard H. *Pontiac and the Indian Uprising*. Detroit: Wayne State University Press, 1994.
- 3.6: Moore, Frank, ed. *American Eloquence: A Collection of Speeches and Addresses by the Most Eminent Orators of America*. Vol. I. New York: D. Appleton, 1858.
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- 3.9: Nelson, William, ed. *Colonial History of the State of New Jersey, Vol. 24: Extracts from American Newspapers Relating to New Jersey*. Patterson, NJ: The Call Printing and Publishing Company, 1902.

Sources for Further Study

Hillstrom, Laurie Collier, and Elaine Marie Biech. *French and Indian War*. Farmington Hills, MI: UXL, 2003.

Marrin, Albert. *Struggle for a Continent: The French and Indian Wars, 1690–1760*. New York: Atheneum, 1987.

McClung, Robert M. *Young George Washington and the French and Indian War, 1753–1758*. North Haven, CT: Linnet Books, 2002.

Ochoa, George. *The Fall of Quebec and the French and Indian War*. Turning Points in American History. Englewood Cliffs, NJ: Silver Burdett, 1990.



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.



Civics Group

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

PRIMARY SOURCE ►

4.3

AN ADDRESS FROM THE SUPREME EXECUTIVE COUNCIL TO THE INHABITANTS OF PENNSYLVANIA 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. They 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/>.

PRIMARY SOURCE ▶

4.4

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

PRIMARY SOURCE ►

4.4

LETTER FROM GEORGE WASHINGTON TO JOSEPH REED 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).

PRIMARY SOURCE ▶

4.5

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>.

PRIMARY SOURCE ▶

4.8

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

PRIMARY SOURCE ►

4.8

A LETTER FROM GENERAL CORNWALLIS TO HENRY CLINTON, AND A LETTER FROM CLINTON TO GEORGE GERMAIN 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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