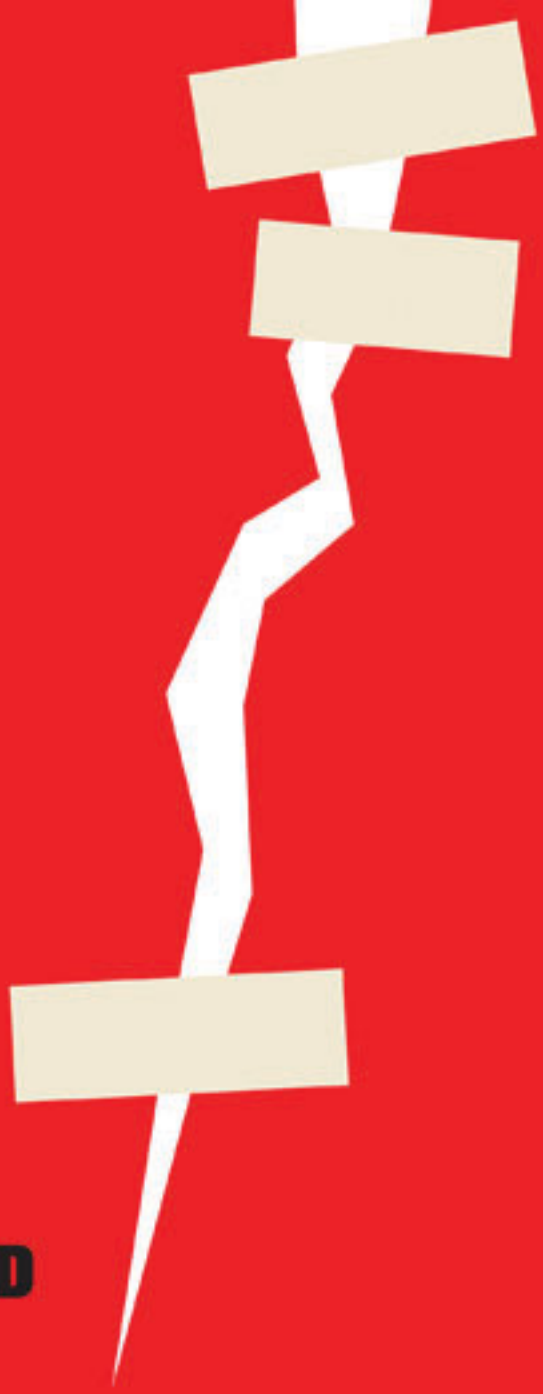

U.S. HISTORY READERS: CONFLICTS AND RESOLUTIONS

Columbus to Revolution

SOCIAL STUDIES SCHOOL SERVICE

ZP463

U.S. History Readers: Conflicts and Resolutions

Columbus to Revolution

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Contents

From Columbus to the Declaration of Independence

This unit, which focuses on the American Revolution, provides teachers with a variety of options. It raises an overarching question: When is violence justified for effecting political change? With the exception of chapters on Columbus and Jamestown, teachers can weave their lessons around different aspects of this basic question. They may also use this material to supplement or even replace the basal text and treat every lesson-chapter as an important part of the traditional story of the events that led to the American Revolution.

Each chapter in this unit raises a question of its own. For example, the chapter on Columbus asks whether he was truly a hero who discovered a continent or a lucky adventurer who unwittingly opened a new world to exploitation by the old. The Jamestown chapter asks whether the hardships experienced by its earliest settlers resulted more from a failure of leadership than from the difficulties inherent in establishing a colony 3000 miles from home. The Mercantilism chapter asks whether the negative effects of England's mercantile laws were offset by the advantages of living under the protection of the mother country.

Each chapter is also designed to accommodate a wide range of student abilities. The first part of every chapter is written at a lower reading and conceptual level than the second part. The two parts are separated by a series of student exercises, including a graphic organizer and several questions intended to help students master basic information and stimulate higher-order thinking skills. The second part of each chapter, "For Further Consideration," is written at a higher reading and conceptual level. It is followed by a question that requires students to write a strong paragraph and/or be prepared to present their opinions in class. In some cases, this section continues the story; in others, it challenges students to think deeply about issues related to the overarching question raised in the unit. In addition, I (Inquiry)-Charts are provided to help students optimize what they already know or think about a topic and integrate it with identifiable additional information they find in the text and in other sources. Finally, each lesson includes vocabulary words and key terms in flash card format; these can be used either for review or reference.

This unit is also designed to stimulate informed discussions and higher-order thinking skills rather than recitation and rote learning. Students are provided with the information they need to acquire and share factually supported opinions and/or consider important philosophic issues. Opportunities are provided for a mock trial of the British soldiers implicated in the Boston Massacre, for a discussion on Britain's right to tax the colonists, for justifying the Boston Tea Party and the Intolerable Acts, and for deciding who was the aggressor at Lexington.

Chapter 1. Christopher Columbus: Hero or Reckless Adventurer? Teacher Page

Overview:

This chapter tells the story of Columbus from his childhood in Genoa. It credits his genius as a navigator, explains his reasons for believing he could reach the Indies by sailing west, and chronicles the difficulties he faced in securing resources for his four voyages, as well as the challenges encountered en route. The Graphic Organizer asks students to find evidence to support both positions on the controversy: hero or reckless adventurer. The "For Further Consideration" section presents two documents: one a laudatory appraisal of the enlightening impact of European civilization on Native Americans, and the other bemoaning the destruction of native cultures by European interlopers.

Objectives:

Students will:

- learn the basic facts concerning Columbus's early years and four voyages to the New World
- collect facts supporting the position that Columbus was a hero to be admired and that he was a reckless adventurer with serious flaws
- engage in a serious and informed discussion of these opposing viewpoints
- become familiar with the Eurocentric and the third-world perspectives concerning the effects of Columbus's discoveries (optional)

Strategies:

Before class: Assign the chapter either up to or including the "For Further Consideration" section and inform students they will be expected to write their answers to all the Student Activities questions covering the assigned section(s).

In class: After reviewing students' answers, engage them in a discussion about whether Columbus was a hero or an adventurer. If you assigned the "For Further Consideration" section, ask students to share their responses to the Eurocentric and third-world views of Columbus's discovery.

Chapter 1. Columbus: Hero or Reckless Adventurer?
I-Chart

	For what did Columbus become famous?	What qualities did Columbus have that made him famous?	Why are some people unhappy about Columbus's activities?
What I already know			
What I learned from Chapter I, Part I			
What I learned from Chapter I, Part II			
What I still would like to learn about this subject			

Vocabulary for Chapter 1—Christopher Columbus

navigator	calculation	remote
adventurer	superstitious	turmoil
reckless	Mediterranean	Viceroy

Vocabulary for Chapter 1—Christopher Columbus

A person who steers or plans voyages (usually applying to ships)	A carefully reached conclusion, often using math	Far away
A person who enjoys taking risks, especially in traveling	Believing in supernatural causes of events or actions	A condition of great confusion; a disturbance or commotion
Careless, not taking precautions	A large body of water separating Europe from Africa	A governor who represents a king or emperor in a colony or country

Vocabulary for Chapter 1—Christopher Columbus

		imposed
		obscurity

Vocabulary for Chapter 1—Christopher Columbus

Forced upon		
Something not well known or out of the mainstream		

Chapter 1
Christopher Columbus: Hero or Reckless Adventurer?

Introduction

As you already know, Christopher Columbus's great achievement is celebrated with a national holiday. He is honored as a great and bold navigator and an agent of an advanced civilization. But you should also know that the continent he supposedly "discovered" had its own special cultures and civilizations, and that his discovery led to the destruction of many long-established societies. As a result, Columbus became a symbol of the way Europeans forced their way of life on Native Americans. Although he was not personally responsible for the behavior of those who came later, we can judge the character and actions of the man whose explorations had such a dramatic impact on the lands he discovered. The results of our study can help us decide whether Columbus should be regarded as a great and bold navigator or merely a lucky adventurer and the cause of future troubles for Native Americans.

Columbus as a Young Man

He was the son of an unknown Italian weaver and wool merchant; he had little education and no formal training in the art of navigation. But by age 14, this young lad was serving as a cabin boy and dreaming of fame and fortune. Eleven years later, he had become a ship's captain, an excellent navigator, and a skilled sailor with a sixth sense for detecting storms before they could be seen. His career took him to the far ends of the Mediterranean, through the straits of Gibraltar, up the coast of France to England and Ireland, and south along the coast of Africa. He sailed westward to the edge of the uncharted waters on the far side of the Azores and the Canary Islands. With a full head of red hair and knowledge of three languages, this man of noble bearing had developed a great deal of confidence in himself. He was sure in his belief that God had chosen him for some kind of a divine mission.

Early Calculations

While Columbus was growing up, most people believed that the world was flat and anyone heading west from Europe would likely sail off the edge of the earth. But

Columbus had reason to challenge this old superstition. While gazing over the ocean and watching driftwood floating in from the west, he came to the conclusion that land must lie somewhere out in that direction. By noting that the sails of ships always appeared on the horizon before the ship itself came in sight, Columbus decided the earth must be round. Using the math that he had learned, he came to believe he could sail west instead of walking eastward to reach the fabulously wealthy lands know as the Indies discovered by Marco Polo centuries ago. By following a southerly route, he could take advantage of winds from the east to reach the Indies. Loaded with untold riches from his explorations, Columbus believed he could return by taking a northern route towards France where the winds blew from the west. The only serious mistake Columbus made in his reasoning was that he underestimated the distance around the earth by some 10,000 miles.

The Deal with Spain

Armed with pride and ambition but with very little money, Christopher Columbus traveled to Portugal. At the royal court, he showed his maps to the King and tried to talk him into paying for a voyage to the Indies. However, King John of Portugal was busy supporting attempts to reach China and India by sailing east. Turned down by the Portuguese, Columbus headed to Spain and the court of King Ferdinand and Queen Isabella. He impressed the royal couple with his vast knowledge, commanding personality, and strong belief in God. He excited them with promises of souls that could be saved and money that would be made. He convinced the King's and the Queen's advisors that his incorrect mathematical calculations of the distance to the Indies were accurate. After weeks of discussions, Columbus was about to get a deal allowing him to make his voyage at the King's expense. But at the last minute, he insisted on obtaining the titles of "Admiral," Vice-Roy," and "Governor" and the promise of 10 percent of the Crown's share of gold and silver. When refused these titles, Columbus set off for France to gain its king's support for his voyage. Fortunately for Columbus, a last-minute appeal from an advisor convinced the Queen to meet Columbus's terms.

> Our will is That you, *Christopher Columbus*, after discovering and conquoring the said Islands and Continent in the said ocean, or any of them, shall be our Admiral of the said islands and Continent you shall so discover and conquer; and that you shall be our Admiral, Vice-Roy, and Governour in them, … and that you may exercise the office of Vice-Roy and Governour of the said Islands which you and your Lieutenants shall conquer, and freely decide all causes, civil and criminal, appertaining to the said employment of Admiral, Vice-Roy, and Governour as you shall see fit in justice.
>
> —*Privileges and Prerogatives Granted to Christopher Columbus*, April 30, 1492

The First Voyage

On August 3, 1492, three frail ships—the Nina, the Pinta, and the Santa Maria—set sail with a crew of some 90 men. They stopped at the Canary Islands to take on necessary supplies for the dangerous trip. With favorable winds at their backs, the tiny ships made good progress into the unknown. But after a month on the open seas with no land in sight, Columbus's sailors began to lose faith in their commander; they called for a quick return home. Unafraid, Columbus ordered his men to continue their voyage. To motivate them, he promised that the first man to spot land would be rewarded with an amount of money equal to a sailor's yearly wage. However, Columbus ended up keeping the money for himself. He claimed he saw lights far in the distance on the night of October 11th , before the sailor who sighted land in the morning.

Artist's depiction of Columbus's landing

The land the cheated sailor had detected was Watling Island in what we now know as the Bahamas. In the company of the officers of his three ships, Columbus came ashore and immediately kneeled in thanks to God for a safe voyage and claimed the land for the King and Queen of Spain. The Taino Indians on shore being "discovered" saw the white sails and strange men with hair covering their faces and helmets reflecting the early morning sun. Timid at first, they gradually made their presence known. Columbus later described them as handsome, tall, intelligent, generous, and peaceful. He also made note that they had bits of gold attached to their noses and wore no clothes. He tried to make friends with them by giving them strings of colored beads. In return, he learned of men and women on other islands who wore bands of gold on their arms. He was also told that other natives, the Caribs, were fierce warriors and cannibals.

> I gave to them many beautiful and pleasing things that I had brought with me, no value being taken in exchange, in order that I might the more easily make them friendly to me, that they might be made worshipers of Christ, and that they might be full of love towards our king, queen, and prince, and the whole Spanish nation;
>
> These people practice no kind of idolatry; on the contrary they firmly believe that all strength and power, and in fact all good things are in heaven, and that I had come down from thence with these ships and sailors; and in this belief I was received there after they had put aside fear. Nor are they slow or unskilled, but of excellent and acute understanding; and the men who have navigated that sea give an account of everything in an admirable manner; but they never saw people clothed, nor these kind of ships. As soon as I reached that sea, I seized by force several Indians on the first island, in order that they might learn from us, and in like manner tell us about those things in these lands of which they themselves had knowledge …
>
> —Columbus Letter, May 1493

Inspired by his new friends, Columbus continued his search for the riches of the Indies. He started on a three and one-half month voyage of discovery around the Caribbean. After sailing for 75 days, Columbus ran the Santa Maria aground on an island he named "Hispaniola" (today occupied by Haiti and the Dominican Republic). Despite his best efforts, Columbus couldn't pry the Santa Maria loose. He was forced to abandon the ship. However, with help from willing natives he saved most of its timbers and used this lumber to build a fort. Because there was no room for them in his two remaining ships, Columbus left 39 of his men on the island with the promise he'd return. With that, the Admiral set sail for Spain.

The Second Voyage

Accompanied by captured natives, his ships laden with local spices and tropical birds, Columbus made his victorious return to Spain. He entertained the royal court with stories of cannibals and mermaids. His display of New World treasure convinced the King and Queen to provide him with 17 more ships, over 1200 men, and enough supplies to build shelters, establish a permanent settlement, conquer natives and convert them to Christianity, and continue his explorations. Columbus set sail for the world he had "discovered" amidst great hopes and fanfare.

Columbus with Ferdinand and Isabella after his return from his first voyage

By using his excellent navigation skills, Columbus had no trouble finding the site where he had left his men. But to his shock and grief, the fort had been burned to the ground. The native Tainos had probably been mistreated by the Spanish and responded by killing all of the men Columbus left on the island. Despite this loss, Columbus decided to start a small colony close to the ruins of the old fort. He ordered his men to build a new stockade, new shelters, and to begin plowing the fields and planting crops.

The Spaniards Columbus had brought with him had not come to the New World to perform manual labor and take orders from a foreigner. They preferred to spend their time searching for gold and silver. Many of the natives died as a result of practices Columbus permitted while in charge of this settlement. The Tainos were ordered by the Spanish to collect a certain amount of gold per month or have their hands cut off for failing to fulfill this requirement. The Spaniards rounded up about 500 Tainos to be sold as slaves in Spain; most of them did not survive the journey. Spanish settlers

were allowed to enslave Indians for their own plantations, or work them to death in the gold mines later established on the mainland. As a result of their mistreatment and the diseases brought by the settlers, the population of natives rapidly declined in 20 years, from as many as 3 million to as few as 11,000.

Columbus and Taino Indians on Hispaniola

When Columbus left the colony to continue his explorations, he put his brother, Diego, in command. Unfortunately, Diego was a weak leader and unable to stop the Spanish from fighting amongst themselves. When authorities in Spain got word of the turmoil in Hispaniola, they sent a royal commission to investigate. Hearing this news, Columbus hurried back home to answer any charges that might be made against him and to give his own version of the story.

The Last Two Voyages

Back in Spain, Columbus was cleared of the charges against him and was even given permission to organize another voyage. His third tour was even less successful than the second. He reached the coast of South America, but claimed that the Orinoco River he discovered in Venezuela flowed from the heavenly paradise that started in the Garden of Eden. When he reached the town of Santo Domingo in Hispaniola, the Spanish official in charge had the "Great Explorer" arrested, and brought back to Spain in irons. Fortunately, Columbus still enjoyed the King's and the Queen's support. He had his titles of Governor and Admiral of the Fleet taken away, but he was pardoned and paid for his time in prison. Furthermore, he was granted permission to lead another expedition—provided that he stays clear of Santo Domingo.

On his fourth voyage, good fortune escaped Columbus once again. His ships were battered by storms and were forced to land on a remote island. Here, they waited for a whole year to be rescued. While they waited, the stranded commander and his men were at the mercy of natives who for a while even refused to sell them food. However, Columbus was able to use his knowledge of a coming eclipse to convince the natives he was withholding the

Painting depicting the death of Columbus

light of the moon. He told them he would not restore the moonlight until food deliveries were resumed. When a rescue ship finally arrived, this former “Admiral of the Fleet” was forced to return to Spain as passenger and not as the ship’s commander. Once back in his adopted country, the aging explorer spent most of his remaining days trying in vain to have his titles restored. He did succeed in getting his promised 10 percent of the Crown’s share of gold found in the New World. As a result, Columbus lived comfortably but in relative obscurity until his death on May 20, 1506.

Student Activities

A. Student Exercises:

1. How did Columbus decide that he could reach the Indies by sailing west?

2. What agreement did Columbus reach with the King and Queen of Spain?

3. Give three examples of how Columbus treated Native Americans.

B. Graphic Organizer Exercise: Finding Facts to Support Different Arguments

Sometimes the same facts that you read in a text can lead to different conclusions. Such is the case with the story of Christopher Columbus. He has been widely admired as a great explorer, who through his skills as a navigator, confidence in his mission, and courageous handling of difficult situations, discovered an entire unknown world. He has also been characterized as a reckless adventurer who sought wealth and fame and succeeded because of luck and error while others suffered. Place facts that support both points of view and write them in the following chart.

Columbus as heroic and admirable	Columbus as reckless adventurer

C. Extra Credit

Using all the information you gathered in this chapter, write a paragraph stating whether you think Columbus was a hero to admire or a reckless adventurer.

For Further Consideration

Many Native Americans believe that Columbus's voyage opening the New World to the Old is not an event that should be celebrated. They feel that it instead marked the beginning of a tyranny imposed on their ancestors by greedy Europeans. Many Americans whose ancestors came from Europe or Asia disagree. They believe Columbus opened the New World to the great ideas and technical achievements of the Old and expanded Western civilization. Each of the following excerpts provides one of the opposing views of this debate.

Columbus's Discovery Opened America to the Benefits of Western Civilization

Prior to 1492, what is now the United States was sparsely inhabited, unused, and undeveloped. The inhabitants were primarily hunter-gatherers, wandering across the land, living hand-to-mouth and day-to-day. There was virtually no change or growth for thousands of years. With rare exceptions, life was nasty, brutish, and short: there was no wheel, no written language, no division of labor, little agriculture and scant permanent settlement; however, there were endless, bloody wars. Whatever the problems it caused, Western culture also brought enormous, undreamed-of benefits, without which most of today's Indians would be infinitely poorer or not even alive.

Columbus should be honored, for in so doing, we honor Western civilization. However, his critics do not want to bestow such an honor because their real goal is to denigrate the values of Western civilization and to glorify the primitivism, mysticism, and collectivism embodied in the tribal cultures of American Indians. They decry the glorification of the West as "cultural imperialism" and "Eurocentrism." We should, they claim, replace our reverence for Western civilization with multiculturalism, which regards all cultures (including vicious, tyrannical ones) as morally equal. In fact, they aren't. Some cultures are better than others: a free society is better than slavery; reason is better than brute force as a way to deal with others; productivity is better than stagnation. In fact, Western civilization stands for the values that make human life possible: reason, science, self-reliance, individualism, ambition, and productive achievement. The values of Western civilization are values for everyone; it is the objectively superior culture.[1]

Columbus's Discovery Lead to Destruction and Exploitation of Native Americans

Just as Columbus could not, and did not, "discover" a hemisphere already inhabited by nearly 100 million people, his arrival cannot, and will not, be recognized by indigenous peoples as a heroic and festive event.

Defenders of Columbus and his holiday argue that critics unfairly judge him, a 15th century product, by the moral and legal standards of the late 20th century. Such a defense implies that there were no legal or moral constraints on actions such as Columbus's in 1492. In reality, European legal and moral principles acknowledged the natural rights of Indians and prohibited their slaughter or unjust wars against them.

Throughout this hemisphere, educational systems and the popular media perpetuate the myth that indigenous peoples have contributed nothing to the world, and, consequently, we should be grateful for our colonization, our dispossession, and our microwave ovens.

The Columbus legacy throughout the Americas keeps Indian people at the bottom of every socioeconomic indicator. We are under continuing physical, legal, and political attack, and are afforded the least access to political and legal remedies. Nevertheless, we continue to resist and we refuse to surrender our spirituality, to assimilate, or to disappear into Hollywood's romantic sunset.

To dignify Columbus and his legacy with parades [and] holidays is repugnant. As the original peoples of this land, we cannot, and we will not, tolerate social and political festivities that celebrate our genocide.[2]

1 Michael Berliner, *On Columbus Day, Celebrate Western Civilization, And Not The Cruel Hoax of Multiculturalism*, Capitalist Magazine, October 3, 2004.

2 An Open Letter From the AMERICAN INDIAN MOVEMENT of Colorado and Our Allies, Rocky Mountain News on Saturday, October 8, 1994

After summarizing both arguments, come to class prepared to explain which one of the two you find most convincing. Be prepared to present your opinion, to listen to the opinions of others, and to either defend your own or change your mind.

Chapter 2. Jamestown, The First English Colony
Teacher Page

Overview:

After providing a short description of the early years of the Jamestown settlement focusing on the many of the difficulties these pioneers faced, this chapter lists many of the important events in Virginia up to the revocation of the colony's original charter in 1625. The "For Further Consideration" section provides primary source documents on many of the dramatic events, such as the "starving time," the importation of slaves, and the establishment of the House of Burgess.

Objectives:

Students will:

- learn the difficulties faced by settlers in the Virginia colony and how they dealt with them
- assess the leadership of the colony in handling and preventing these difficulties
- understand the relationship between Virginia colonists and Native Americans, and the importance of the introduction of tobacco, slavery, and a legislative assembly

Strategies:

Before class: Assign the chapter either up to or including the "For Further Consideration" section and inform students they will be expected to write their answers to all the Student Activities questions covering the assigned section(s).

In class: After reviewing students' answers to Activities questions and the graphic organizer, engage them in a discussion on the effects of leadership on the quality of life in the colony. Point out the importance of the introduction of slavery, the cultivation of tobacco, and America's first legislative assembly. Provide advanced students with the opportunity to present their views of the leadership in Virginia's early history.

Chapter 2. Jamestown, The First English Colony
I-Chart

	What were the reasons these settlers came to America?	Describe the difficulties faced by the early settlers.	What were the major events of the first 20 years?
What I already know			
What I learned from Chapter 2, Part I			
What I learned from Chapter 2, Part II			
What I still would like to learn about this subject			

Vocabulary for Chapter 2—Jamestown: The First English Colony

estate	expedition	malaria
difficulties	execute	charter
succumb	convert	survived

Vocabulary for Chapter 2—Jamestown: The First English Colony

A large piece of property, or the money and property left after a person dies	A trip by a group of people usually for some specific purpose	A disease transmitted by mosquitoes causing chills, fevers, and often death
Things that are hard to do and/or cause problems	To carry out a plan or an order	A formal, written statement assigning rights and responsibilities
To give into someone or something more powerful	To change one's own or other's mind or beliefs	Having lived through something, such as a serious accident or a war

Chapter 2
Jamestown, The First English Colony

Introduction

The men and very few women who started the first successful English colony in North America faced a lot of problems. Many settlers died of starvation, succumbed to disease, or were killed by Native Americans. The colonists searched in vain for a passage to India, wasted time digging for gold, and fought both with one another and with the Indians—whom they often cheated. They began to plant tobacco, bring slaves in from Africa, and establish the first elected lawmaking body in the Americas. As you read this story of their hardships, prepare yourself to decide if these were the result of their leaders' failings or simply caused by the difficulties of starting a colony in a new and strange land 3000 miles from home.

James Cittie

After four dreary months aboard three English ships, 104 weary adventurers reached a river in Virginia they named after their King, and founded "James Cittie." The little group consisted mostly of poor gentlemen who were the younger brothers of the heirs to their fathers' estates. Granted a royal charter from King James I in 1606, the Company was given permission to establish a colony somewhere between modern-day Maryland and South Carolina. The Company's founders hoped that the men they sent to the New World would convert Native Americans to Christianity, find gold, and discover a northwest passage to Asia.

John Smith's map of the Chesapeake, 1612. Chief Powhatan is depicted in the upper left corner.

As rough as the voyage across the Atlantic was, life in Virginia gave little relief. The new settlers chose to begin their life in the New World on a swampy island 20 miles upriver from the Atlantic Ocean. The island was a breeding ground for malaria-bearing mosquitoes and was located in the midst of an Indian Confederation headed by the powerful Chief Powhatan. In addition, the surrounding woods were difficult to clear for the purpose of planting crops of any kind.

Artist's depiction of Pocahontas saving Smith

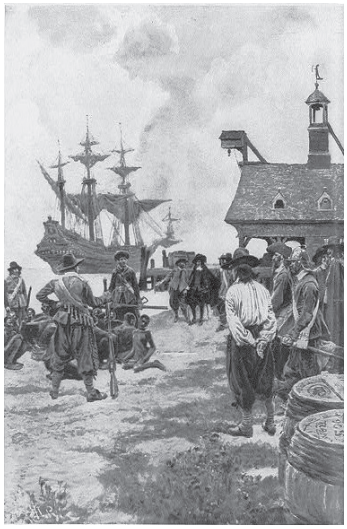
Troubles for the colonists began almost immediately. Within two weeks of their landing, Native Americans killed two settlers. The colonists' fort was completed in June, but burned down in September. Settlers wasted time in unsuccessful attempts to find a route to the Orient, and to discover gold. The gentlemen settlers refused to work, and thus did not prepare the land to be farmed. Quarrels among settlers led to the trial and execution of a member of the colony's ruling council. In December, Indians under Chief Powhatan captured John Smith while Smith was leading a food gathering expedition. According to his report, Smith's life was spared because Powhatan's daughter, Pocahontas, begged her father that the Englishman be allowed to live. Upon Smith's return to Jamestown in January, only 38 settlers remained alive. The colony was saved, however, by the arrival of a relief ship bearing food and more colonists. Smith managed to save the colony by trading with Native Americans. With Smith in charge, the arrival of more supplies, and an additional 70 colonists, Jamestown survived the second winter in relatively good shape. The worst, however, was yet to come.

The remainder of the Jamestown story is told in the form of a timeline and a number of documents.

Jamestown Timeline

Date	Event
1606	• King James I grants a charter to the Virginia Company allowing it to establish a colony halfway up the Atlantic coast
Dec. 20th	• Three ships carrying 120 settlers set sail for New World from London
1607	
May 14th	• One hundred four settlers arrive at a site they name "James Citte"
May 26th	• Local Indians attack colonists and kill two
December	• While searching for food, Indians capture John Smith; he later claims Chief Powhatan's daughter Pocahontas convinced her father to spare his life

1608 January	• Only 38 of the original 104 left alive; many died of malaria in mosquito-infected swamps surrounding original settlement • Relief ship arrives bringing food and settlers • Smith concludes peace treaty with Chief Powhatan
February	• Seventy settlers arrive, including the first two women
September	• Smith steals food from Indians
1609 Summer	• Between 350–450 more settlers arrive
September	• Powder explosion accident causes Smith's return to England President of colony captured and tortured to death by Indian women while seeking to trade for food
Sept.–May	• "Starving time" kills all but 60 of an estimated 500; some survive by eating other colonists.
1610 May	• Ship arrives with new settlers, but those remaining in Jamestown convince the newcomers to leave and take them along. They are stopped by arrival of several ships carrying supplies and more settlers.
1614	• Pocahontas is taken hostage and converted to Christianity; John Rolfe marries her; peace treaty signed with her father, Powhatan • Rolfe sends Virginia's first shipment of tobacco to England; 2500 pounds are exported in two years later, 50,000 in 1618, and 500,000 in 1627  Pocahontas's wedding to John Rolfe
1616	• Headright system established in Virginia, giving 50 acres of land to anyone paying their own or anyone else's passage the colony
1617	• Pocahontas dies in London where she was a great favorite; Rolfe later remarries

1618–23	• Population increases to 4500, but most die as a result of a combination of disease, hunger, and attacks by Indians
1619 July 30th Aug. 4th August	• First meeting of representative assembly (called the House of Burgesses) in the New World; it passes a law fixing the price of tobacco • Twenty Africans sold off a slave ship to Virginians are kept as servants • Ninety women arrive—each sold for 150 pounds of tobacco leaves to become a wife  The first slaves arrive at Jamestown
1622	• Surprise attack by Native Americans on Jamestown kills 347 colonists
1623	• 200 Indians poisoned by drinks settlers served them after signing a peace treaty
1625	• Virginia's charter revoked by the King of England; Virginia becomes a royal colony with a governor appointed by the King, a council appointed by the governor, and an assembly elected by male property owners

Student Activities

A. Graphic Organizer: Cause and Effect

Things happen for reasons that we can call "causes." Fill in the following chart showing causes and their effects of those causes. Note: the first parts of the chart have been completed.

Cause	Effect
Colonists settle near mosquito-infested swamps →	Only 38 of original 104 live through first year
→	
→	
→	
→	
→	
→	

B. Student Exercises

1. Explain three major difficulties faced by the colonists in Jamestown.

2. Describe three mistakes made by the leaders of the colony, and explain why you think each was a mistake.

3. Write a paragraph explaining either why you believe that the difficulties faced by the colonists should be blamed on their leaders or that the difficulties were merely the result of starting life in a strange land 3000 miles from home.

For Further Consideration

The following accounts provide us with a unique insight into life in the Virginia colony.

The Starving Time, 1609–10

> Then haveinge fedd uponn horses and other beastes as long as they Lasted we weare gladd to make shifte wth vermine as doggs Catts Ratts and myce All was fishe thatt came to Nett to satisfye Crewell hunger as to eate Bootes shoes or any other leather some colde Come by And those being Spente and devoured some weare inforced to searche the woodes and to feede upon Serpents and snakes and to digge the earthe for wylde and unknowne Rootes where many of our men weare Cutt off of and slayne by the Salvages. And now famin begineinge to Looke gastely and pale in every face thatt notheinge was spared to mainteyne Lyfe and to doe those things wch seame incredible As to digge up dead corpses outt of graves and to eate them and some have Licked upp the Bloode wch hathe fallen from their weake fellowes And amongste the reste this was moste Lamentable Thatt one of our Colline murdered his wyfe Ripped the childe outt of her woambe and threw itt into the River and after chopped the Mother in pieces and salted her for his foode…

Slaves Brought to Virginia, 1619

> About the latter end of August, a Dutch man of Warr of the burden of a 160 tunes arrivued at Point-Comfort, the Commandors name Capt Jope, his Pilot for the West Indyes one Mr. Marmaduke an Englishman. They mett with the Trer in the West Indyes, and determined to hold consort ship hetherward, but in their passage lost one the other. He brought not any thing but 20, and odd Negroes wch the Governor and Cape Marchant bought for victualle (whereof he was in great need as he prtetended at the best and easiest rate they could.

A Favorable Portrait of Conditions in Virginia, 1622

> The Countrey is rich, spacious, and well watered; temperate as for the Climate; very healthfull after men are a little accustomed to it; abounding with all Gods naturall blessings: The Land replenished with the goodliest Woods in the world, and those full of Deere, and other Beasts of sustenance: The Seas and Rivers (whereof many are exceeding faire and navigable,) full of excellent Fish, and of all sorts desireable; both Water and Land ielding Fowle in very great store and variety: In Summe, a Countrey, too good for ill people; and wee hope reserved by the providence of God, for such as shall apply themselves faithfully to his service, and be a strength and honour to our King and Nation.

An Account of a Massacre, 1622

When the day appointed for the massacre had arrived, a number of the savages visited many of our people in their dwellings, and while partaking with them of their meal the savages, at a given signal, drew their weapons and fell upon us murdering and killing everybody they could reach sparing neither women nor children, as well inside as outside the dwellings. In this attack 347 of the English of both sexes and all ages were killed. Simply killing our people did not satisfy their inhuman nature, they dragged the dead bodies all over the country, tearing them limb from limb, and carrying the pieces in triumph around.

Some Tooe hundred Weare Poysned

The 22 of Maye Captin Tucker was sente with 12 men in to Potomacke Ryver to feche som of our Engleshe which the Indianes detayned, and withall in culler to conclude a pease with the great Kinge Apochanzion. . . . After a manye fayned speches the pease was to be concluded in a helthe or tooe in sacke which was sente of porpose in the butte with Capten Tucker to poysen them . . . . how manye we canot wryte of but that is thought some tooe hundred weare poysned and thaye comyng backe killed som 50 mor a noe question god asistinge hd brought hom parte of ther heades. . . . God send us vyctrie, as we macke noe question god asistinge.

Based on both the primary source as well as the secondary source accounts, write a solid paragraph on whether you believe the difficulties experienced by the colonists could have been prevented by more enlightened leadership. Come to class prepared to present your opinion, listen to the opinions of others, and to either defend yours or change your mind.

Chapter 3. British Mercantilism and Colonial Trade
Teacher Page

Overview:

This chapter analyzes the assumptions behind Britain's mercantile policy and describes the laws used to by England to obtain gold and silver from its colonies by insuring itself of a favorable balance of trade. It asks students to chart changes in imports, exports, and the balance of trade between England and America. Students are also required to determine the effects of mercantile laws on the colonies and consider the mitigating effects of smuggling and the triangle trade.

Objectives:

Students will:

- understand mercantilism, exports and imports, and both favorable and unfavorable balance of trade
- understand the intent of mercantile laws and how they were intended to assure England a favorable balance of trade
- make a bar graph showing the change in exports and imports between England and the colonies
- learn how the Triangle Trade and smuggling reduced the damaging effects of mercantile laws

Strategies:

Before class: Assign the chapter either up to or including the "For Further Consideration" section, and inform students they will be expected to write their answers to all the Student Activities questions covering the assigned section(s).

In class: As you review students' answers, make sure they understand the following terms: exports, imports, and balance of trade. Also, make sure that they can explain why each of the four types of laws passed to assure England a favorable balance of trade would tend to achieve that purpose. Follow by helping students understand how these laws affected each of the three groups of colonies: New England, Middle, and Southern. Consider the bar graph exercise as optional, but if you assign it, help students get started and have them complete it at home. If there is time, lead a discussion with those assigned the "For Further Consideration" question.

Chapter 3. British Mercantilism and Colonial Trade
I-Chart

	What were the mercantilist laws and their purposes?	What was the Triangular Trade?	Did mercantilism seriously hurt the colonial economy?
What I already know			
What I learned from Chapter 3, Part I			
What I learned from Chapter 3, Part II			
What I still would like to learn about this subject			

Vocabulary for Chapter 3—British Mercantilism and Colonial Trade

enriched	forbade	merchant
restrictive	convenient	favorable balance of trade
	precious	mercantilism

Vocabulary for Chapter 3—British Mercantilism and Colonial Trade

To have made someone or something richer or better in some ways	Not allowed	Someone who buys and sells goods to other countries or in local markets
An act that limits or controls someone or something	Something that is easily obtained or not much trouble	When a country exports (sells) more than it imports (buys) from other countries
	Something (often rare or unique) that is worth a lot of money	An economic theory advising countries to own colonies for markets, sources of raw materials, and a favorable balance of trade

Chapter 3
British Mercantilism and Colonial Trade

Introduction

In this chapter, you will learn about a theory called mercantilism that called for countries to become rich and powerful by acquiring great amounts of gold and silver. Countries acquired these precious metals by forcibly taking them from native people or by starting a profitable trade. You will learn the meaning of the terms "favorable balance of trade," "exports," and "imports"; you will also learn about the laws designed by England to provide it with the gold and silver that supposedly would make it rich and powerful. By reading the "For Further Consideration" part of this chapter, you will see how these mercantile laws affected England's American colonies.

Balances of Trade

In the 18th century, mercantilists determined a country's wealth by measuring the amounts of gold and silver the country owned. England therefore had another excuse for having a large number of colonies. The colonists would be the source of gold and silver simply by exporting (selling) raw materials such as wood and wool to England and importing (buying) England's manufactured products such as furniture and clothes. The difference between what the British paid for their raw materials, and what they earned by selling manufactured goods, is called the "balance of trade." Since the British sold more to the colonies than they bought from them, they were said to have a "favorable balance of trade." Because the colonies could not pay for all they bought from England with trade goods they would have to pay the difference in precious metals, e.g. gold and silver. According to mercantilists, by supplying Britain with this gold and silver to make up for their unfavorable balance of trade, the American colonists were making England rich and powerful.

Example of Balance of Trade Between England and Colonies

	England	Colonies
Sold	£1000	£500
Bought	£500	£1000
Balance of Trade	+£500	-£500

However, England was not satisfied with allowing trade to develop in whatever manner its colonies found convenient or best for them. Instead, England passed special laws to steer the flow of goods across the Atlantic, and also placed restrictions on colonial exports, imports, and manufacturing. At the same time, England encouraged the production of certain naval products in the colonies and permitted only American and British ships to transport goods between England and America. These laws, of course, hurt some colonists, who resented England more and more because of them.

Enumerated Goods—Restrictions on Exports

When the first Englishmen settled in Jamestown, Virginia, and in Plymouth, Massachusetts, England did little to direct their trade. As the colonies grew more prosperous, however, England began to enforce mercantile practices. A series of laws passed in the 1660s known as the Navigation Acts were designed to make the American colonies dependent on goods made in England. The colonists, of course, were expected to buy more from England than they sold and to pay the difference in gold and silver. Therefore, the British would not allow any ships owned by foreigners to trade with the colonies. Because ships made in the colonies were British, they were not included in this ban on foreign shipping. In fact, a colonist owned one out of every three ships in the carrying trade between England and the colonies.

England also "enumerated" (listed) special products that could be sold only to British merchants. Included in this list of enumerated goods were products most generally considered essential to England's wealth and power: sugar, tobacco, cotton, indigo, and later rice, molasses, naval stores (tar, pitch, etc.), furs, and iron. English merchants were allowed to sell these goods to whomever they chose as long as they were first taken to England or Scotland and were forced to pay a tax called a "tariff."

Tobacco merchants and slaves

Thus, if a Virginia planter wished to sell his tobacco, he could only sell it to an English merchant. The Englishman then had to take it to England and pay taxes on it there before he could he sell it in France or anywhere else. This law especially hurt Virginians, who grew most of the colonists' tobacco. It also hurt planters who grew rice in the Southern colonies.

Staples Act: Restrictions on Imports

In 1663, Parliament passed the Staples Act, which forbade the colonists from buying any products grown or manufactured in Africa, Europe, or Asia unless these

goods were first shipped to England. The Staples Act prohibited importing almost every article that was either produced outside of England or that had not been shipped there first. Thus, if a colonist wished to buy French wines, Dutch linens, or Indian tea, he would have to buy these goods from an English importer. The Englishman in this example would have bought these goods from France, India, or Holland. Neither the Englishman nor the colonial merchant was allowed to bring these products directly to the colonies. Instead, all had to pay for the added expense and inconvenience of all non-English products taking a far longer route to the colonies, which included the loading and unloading, storing, and taxing of all the goods involved. The colonists, however, bought many of these goods from colonial merchants who smuggled (brought them in illegally) them into the colonies in order to avoid the extra expenses.

Restrictions on Manufacturing

According to mercantile theory, colonies were to supply the mother nation with raw materials and buy that nation's manufactured goods. Therefore, colonies might have been prevented from starting to manufacture their own products. England, however, made few attempts to prevent colonial manufacturing, choosing merely to prevent the colonists from shipping certain products from one colony to another. For example, colonists were not permitted to sell either goods made from wool or beaver skins to other colonies. In 1750, Parliament passed a far more serious law. It would not allow goods made from iron (axes, pots, nails guns, etc.) be sold outside of the colony where it was made. Like other restrictive laws, this one was hard to enforce.

Value of Exports to England and Imports from England

YEAR	EXPORTS	IMPORTS	TRADE BALANCE
1700	£395.000*	£344,300	+ £54,700
1710	£249,800	£293,700	
1720	£468,200	£319,700	
1730	£572,600	£536,900	+ £5,700
1740	£718,400	£813,400	
1750	£814,800	£1,313,100	
1760	£761,100	£2,611,800	– £1,850,700
1770	£1,015,500	£1,925,600	
1774	£1,373,846	£2,596,400	

Note the changes in the balance of trade with England

Bounties

Not all aspects of mercantilism were bad for the colonies. Since England needed certain products to maintain its navy, it offered special payments to producers of naval stores. Thus, bounties (extra money) were paid for tar, pitch, resin, turpentine, hemp, lumber, and indigo. Between 1761 and 1776, these special bounties cost England £120,000.

Summary

This chapter explained mercantilism, the idea that a country is wealthy if it has a great deal of gold and silver. European countries at the time of the American Revolution

believed in this idea and justified keeping colonies in order to make themselves rich and powerful. One way in which colonies enriched mother countries was by selling them raw materials and buying the goods the mother country manufactured. A surplus of imports over exports gave the mother country a favorable balance of trade, paid for with gold and silver from the colonies.

Student Activities

A. Student Exercises

1. Mercantilists thought that a country would get rich and powerful from having colonies. What was their reasoning?

2. A. Explain the idea of a favorable balance of trade.

   B. Why would exporting manufactured goods while importing raw materials result in a favorable balance of trade?

3. Name and summarize four laws England passed to make sure it would get gold and silver by trading with its colonies.

4. Give at least three reasons the mercantilist laws passed by England did not hurt the colonists as much as they might have.

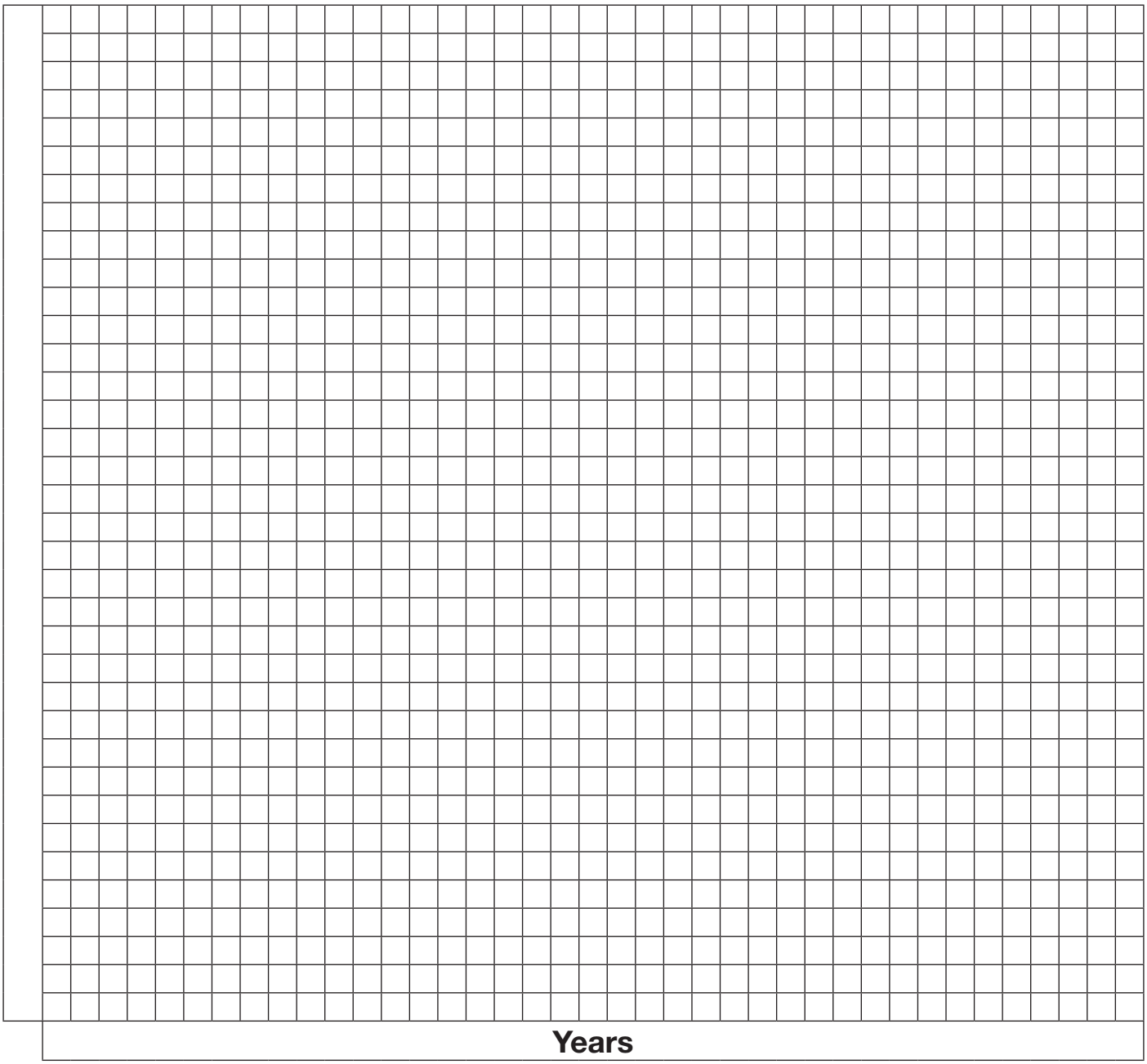
5. Give as many reasons as you can why colonists would have objected to mercantile laws.

B. Graphic Organizer: Drawing a Bar Graph

Construct a bar graph showing changes in exports, imports, and/or trade balances between 1700 and 1774.

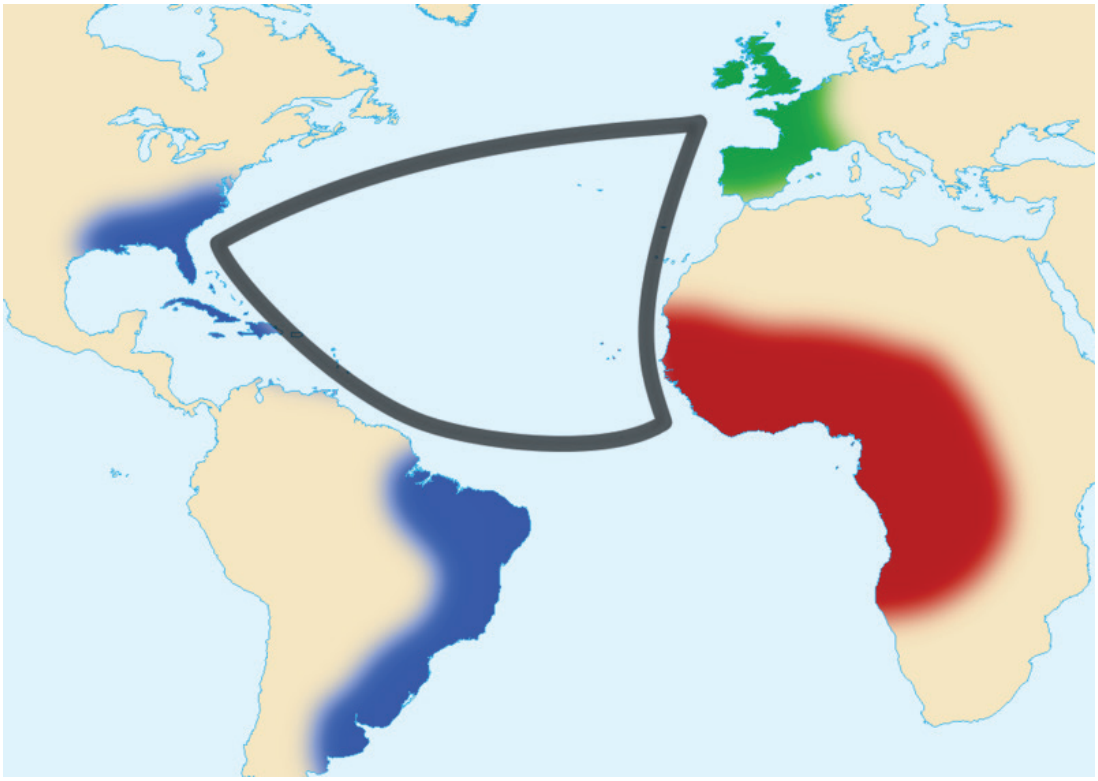
To make a good bar graph

a. decide on a scale (each ☐ = ?£)
b. fill in the numbers
c. locate points, draw and color bars
d. put title at top of graph



The Effects of Mercantilism

As the chart below shows, England was only one of the colonists' trading partners. Much of the gold and silver the colonists earned to pay for goods from England came from trading rum, gunpowder, cloth, and tools for slaves in Africa. The sugar and molasses bought in the West Indies was sold in New England to make the rum that was used in the slave trade. This famous Triangular Trade route—slaves from Africa, raw goods from the colonies, and manufactured goods from England—supported the mercantilist system and the colonies' unfavorable balance of trade with England.



The Triangular Trade

A final evaluation of the effects of British mercantilism on the American colonies must consider the benefits as well as the costs of living in the British Empire. First and foremost, the benefits included the protection given colonial ships that sailed the world under the British flag and the protection received from England's mighty army. Second, the benefits can be measured by the bounties paid for producing necessary products. Against these assurances, the colonists needed to weigh the added cost of all their imports resulting from the Staples Act, even though smuggling certainly reduced this price. Finally, the colonists would need to assess the restrictions on their exports, either under the enumerated list or under the laws regulating the export of iron, beaver hats, and woolen goods.

Considering all of the factors mentioned, do you think that the colonists' economy was severely or hardly hurt by British mercantile laws? Come to class prepared to present your opinion, listen to the opinions of others, and to either defend yours or change your mind.

Chapter 4. Social Class in Colonial America and Today
Teacher Page

Overview:

After introducing students to the term "social class," this chapter provides four primary source documents depicting the lives of four mid-17th century individuals of distinctly different classes. Students are asked to identify the social class of each individual based on evidence of his income/wealth, occupation, education, and power to make decisions. The "For Further Consideration" section provides a short summary of social class in 21st century America and a chart showing the incidence of social mobility among the highest and the lowest income percentile. Students are asked to assess the opportunities for upward mobility for most Americans.

Objectives:

Students will:

- state factors that determine an individual's social class
- apply these factors in deciding what social class each person belongs to based on primary source documents
- arrive at a conclusion about social class in colonial America
- assess the opportunity for social mobility in 21st-century America (for advanced students)

Strategy:

Before class: Assign the chapter either up to or including the "For Further Consideration" section and inform students they will be expected to write their answers to all the Student Activities questions covering the assigned section(s).

In class: Start by asking whether they are aware of social class differences in America today and what role income/wealth, occupation, education, and power play in determining social class. As you review students' answers to the first section, ask them to share what factors helped them most in determining each individual's social class. If you want students to write the extra-credit essay, provide them time in class to help them develop their thesis statements. If time permits, allow advanced students to present their positions on social mobility in the 21st century.

Chapter 4. Social Class in Colonial America and Today
I-Chart

	What is social class and how many classes are there?	To what social class would the following belong: planters, ministers, servants, slaves?	Is it easy to move up from a lower social class to the highest social class today?
What I already know			
What I learned from Chapter 4, Part I			
What I learned from Chapter 4, Part II			
What I still would like to learn about this subject			

Vocabulary for Chapter 4—Social Class in Colonial America and Today

industrious	distinguishing	discouraged
Virginia Tidewater	gentle folk	interruptions
infer	access	millwright

Vocabulary for Chapter 4—Social Class in Colonial America and Today

Hardworking	Able to tell the differences between people, groups, or things	To lack faith that something can be done or will happen
Area in Virginia closest to coast; known for its fertile soil	An old-fashioned term of respect and awe for wealthy and powerful people	Disturbances in the flow of something, like a speech or a stream
To draw a conclusion from incomplete evidence	Opportunity to get to someplace or someone	A person who builds or repairs a mill

Vocabulary for Chapter 4—Social Class in Colonial America and Today

		peck of corn
		ill-usage
		ill-tongued

Vocabulary for Chapter 4—Social Class in Colonial America and Today

Equal to eight quarts or two gallons		
The act of treating others poorly		
Describes a person who criticizes others		

Chapter 4
Social Class in Colonial America and Today

Introduction

As you already know, divisions based on income, occupation, education, and decision-making power, referred to as social classes, have always existed in societies. Most people agree that it is possible to identify whether an individual is in the lowest, lower, middle, or upper class by finding out how much money that person has accumulated, his or her occupation and education, and whether he or she has the power to make important decisions. In this chapter, you will read primary sources (firsthand accounts) from four individuals; you will be then be asked, based upon this evidence, to infer which of the four social classes each person belongs.

William Byrd's Secret Diary

William Byrd, one of the richest men in 18th-century America, was born in the Tidewater area of Virginia and educated in England. He owned a huge mansion on the James River, with one of the largest libraries in the colonies, and 179,000 acres of land. He kept a detailed secret diary in a private code that has been deciphered. Following are several entries:

August, 1709

> I rose at 5 o'clock and read a chapter in Hebrew and 150 verses in Homer. I said my prayers, and ate milk for breakfast. I danced my dance (exercised). Anaka was whipped yesterday for stealing the rum and filling the bottle up with water. I went to church, where were abundance of (many) people, among whom was a very handsome woman. Colonel Eppes and his wife who came to dine with me told me that Mr. Haynes was gone out of his wits. I sent Tom and Eugene to Mr. Harvey's to meet me tomorrow morning. I took a walk about the plantation. I said my prayers. I had good health, good thoughts, and good humor, thanks be to God Almighty.

November, 1709

> I rose at 6 o'clock and read a chapter in Hebrew and some Greek. I said my prayers and, and settled some accounts, and then went to court where we made an end of some legal business. We went to dinner about 4 o'clock and I ate boiled beef again. In the evening I went to Dr. Barret's where my wife came this afternoon. Here I found Mrs. Chiswell, my sister Custis, and other ladies. We sat and talked until about 11 o'clock and then retired to our chambers. I played at (rummy) with Mrs. Chiswell and kissed her on the bed till she was angry and my wife also was uneasy about it, and cried as soon as the company was gone. I neglected to say my prayers—which I should not have done, because I ought to beg pardon for the lust I had for another man's wife. However I had good health, good thoughts, and good humor, thanks be to God Almighty.

October, 1710

I rose about 5 o'clock and got myself ready for my journey and about 6 o'clock I recommended my wife and my family to God's protection (prayed for a safe journey), and after my people had carried me over the creek, I got on horseback about 7 and proceeded to Williamsburg where I arrived about 12. About 1 o'clock, I went to wait on the Governor. In the afternoon we drank a bottle of wine and then I took leave of the Governor and went to the coffeehouse where the naval officers and I played at cards till 11 o'clock. Then I went to my lodgings, but my man was gone to bed and I was shut out. However I called him and beat him for it. I neglected to say my prayers but had good thoughts, good health, and good humor, thank God Almighty.

The Autobiography of Devereux Jarratt

Devereux Jarratt became a minister and took the opportunity while writing his autobiography to point out moral lessons for his readers. He also revealed something of his life and experiences. Unlike Byrd's secret diary, Jarratt's personal history was written for anyone to read.

I begin, as is usual in works of this sort, with my birth and parentage. I was born in New Kent, a county in Virginia, about 25 miles below Richmond, on January 6th, 1732. I was the youngest child of Robert Jarratt and Sarah his wife. My grandmother, as I was told, was a native of Ireland. Both she and my grandfather died before I was born, and I have had no account of them, except that they were poor people, but industrious, and rather rough in their manners. They acquired a pretty good tract of land, of near 1200 acres, but they had no slaves—probably they were prejudiced against that kind of property. My father was brought up to the trade of a carpenter, at which he worked till the very day before he died. He was a mild, man, and much respected among his neighbors. None of my ancestors, on either side, were either rich or great, but had the character of honesty and industry. They were respected among their neighbors, free from real want, and above the frowns of the world. This was also the habit, in which my parents were. They always had plenty of plain food and clothing, wholesome and good, suitable to their humble (low) station in life and the times in which they lived. Our food was altogether the produce of the farm, or plantation, except a little sugar, which was rarely used; and our clothing was altogether my mother's making except for hats and shoes, the latter of which we never put on, but in the winter season. We made no use of tea or coffee for breakfast, or at any other time; nor did I know a single family that made any use of them. Meat, bread, and milk were the ordinary food of all the people I knew. I suppose the richer sort might make use of those and other luxuries, but to such people I had no access. We were accustomed to look upon what were called gentle folks as beings of a superior order. For my part, I was quite shy of them, and kept off at a humble distance. A wig, in those days, was a distinguishing badge of gentle folk, and when I saw a man riding the road, near our house, with a wig on, it would give me such a disagreeable feeling, that, I dare say, I would run off, as for my life. Such ideas of the difference between gentle folks and simple, were, I believe, usual among all of my rank and age.

Both my brothers were taught the trade of a carpenter and millwright, at which they worked for the most part of their lives. They both died about the middle of life. At 8 or 9 years old, I was sent to an English school in the neighborhood:—and I continued to go to one teacher after another, as opportunity served with great interruptions till I was 12 or 13. In this time I learned to read in the Bible, and to write and learned some Arithmetic. With this small knowledge, I left school; no further care was to my education.

Story of a Virginia Servant

The excerpts of court records below tell the story of an indentured servant who was accused of the attempted murder of the mistress he claimed had abused him.


This Indenture Witnesseth, That

A certificate of indenture

I was sent into the care of one Lewis Connor of Barmedoe Hundred Virginia who sold me off to Cutbeard Williamson, living at a Plantation called Hard Labour, Virginia. Williamson promised me I should be employed in Teaching his Children, and not be set to any manual work, unless it was necessity and then, merely for a short spurt. But though I did not lack for clothes or food, yet I found their dealings contrary to their fair promises; which much discouraged and disappointed me. And though my labour at the House was very annoying, I was however decided to do my utmost at it; yet that which embittered my life, and made everything I took in hand difficult to me. I was nevertheless badly treated by my ill-tongued Mistress, Mrs. Williamson; who would not only swear and curse at me within doors, but like a live Ghost would haunt me, when I was outside at work. And although I silently worked as fast as she demanded, without so much as muttering at her, I could not stop her evil tongue. Those things burning and broiling in my breast, tempted me to take the run away. I ran off, and got on board Capt. Larimore's ship, where I remained eleven days. At length home I came, begg'd pardon of my Master for my fault, and all seemed pretty well again. But my ill-usage proving still worse than before, my Mistress ever taunting me with her wicked Tongue.

A Slave is Beaten

Philip Fithian was a tutor on one of the largest Virginia plantations, not far from the Byrd mansion. In this excerpt from his diary, he reflects on the treatment of slaves.

Thursday, December 23, 1773. Except for some favorite slaves who wait on the table, their [the slaves'] weekly allowance is a peck of corn and a peck of meat apiece! And Mr. Carter is admitted by everyone to be, and from what I have seen of others I have no doubt at all that he is, by far the most humane master to his slaves of any in this area! Good God! Are these Christians?

While I am on the subject, I will relate further what I heard Mr. George Lee's overseer say the other day that he had done to Negroes himself and had found useful. He said that whipping of any kind does them no good for they will laugh at your latest severity. But he told us he had invented two things and proved their effectiveness by trying them several times. First tie them fast to a post. Then take a sharp curry comb and comb and curry him severely until he is well scraped; then call a boy with some dry hay and make the boy rub him down for several minutes; and then salt him and release him. He will, I'm told attend to his business afterwards!

Student Activities

A. Graphic Organizer: Finding Inferences That Lead to Conclusions

Using evidence from the reading, fill out the chart below for each of the people described in the documents. Give evidence from the primary and the secondary source accounts that led you to infer that each character in the chapter has the wealth, occupation, education, and power corresponding to most people of that class.

Person	Wealth	Occupation	Education	Power
William Byrd **(upper class)**	Rich—owned huge plantation			
Devereux Jarratt **(middle class)**				
Virginia servant **(working class)**				
Slave **(underclass)**			None—slaves seldom taught to read or write	None—beaten all the time

B. Student Exercises

1. What is social class and what determines to which class a person belongs?

2. A. Why might a person like Devereux Jarratt have been afraid of a person like William Byrd?

   B. Cite the evidence in the reading that Jarratt feared people of Byrd's social class.

3. A. In what ways was the Virginia servant better off than the slave described in the narrative by the tutor?

   B. In what ways was the servant not much better off than the slave?

Extra Credit

Write a brief essay on social class in colonial America. Include a thesis statement (main point), foreshadow (tell in advance) the main points you will use to support your thesis, provide at least two facts to support each point, and end with a conclusion that summarizes your argument.

For Further Consideration: Social Mobility in the U.S. Today

When asked to what social class they belong, close to 95 percent of Americans claimed to be in the middle class, and only 1 percent acknowledged being in the upper class. Despite this lack of class consciousness in the general population, most sociologists divide Americans into somewhere between three and nine social classes, each with distinct characteristics and each quite different from the ones far above or below. At the top of the social scale, these scholars identify an upper class consisting of wealthy individuals whose income, power, prestige, and education incite the envy, if not the respect, of the less successful. Below this upper class, sociologists often identify three different layers of the middle class. The first, the upper-middle class, consists mostly of professionals, highly trained managers, and successful businessmen whose salary and education allow them to live comfortably in prestigious communities and educate their children in good public or in exclusive private schools. The middle-middle class hasn't acquired the wealth and status of the upper-middle, but would include highly skilled workers, civil servants, accountants, and many educators. The lower-middle class, on the other hand, is more likely to include semi-skilled workers and people with less education who may or may not own their own homes. Their children would attend public or religious schools. Finally, sociologists identify a lower class, approximately 20 percent of the country, in which more than one-half live in poverty. Some are homeless; most work as day laborers or as unskilled workers at minimum wage jobs. This group would also include people on welfare, migrant workers, and illegal aliens or recent immigrants.

Social Mobility

Abraham Lincoln once wrote that even though "one starts poor, as most do in the race of life, free society is such he can better his condition [for] he knows there is no fixed condition of labor for his whole life."

Without using the term, Lincoln was talking about what we know today as social mobility—the possibility for individuals to use their talents and willingness to work hard and move up in life. The notion that nearly all Americans have the potential of moving 'from rags to riches' is at the heart of the American dream, and this dream is supported by the life story of countless individuals, including that famous log splitter, Abraham Lincoln.

The real issue about social mobility is not whether it is possible (it obviously is), but just how much of a chance any person born into poverty or a lower-middle class environment has of improving his or her social position. The conclusions of a year 2005 study of social mobility in America by the New York Times are summarized in the following chart:

Individuals starting in the bottom fifth of society	Individuals starting at the upper class
52% remained at the bottom 23% rose to the lower middle 12% rose to the middle 7½% rose to the upper middle 2% rose to the upper class	52% remained in the upper class 25% fell to the upper middle 15% fell to the middle-middle 5% fell to the lower middle 2½% fell to the lowest class

Statistics are open to interpretation, and while some will interpret these percentages as evidence of substantial movement both up and down the social hierarchy, others would see them as evidence that there is relatively little social mobility in the United States today.

Based upon what the chart says about social mobility in the U.S. and on your own observations, do you believe that on the whole the "accident of birth" is a greater determining factor in attaining higher social class today than a combination of hard work and native ability? Come to class prepared to present your thoughts on this subject and listen to the ideas of others.

Chapter 5. Government in England, the Colonies, and Today
Teacher Page

Overview:

This chapter familiarizes students with the names and functions of each of the three branches of government in England and in the colonies. It also shows the differences between the formal way in which the government is supposed to operate and how it functions in reality. A graphic is provided to help students understand the three branches of government in the United States today. The "For Further Consideration" section uses primary source documents to illustrate the tensions between British governors and colonial assemblies. Advanced students are asked whether they think there was more democracy in the colonies than there was in England.

Objectives:

Students will:

- name each of the three branches of government and explain what they do
- name the titles of the chief executive, the legislative houses, and the judicial branch of government in England and in the colonies, and be able to explain how each was chosen
- do the same as above for the government of the United States today
- explain who they think had the advantage in the conflict between colonial governors appointed by the King of England and colonial assemblies elected by eligible voters (for advanced students)

Strategy:

Before class: Assign the chapter either up to or including the "For Further Consideration" section and inform students they will be expected to write their answers to all the Student Activities questions covering the assigned section(s).

In class: As you review students' answers, make sure they understand the names and functions of the three branches of government in England, in the colonies, and in the U.S. today. Introduce students to the concept of how governments function by introducing such terms as rotten boroughs, limitation on the franchise, and patronage appointments. For advanced students, review the conflict between colonial assemblies and governors appointed by the King and let them explain whether they think the people of England or of the colonies had more to say on how they were governed.

Chapter 5. Government in England, the Colonies, and Today
I-Chart

	What are the three branches of government and what does each do?	How similar were the governments of England, the colonies, and the U.S. today?	Did the colonists have more of a say in their government than the people of England had in their own?
What I already know			
What I learned from Chapter 5, Part I			
What I learned from Chapter 5, Part II			
What I still would like to learn about this subject			

Vocabulary for Chapter 5—Government in England, the Colonies, and Today

dispute	House of Lords	judicial branch
House of Commons	county government	legislative branch
	representative town meeting	executive branch

Vocabulary for Chapter 5—Government in England, the Colonies, and Today

An argument or a disagreement	The upper part of England's lawmaking branch of government	The branch of government that decides whether a law has been broken
The elected part of England's lawmaking branch of government	A government that makes and enforces laws for a subdivision called a county	The lawmaking branch of government
	A governing body in which members of a town elect representatives to help make laws and important community decisions	The law-enforcing branch of government

Chapter 5

Government in England, the Colonies, and Today

Introduction

The main purpose of this chapter is to explain the three branches of government (executive, legislative, and judicial), what each branch is designed to do, and the name of that branch in the colonies, in England, and in the U.S. today. You will also learn how each of the three branches are organized (their structure) and how they actually work (their functions).

Three Branches of Government in England, the Colonies, and Today

State and local governments in the United States today are similar in many ways to the governments of the 13 colonies. In the original New England colonies (Massachusetts, New Hampshire, Rhode Island, and Connecticut), decisions about the community were made at town meetings. In the South, counties were led by sheriffs. America still has representative town meetings in New England, and county governments in many states. Like the states today, a government headed by a governor and legislature ran each colony. The 13 colonies were under the British Parliament (similar to Congress) and a king whose powers were not that different from those granted to an American president.

Branch	**In England**	**In the colonies**	**In U.S. today**
Executive (Enforces the laws)	King	Governor	President
Legislative (Makes the laws)	Parliament: House of Lords and House of Commons	Council and Assembly	Congress: Senate and House of Representatives
Judicial (Decides whether laws were broken)	Courts leading to House of Lords	Courts leading to Governor's Council	Courts leading to Supreme Court

The Three Branches in England and the Colonies

Official structure in England	Official structure in colonies
KING 1. Chief executive (law enforcement officer) 2. Appointed ministers to carry out and administer laws passed by Parliament 3. Power limited after 250 years of dispute with Parliament. Could not: a. veto laws passed by Parliament b. interfere with conduct of elections c. keep a standing army without Parliament's consent d. deny free speech, etc. 4. Hereditary position: remained in office for life and passed title down to successor.	**GOVERNOR** 1. Usually appointed by King, in few cases by proprietor (owner of colony), and elected in Connecticut and Rhode Island 2. Could veto law passed by Assembly and Council 3. Chief Executive (law enforcement officer) 4. Could dissolve lower house (Assembly) and call for new elections
HOUSE OF LORDS 1. Chief court of the land 2. Upper house of legislature has veto power 3. Membership composed of peers barons, dukes, earls, and bishops of the church, etc.	**COUNCIL** 1. Appointed by governor or by Assembly 2. Acted as "Supreme Court" for colonies. 3. Could decide on certain appointments made by governor 4. Often served as "cabinet" (advisors) for governor
HOUSE OF COMMONS 1. All adult males owning property worth more than 40 shillings a year could vote for Commons. About one man in 20 was eligible to vote. 2. All money bills started in Commons 3. Had to approve all legislation	**ASSEMBLY** 1. Elected by the people (50–80 percent of white adult males could vote) 2. All money bills started in the Assembly

How the Governments Actually Worked in England and the Colonies

Actual functions of British government

KING

1. Appointed officials to important offices such as tax collector, governor of colony, judge, prime minister, etc.
2. Made powerful by hundreds of years of tradition, pomp and splendor, support from Church, and the public's support and respect for royalty
3. Could influence Parliamentary elections through bribery and giving candidates money to use in running for office

LORDS

1. Contained many wealthy and powerful noblemen who had a great deal of economic and political influence

HOUSE OF COMMONS

1. Many of England's largest cities could send only one or two representatives to Parliament
2. Members did not have to live in districts where they were elected and thought of themselves as representing all of England
3. Members often willing to trade votes for well-paying government jobs

Actual functions of colonial government

GOVERNOR

1. Usually a British resident rather than a colonist and not familiar with colonial politics
2. Appointed because of influence in England, which often was lost after coming to America
3. Average time in office was five years
4. Received detailed instructions from England that he had to follow
5. Had little power to appoint people to political offices such as judges, sheriffs, or tax collectors

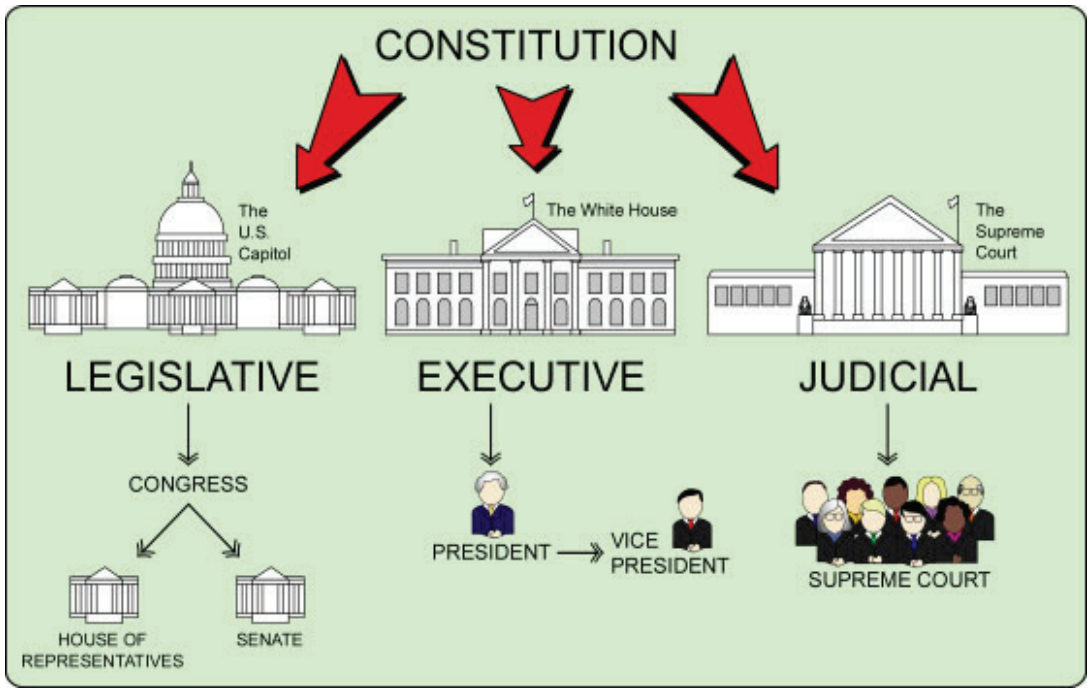
COUNCIL

1. Usually members of upper class; usually in office longer than governor

ASSEMBLY

1. Sometimes refused to pay salaries of unpopular governors and/or judges
2. Delegates often came with specific instructions from people they represented
3. Membership enlarged as new towns were added in the West
4. Represented actual towns and places, unlike England
5. Colonists hired agents to represent their views to Parliament

The Three Branches in the U.S. Today



Student Activities

A. Graphic Organizer: Learning about the Three Branches of Government

Though members of each branch of government have different titles at different times and in different countries, they basically do the same thing. Fill in the following chart to help you see the basic similarities between the governments of the colonies, England, and the United States today.

Branch of government	Colonial government	England's government	U.S. government today
Executive Branch	Formal title How chosen What branch does	Formal title How chosen What branch does	Formal title How chosen What branch does
Legislative Branch	Formal title How chosen What branch does	Formal title How chosen What branch does	Formal title How chosen What branch does
Judicial Branch	Formal title How chosen What branch does	Formal title How chosen What branch does	Formal title How chosen What branch does

For Further Consideration: A Recurring Struggle for Power—The Governor Appointed by the King vs. the Assembly Elected in the Colony

The colonial governor enforced British rule in the colonies. The King usually appointed him because the King owed him a favor. He held his position in the colonies for five years and served as the chief law enforcement officer in the colony. The governor seemed all-powerful, but the royal governors often met determined resistance from colonial assemblies. The power struggle between governor and assembly is described in the following primary source documents.

A Colonial Governor Complains about the Massachusetts General Assembly in 1723

Upon arrival in Massachusetts Bay I soon called the General Assembly together. I found the House of Representatives who are chosen by annual elections, possessed of all of the same powers of the English House of Commons, and some greater. They have the power of nominating once a year the persons that constitute your Majesty's council [private group of advisors with powers similar to the U.S. president's cabinet] and also of giving the salary of the governor and lieutenant-governor for six months, rather than for a full year. The House of Representatives also provides the salary of the treasurer once a year and thereby gains sole authority over that important office. They use their authority thus obtained to threaten the treasurer from obeying proper orders for issuing money, if such orders are not agreeable to their views.

By all of this, the House of Representatives is, in a manner, the whole legislative and in a good measure, the executive power of this province.

Thus constituted, and unsatisfied with the many uncommon privileges they enjoy, the House of Representatives for some years past has been making attempts to take away the few rights of government remaining to the Crown.

Complaints against the Colonial Governor of Virginia, 1702

To speak of the governor's injustices, tyranny, and arrogance to individuals would require a large volume, so we shall limit our observations to his behavior toward the members of our General Assembly.

Formerly, the General Assembly was called for meetings at reasonable times. The present governor calls frequent Assemblies at ridiculous times of the year, and at great trouble and expense to us. Furthermore, his behavior toward the Upper House of the Assembly has been arbitrary and outrageous. For example:

- He has taken upon himself the right to preside over this body and limit debate.
- He states the questions and overrules in an arbitrary and threatening manner.
- He threatens and abuses all who speak anything contrary to his opinions.
- He tries to encourage misunderstanding between the two Houses, by siding sometimes with one House, and sometimes with the other.
- He meets privately with members and uses all of the arts of persuasion and threatening for his own ends.
- His behavior is a constant insult the liberties of both Houses.

Based on all the evidence in this chapter, do you think that there was more democracy in the colonies than there was in England? Come to class prepared to present your thoughts on this subject and listen to the ideas of your classmates.

Chapter 6. The French & Indian War and Problems of Empire
Teacher Page

Overview:

This chapter presents the French and Indian War as a conflict that was begun by Virginia militia commander George Washington and asks whether he was representing colonial or British interests when he attacked the French in the vicinity of Fort Necessity. When this war morphed into the Seven Years War, the British did more to protect their interests in America than the colonists did. When the war ended, England faced serious problems, including what to do with western lands, how to enforce trade regulations, and how to repay their debt. Students are asked whether the British or the colonists started the war with the French in the Ohio territory. Advanced students are required to decide whether the British solutions to the problems of reorganizing their empire were statesmanlike or exceedingly self-serving.

Objectives:

Students will:

- understand that the French and Indian War was one of many wars in which the colonists fought alongside the British and against the French
- assess the colonists' role in starting the French and Indian War and their support for the cause
- learn what problems England faced when the war ended with the Treaty of Paris and (for advanced students) assess how the British tried to resolve these problems

Strategy:

Before class: Assign Chapter 6 either up to or including the "For Further Consideration" section and inform students they will be expected to write their answers to all the Student Activities questions covering the assigned section(s).

In class: As you review students' answers, make sure they understand and discuss England's and the colonists' shared responsibility for starting the war and their mutual interest in its outcome. Use the case of George Washington's expedition to warn the French to cease building forts in area claimed by the Ohio Company, in which he had a stake. Review the colonists' lackluster role in fighting the war, England's great victories, and the problems the war created for the empire. Students should learn that these problems included Britain's debt. Advanced students should assess England's policies regarding its newly acquired lands and its decision to enforce trade regulations.

Chapter 6. The French and Indian War and Problems of Empire
I-Chart

	Who fought whom in the French and Indian War?	How did this war start and who started it?	Did the colonists do their share of the fighting in this war?
What I already know			
What I learned from Chapter 6, Part I			
What I learned from Chapter 6, Part II			
What I still would like to learn about this subject			

Vocabulary for Chapter 6—The French and Indian War and Problems of Empire

Protestant	acquaintances	Ambassador
generation	acquiring	plausible
approaching	origins	entrenchments

Vocabulary for Chapter 6—The French and Indian War and Problems of Empire

A member of a major Christian religion who is not Catholic	People one knows	A person representing a country
People of roughly the same age; or a period of 20 years	Act of getting, obtaining, or learning something	Likely to be true
Coming closer to	Where something or someone began	A series of long cuts in the ground usually used by soldiers for defensive purposes

Vocabulary for Chapter 6—The French and Indian War and Problems of Empire

		Appalachian Mountains

Vocabulary for Chapter 6—The French and Indian War and Problems of Empire

A mountain range in the U.S. between the Atlantic Ocean and the Mississippi River		

Chapter 6
The French and Indian War and Problems of Empire

Introduction

We start our study of events leading directly to the American Revolution by looking at the cause of another war. The colonists knew it as the French and Indian War; but in Europe it was known as the Seven Years' War. England emerged victorious from the Seven Years' War and gained much new land, but when the war ended the country was deeply in debt. To help pay for the cost of running the British Empire, the English government thought that the colonists should pay something approaching their share of taxes. This ignited a conflict with the colonists that ended in another war, the American Revolution.

This chapter will help readers understand why the British believed that the French and Indian War was started by the colonists and was fought to benefit them. The colonists believed the British started it for their own benefit. You will be asked to decide who was right.

Longtime Rivalry between France and England

The English came to the New World and established farms and towns along the Atlantic coastline. They cleared away the trees and chased the Native Americans deeper into the woods. By 1750, British settlements were scattered along the seaboard from Maine to Georgia, and more adventurous colonists began looking for land further west by the Ohio River and into western Pennsylvania.

The French landed along the St. Lawrence River in Canada. But unlike the English, many Frenchmen became trappers and traders. They befriended the Native Americans, traded with them, and often married them. By 1750, the French were also moving down along the Ohio River and into western Pennsylvania.

Perhaps it was only a matter of time before the French and English settlers would fight over the same lands. France and England had been bitter rivals for generations. They competed for power in Europe, America, the Mediterranean, Asia, and Africa. Their religious convictions and methods of government differed widely. The French were Catholic and the British were Protestant. The French kept tight control over their colonies; the English allowed a great deal of self-government. The rivalries between the mother countries were felt along the frontiers in America, and three wars fought between England and France had already spread to their American colonies. These wars are listed below:

Dates	European Name	Dates	American Name
1688–97	War of the League of Augsburg	1689–97	King William's War
1701–13	War of the Spanish Succession	1702–13	Queen Anne's War
1740–48	War of the Austrian Succession	1744–48	King George's War
1756–63	Seven Years' War	1754–63	French and Indian War

As you can see, the final conflict was known in North America as the French and Indian War. Unlike the previous three wars, the French and Indian War started in the colonies and spread to Europe. The following narrative describes how the war began.

Instructions for George Washington

A close examination of the origins of the French and Indian War may start with a careful study of the activities of a very important colonist, George Washington. The man who commanded the American troops during the Revolution was closely connected with the events that triggered the French and Indian War. Like many Virginia planters, Washington had a passion for acquiring more land and was particularly interested in the fertile territory now located in the western sections of Pennsylvania but claimed by Virginia. He joined several wealthy and influential friends and acquaintances in forming the Ohio Company with the expressed purpose of obtaining this land. In 1749, the Ohio Company received a grant of 200,000 acres from the King of England because the King wanted the land settled and developed. This grant to Washington and his friends put England in direct conflict with France because the French King had claimed the same area along the Ohio and in western Pennsylvania. To enforce his claims, he instructed French agents to build forts along the Ohio River.

Robert Dinwiddie, one of George Washington's partners in the Ohio Company, was the acting governor of Virginia. Dinwiddie was encouraged by the British government to force the French out of the area. Washington, now 21 years old and a colonel in the Virginia militia, volunteered for the mission. His orders from Dinwiddie were as follows:

> As the French forces on the Ohio intend down as far as Logstown early in the Spring, I think it is for His Majesty's Service and the Protection of the Settlements on this Dom'n to do all in our Power to prevent their building any Forts or making any Settlem'ts on that river. I therefore, with advice of the Council, think proper to send immediately out 200 men to protect those already sent by the Ohio Company to build a Fort and to resist any attempts on them.

George Washington's Journal

Like many men of his time, George Washington recorded important events of his life in a diary. The journal printed below fell into French hands during the ill-fated western expedition. Originally published in France to prove England's aggression, the diary was translated back into English and appears here, greatly abridged. The original was never recovered.

A portrait of Washington in his colonel's uniform from the French and Indian War

May 24th. At two o'clock, we arrived at the Meadows, where we saw a trader, who told us he had seen two Frenchmen the night before, and that he knew there was a strong detachment on the march...therefore I placed troops behind two natural entrenchments, and had our wagons put there also.

May 27th. About eight in the evening I received a message from Half-King who informed me, that as he was coming to join us, he had seen along the road, the tracks of two men, which he had followed, till he was brought thereby to a low, obscure place; that he was of the opinion the whole party of the French was hidden there. That very moment I sent out forty men…to attack them together. [emphasis added] We had advanced pretty near to them, as we thought, when they discovered us; I ordered my company to fire…the greater part of the action lasted a quarter of an hour before the enemy were routed. We killed Mr. de Jumonville, the Commander of the party, as also nine others; we wounded one and made twenty-one prisoners….The Indians scalped the dead and took away the greater part of their arms, after which we marched down with the prisoners under guard to the Indian camp…. They informed me that they had been sent with a summons to order me to retire. A plausible pretense to discover our camp and to obtain knowledge of our forces and our situation. Instead of coming as an Ambassador, publicly and in an open manner, they came secretly and sought the most hidden retreats more suitable for deserters than for Ambassadors.*

May 30th. Began to erect a fort with small palisades, fearing that when the French should hear the news of that defeat we might be attacked by considerable forces.

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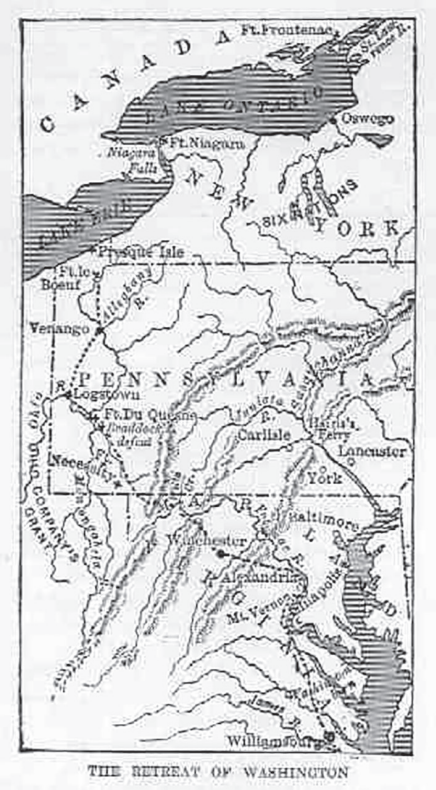
* This 15-minute engagement was the Lexington Green of the French and Indian War. For his hand in this incident, Washington was condemned in France as a violator of the law of nations; the dead Jumonville was hailed as a martyr and celebrated in heroic verse.



Find Ohio Land Grant, Ft. Necessity, Logstown, Mt. Vernon, and Monongahela River on this map showing Washington's Retreat

On this site, which he called "Fort Necessity," Washington's forces were attacked on July 3, 1754. Fighting raged all day with the French taking advantage of trees and the hills overlooking the defenders. Unable to make an adequate defense, the outnumbered Washington accepted generous surrender terms. He began his long retreat back to Virginia on July 4th, his soldiers carrying the sick and wounded on their backs. Thoroughly defeated, left without wagons or ammunition, and surrounded by hostile Native Americans, this must have been the darkest hour of Washington's long career. He left the French in control of all land west of the Appalachians and had failed miserably in his attempt to "repel" them.

Who Started the War: England or the Colonists?

The French and Indian War began with Washington's clash with the French in the Ohio territory. In order to regain the territory Washington had lost, the British sent General Braddock all the way from England to capture Fort Duquesne (now Pittsburgh). However, Braddock failed to heed warnings from his Indian allies that the French lay in wait for him, and he was not only badly defeated, but also lost his life and those of several hundred of his soldiers. Emboldened by their success, Native Americans, allied with the French, attacked along the frontier and hardly a settlement survived west of the Appalachians.

Fighting began in Europe two years later. England formed an alliance with Frederick the Great of Prussia to attack Austria. With the Prussians fighting its enemies in Europe, England was free to attack France's possessions in North America. The British captured both Quebec and Montreal (with hardly any help from the colonists) in 1759 and 1760, and won convincing victories in the Caribbean (despite colonists' illegal trade with the French) and in India. As a result, in the 1763 Treaty of Paris, France gave up its claims to all of Canada, the land between the Appalachian Mountains and the Mississippi River, as well as India.

When the fighting finally ended, England stood victorious and deeply in debt. Because the English believed the war had been fought in large measure to benefit their American colonies, they believed that the colonists should, at least, help pay for the future cost of their own defense. The colonists disagreed, and this controversy led directly to the American Revolution. That controversy is covered in the next chapter.

Student Activities

A. Graphic Organizer

Do the best job you can to explain why you believe each of the following incidents supports either the view that the colonists or the British started or would have benefited from the French and Indian War

Incident	Why you think this supports colonists' view of how the F&I War started?	Why you think this supports' British view of how the F&I War started?
Fighting in western PA spread to Europe		
George Washington owned land in the Ohio country		
Dinwiddie, an Englishman, was acting governor of VA and a partner in the Ohio Co.		
Washington was ordered to do all in his power to prevent French building Forts or making settlements along Ohio		
Washington only had secondhand knowledge that French were waiting for him in ambush		
British troops did majority of fighting in French & Indian War		
The Treaty of Paris gave the British France's possessions in Canada and India		

B. Student Exercises

1. Why is it significant that three of the four wars in which England and the colonies were allies started in Europe and then spread to the colonies?

2. Do you think that George Washington was representing his own and the Ohio Company's interest when he led 200 men to the western part of Pennsylvania? Explain.

3. Do you think Washington's attack on the French forces was an aggressive act that exceeded his orders or a defensive act while he was carrying out orders? Explain.

4. What did England gain as a result of the war that started with the attack by Colonel Washington on the French, who supposedly were waiting in ambush?

For Further Consideration:
England Makes New Rules for the Colonies

In 1759, 31-year-old General James Wolf led a small but determined band of British soldiers up the steep cliff before the French capital of Canada and captured the city of Quebec. This daring victory climaxed the triumph of British soldiers in North America. It was followed by equally stunning victories in Europe, the West Indies, and Asia. By 1763, the French were thoroughly defeated and ready to discuss terms at the peace table.

As a result of the Treaty of Paris, France surrendered its claims to Canada and most of India, but kept its "sugar islands" in the Caribbean. England now could claim all of America north of Florida and east of the Mississippi, the West Indies (including Haiti), and India.

The colonies rejoiced at this victory and the advantageous peace treaty that seemed to promise that all the lands east of the Mississippi were now open to them. However, despite the rejoicing on both sides of the Atlantic, major problems confronted the British following their notable victories.

This section examines two of these problems (primarily from a British perspective) and looks at the British resolution to these problems that later angered the colonists. Readers will be asked to supply arguments taking the colonists' perspective on Britain's resolution to its problems of empire.

Problem of Western Lands

In the Ohio River Valley, Chief Pontiac realized that the defeat of his French allies meant that English settlers would soon overrun his ancestral lands. Resolving to fight the intruders while he still might win, Pontiac gathered the tribes of the Ohio Valley under his leadership and attacked the British forts in the West. Soon every English outpost but Duquesne (now Pittsburgh) and Detroit fell. Hundreds of pioneers were killed, and many of the survivors were forced to abandon their homes and farms.

Pontiac's warriors were finally defeated, but not by colonial soldiers. British redcoats were dispatched to crush the Native American fighters who wished to expel all foreigners from their homelands. The conclusion that officials in London drew from this episode was that the colonists could or would not defend themselves. This conclusion was reinforced by the failure of colonists to provide men, supplies, or revenues to help the British during the French and Indian War. Fearing renewed fighting with the Native Americans and the French, British field commanders suggested permanent garrisons along the Ohio River Valley, the Great Lakes, and the Mississippi.

English policymakers also began to plan for the development of the Ohio Valley and other western territories. They faced several problems. First, conflicting claims

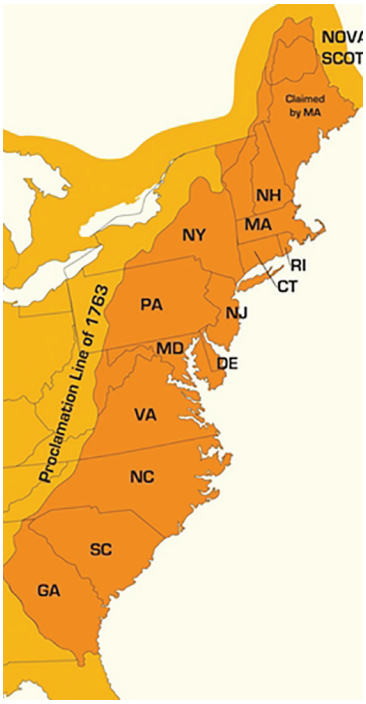
existed over the Ohio area between Pennsylvania and Virginia. Second, they needed to make decisions about which lands to set aside for farming and which for hunting and trapping. Third, the competing claims of colonial speculators (such as George Washington's Ohio Company) and British land agents had to be settled. Finally, the claims of Native Americans—some of whom had signed treaties with England in exchange for their wartime cooperation—needed to be resolved.

Solution to Problem of Western Lands

1. The Proclamation of 1763 temporarily prohibited American colonists from settling west of the ridge running across the Appalachian Mountains or from purchasing lands in that area. All colonists who had already crossed this divide and settled in the west were ordered to return, and all land sales in that area were canceled. Only Native Americans would be permitted to live in these regions until the British decided on a permanent solution.

2. The British decided to station 10,000 soldiers in North America to protect the colonists from attacks by Spain, France, or Native American tribes. The annual cost was estimated at £300,000.

3. The Quartering Act of 1765 provided that colonists help support troops stationed in America by supplying living quarters, candles, and rum.



Problem of Trade Regulations

While the colonists were expected to obey the mercantile laws regulating their trade with England and the rest of the world, they in fact frequently avoided both the laws and the tariffs required at colonial ports. During the war with France, colonial shippers coolly smuggled goods past British battle ships supposedly blockading enemy ports in the French West Indies. Indeed, smuggling had become a way of life for many American merchants. Several colonial fortunes, including that of John Hancock, were earned at the expense of British trade regulations. So widespread was the smuggling that the British customs service in America collected less than £2000 per year, although it cost four times that amount to run the service. The British estimated that colonists who avoided paying the required duties imported goods worth some £700,000 each year illegally. If these gross violations continued, the British reasoned, England would be denied the major benefits that its colonies were supposed to bring.

One of the great difficulties in preventing smuggling seemed to rest with the British customs service. Its officials were usually inefficient, corrupt, or both. They often

took care of themselves by accepting bribes rather than collecting the revenues due the King. Even in the rare case that smugglers were caught they frequently escaped punishment. The problem, in part, was that the accused would be made to stand trial before a jury of their peers who did not believe that smuggling was a crime.

Solution to Problem of Trade Regulations

1. The Writs of Assistance, 1761, gave customs agents the right to search for smuggled goods in private homes and other places without first securing a search warrant.

2. The Sugar Act, 1764, reduced the tax on molasses from six to three pence per gallon because the British hoped to make smuggling less profitable and thereby collect more money.

3. Colonists accused of smuggling could be tried before a British judge rather than a colonial jury. The judge was entitled to five percent of the ship's cargo if the accused was convicted.

4. The British navy was ordered to aid customs officials in their efforts to enforce trade regulations.

Do you think the decisions made by Parliament in response to the problems Great Britain faced after the Seven Years' War were unreasonable and unduly harsh? Come to class prepared to present your thoughts on this subject and listen to the ideas of your classmates.

Chapter 7. The Stamp Act, Virtual Representation, and Protests Teacher Page

Overview:

This chapter presents arguments both for and against the colonists paying the first tax England levied on them for the sole purpose of raising money. This money was to be used to finance the stationing of soldiers in the colonies. Students are introduced to arguments concerning the discrepancies in taxes and wealth between the colonists and the British, the purpose for which the French and Indian War was fought, and the British counter of virtual representation to the "no taxation without representation" argument. The graphic organizer asks students to chart the arguments on both sides. The "For Further Consideration" section describes the fiery speeches, august but semi-legal Congresses, mob violence, and a boycott of British goods the colonists used to protest the Stamp Act. Students are asked to decide, given the circumstances the colonists faced, which, if any, of the more violent measures were justified.

Objectives:

Students will:

- learn why the British thought the Stamp Act was a reasonable measure and the colonists disagreed
- understand, analyze, and discuss the "virtual representation" argument debate the pros and cons of the Stamp Act
- learn what methods colonists used to protest the Stamp Act, and discuss which were justified

Strategies:

Before class: Assign the chapter either up to or including the "For Further Consideration" section and inform students they will be expected to write their answers to all the Student Activities questions covering the assigned section(s).

In class: As you review students' answers to the questions, make sure that they understand England's reasons for passing the Stamp Act and the reasons the colonists objected. Make sure students understand the "virtual representation" argument as well as its flaws.

Chapter 7. The Stamp Act, Virtual Representation, and Protests
I-Chart

	What was the Stamp Act and why was it passed?	Why did the colonists hate the Stamp Act?	Did the colonists go too far in their protests against the act?
What I already know			
What I learned from Chapter 7, Part I			
What I learned from Chapter I, Part II			
What I still would like to learn about this subject			

Vocabulary for Chapter 7—The Stamp Act, Virtual Representation, and Protests

Manchester & Birmingham	Admiralty court	staggering
prosperous	requirement	reestablish
	regulations	virtual representation

Vocabulary for Chapter 7—The Stamp Act, Virtual Representation, and Protests

Two large cities in England	A court controlled by the navy dealing with its affairs	Completely surprising or amazing
Well-off and successful	Something that is needed or necessary	To return to a previous order or plan
	Rules or laws stating what must be done	A belief that all elected officials in England represent the whole country and not just the district from which they were elected

Chapter 7
The Stamp Act, Virtual Representation, and Protests

Introduction

This chapter raises the question of whether the colonists should have been required to pay taxes to England even though they were not represented in Parliament. The chapter presents both the colonists' and the British position on this issue; you will be asked to decide which side was right.

Britain's Point of View

After the French and Indian War, officials in London estimated that 10,000 British soldiers would be needed to defend the American colonists from Native Americans and a possible French attempt to reestablish their base in Canada. The cost of maintaining such a large army would be £300,000 per year. The British thought the colonists should help pay for the cost of their own protection.

The French and Indian War, combined with the Seven Years' War, had cost the British treasury £70,000,000 and had doubled their national debt to £140,000,000. Compared to this staggering sum, the colonists' debts and their tax burden were extremely light. Not counting the mercantile regulations, the colonists paid only about 1/20th of the taxes that British citizens did. Attempts to raise taxes in Great Britain had resulted in cider riots. The British had already reimbursed the colonists with £275,000 for their share of the costs of the French and Indian War. Now, taxpayers in England thought it was about time that their counterparts in the New World should ante up.

The Colonists' Arguments

The colonists believed that every Englishman had the right not to be taxed unless he was represented in the government that taxed him. The colonists felt that once they paid just one tax, Britain would force them to pay an endless number of taxes. They also said that they were already paying Britain money in the form of tariffs and duties for imports and exports. Furthermore, they claimed they did not need British soldiers stationed in the colonies and certainly did not want to pay for them. The colonists also did not accept the view that they had started the French and Indian War, or that the war was fought to protect them. England, they claimed, fought these wars in order to profit from mercantile trade.

The Representation Argument

Many Englishmen could not vote because they did not meet the British property requirements and because they lived in cities (such as Manchester and Leeds) that sent no representatives whatsoever to Parliament. However, in Britain every member of Parliament was supposed to represent not only his own district, but also the entire nation. This was called "virtual representation." The British thought that if virtual representation was good enough for the people living in Manchester, it should serve for the people living in Boston.

The colonists completely rejected virtual representation and pointed out that while some people in England could vote for members of Parliament, no one in the colonies had that right. They also pointed out that merchants in cities like Leeds and London had the same interests and could be represented by the same person. However, merchants in Boston had completely different interests than merchants in London and could not be represented by the same person.

Colonists burning copies of the Stamp Act

The Stamp Act

The Stamp Act passed in March 1765 and was scheduled to take effect the following November. It stated that stamps of certain values had to be bought and attached to a large number of items used in daily life. The list included the following:

For any appearance in Court	3 pence
For a university, college, or other degree	2 pounds
For any appearance in admiralty court	1 shilling
For practicing law in Court	10 pounds
For a shipping list to be signed for goods exported	4 pence
For a pack of playing cards	1 shilling
For every pair of dice	2 shillings
For every newspaper or pamphlet printed	½ pence*

* The reader may wish to note that one pound in money of that day was equivalent to about $200 today. Twenty shillings equaled a pound, so a shilling equaled about $10; 12 pence equaled a shilling, so a pence would be equivalent to about 80 cents.

The British Case for the Stamp Act

Here, in edited form, is the argument for the Stamp Act, as it was written by Soame Jenyns, a member of Parliament:

The major argument used by the colonists, which holds their entire case together, is that no Englishman is or can be taxed without his consent. I will prove this argument wrong and thereby collapse their whole case. When the colonists say that no one can be taxed without their consent, they must mean he cannot be taxed unless the majority of the people who are elected to represent him, agree to the tax. I will show that this argument is false. Every Englishman is taxed, but only one in twenty can vote. Those under twenty-one are taxed, and they don't vote. Englishmen who don't own property are taxed and they don't vote. Manchester, Birmingham, and many of our most prosperous towns send no members to Parliament, but are they not Englishmen? And don't they pay taxes?

It has been said that those in England who do not vote are represented by people like them who actually do vote. A merchant in Manchester is represented by merchants in London who votes. The men without property in England are represented by the men with property who vote.

This is known as the principle of virtual representation. If virtual representation works for England, why can it not work for the colonists?

If the idea of virtual representation can travel 300 miles between Birmingham and London,

The Colonists' Case Against the Act

Here, in edited form, is the argument against the Act. It was written by Daniel Dulany, a lawyer from Maryland:

The English argue that they can tax us because they tax other Englishmen who cannot send representatives to Parliament. I shall prove that argument is false. The virtual representation argument is like a spider web—it will catch the weak, but not the strong.

But there is no close connection between the Englishmen who live in England and those who live in the colonies. England is an island, 3000 miles from the colonies, a continent.

Not a single voter in England might be affected by a tax that he chooses to put on the colonies. Once he shifts the burden of some of his taxes onto the colonies, he can shift the burden of all of his taxes onto them. He can therefore make the colonies pay the entire cost of the English government, without hurting any friend, relative, or neighbor who lives in England.

Much is made of the argument that the colonies enjoy the protection of the British navy and the British army. But, aren't we already paying for this through unfavorable mercantilist laws? We are already paying a good deal to England by restrictions on our trade, manufacturing, and shipping. These are indirect taxes that we are paying. But we cannot allow England to lay a direct tax on us.

why can it not travel the 3,000 miles between London and Boston? If the principles of virtual representation works for Manchester and Birmingham, why can't it work for New York and Philadelphia? Why should the colonies demand rights that other Englishmen don't have? Aren't the colonists Englishmen? Don't they enjoy the protection of the British navy and army? Didn't the Empire just fight an expensive war mainly for the purpose of defending the colonies? Shouldn't the colonies pay for their protection just like other Englishmen?

NO RIGHTS FOR COLONISTS THAT THE ENGLISH DON'T HAVE!

England says it protected us during the French and Indian War, but they fought the war for their own good, not ours. It was they who wanted land in order to get more gold and silver. Why should we pay for the kind of protection that we did not even want?

We do not find the argument that we are asking for rights that Englishmen don't have very convincing. If they do not have the right of not being taxed without representation, they should have that right.

NO TAXATION WITHOUT REPRESENTATION!

Student Activities

A. Student Exercises

1. How was the new tax proposed by the British different from taxes that the colonists were already paying?

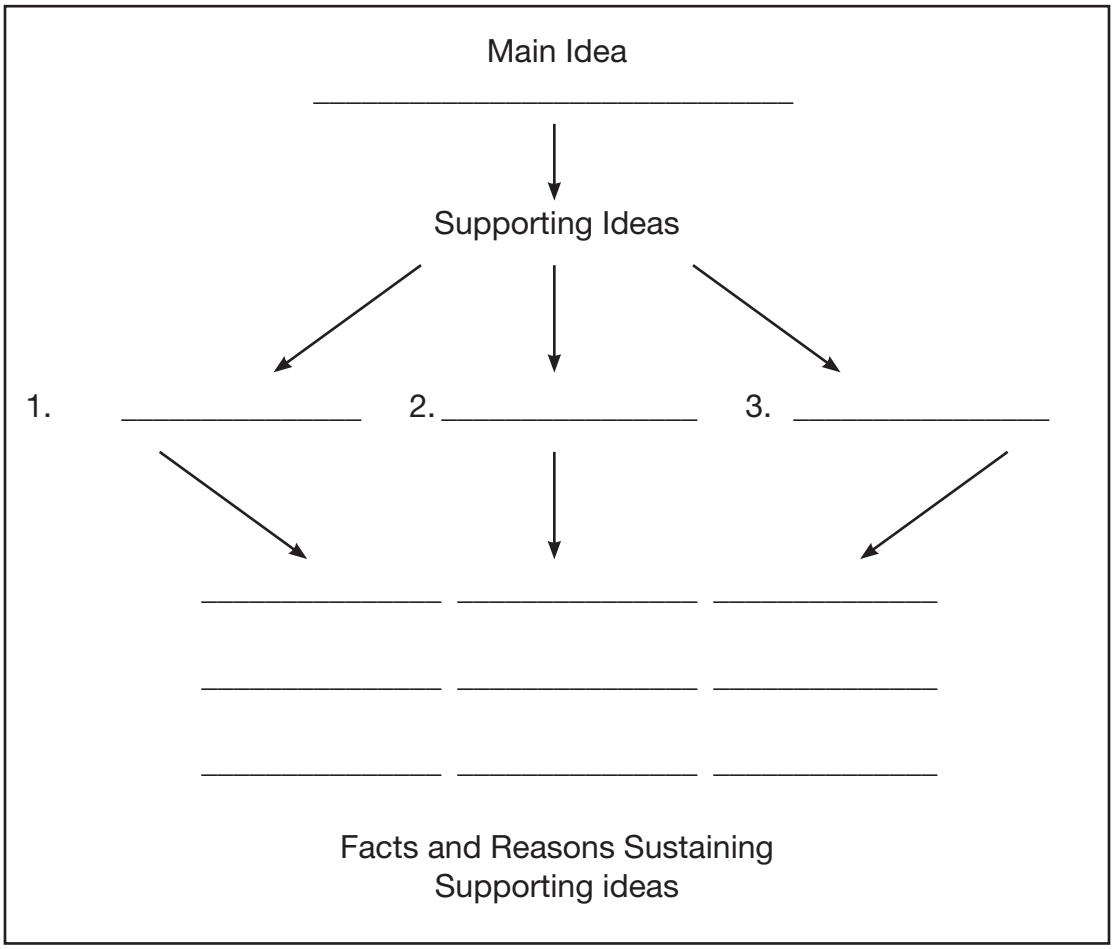
2. Give three examples of what the colonists would have to pay (in today's dollars) for three different items under the Stamp Act.

3. A. Explain the idea of virtual representation, and B. show why the British thought it was fair and the colonists did not.

4. Are you virtually represented in government by your parents? Explain.

B. Graphic Organizer

Most arguments can be broken down into main ideas, ideas that support the main idea, and supporting facts and reasons. Either use the chart below or make one of your own that's large enough so you can write the main and supporting ideas as well as the facts and reasons backing the supporting ideas. Make one chart for the colonists' arguments and make another chart for the British arguments. Complete both charts with the required information.



Extra Credit

Write an essay of no fewer than 150 words on why the colonists should or should not have been required to pay the Stamp Tax. Include three major reasons and back each reason up with a strong paragraph. Be prepared to defend your views in class.

For Further Consideration:
Can Violent Protest Ever Be Justified?

The powerful arguments colonists made against the Stamp Act did not prevent it from being passed. However, the colonists found more determined ways to protest the Act, including fiery speeches, solemn petitions, and violence directed at people and property, as well as boycotts of British goods.

The methods used to protest the Stamp Act raised issues concerning the use of illegal and violent protest, which the reader is asked to consider.

May: Patrick Henry and the Virginia Resolutions

On May 29, 1765, George Johnston of Fairfax County rose to suggest that the Virginia House of Burgess consider the Stamp Act. Patrick Henry leapt to his feet and seconded the motion. Older delegates were shocked. Consider the Stamp Act? How dare Virginia consider a law that Parliament had already passed? George Wyeth reminded the Burgess that "it is our duty to humbly and silently accept the decisions of Parliament." Henry, however, thought otherwise:

Patrick Henry arguing before the House of Burgesses

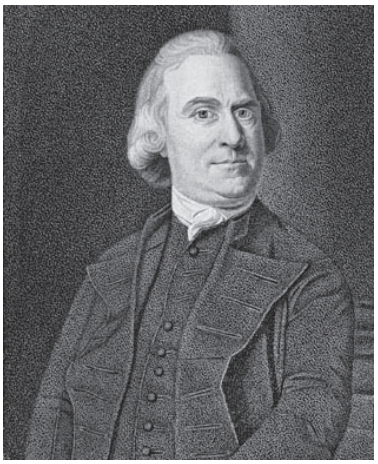
> Gentlemen, the Stamp Act has been forced upon us by a "sick" king. I understand in Williamsburg, it is considered ill-mannered to refer to King George's fits of insanity in plain words. The act is, in my humble opinion, illegal, unconstitutional and unjust.

With that, Henry offered the stunned delegates seven resolutions, including:

1. Resolved: That the first settlers to this county brought with them all the privileges and rights that have at any time been enjoyed by the people of Great Britain.
2. Resolved: That the right of self-taxation is a distinguishing characteristic of British freedom.
3. Resolved: That the Virginia Assembly has always had the sole power of self-government and self-taxation and that these rights have always been recognized by the kings and people of Great Britain.
4. Resolved: That the inhabitants of this colony are not bound to obey any law except those passed by their General Assembly,
5. Resolved: That any person who speaks otherwise shall be deemed an enemy of the colony.

What followed was a "most bloody" debate. The conservative leaders of the Burgess rose one by one to denounce Henry's radical resolutions. How dare he place Virginia's lawmaking power above that of the British Parliament? In the heat of making his reply, some said Patrick Henry warned that King George might profit from the example of kings and emperors the world over who had been executed.

Five of Henry's seven resolutions passed the House of Burgess, the last by just one vote. Most colonial papers, however, reprinted all seven. Thus Virginia's actions gave the appearance of an even more radical challenge to England's authority than they actually were.



Samuel Adams

August: Riots in Massachusetts

Inspired by Patrick Henry and the Virginia Resolutions, Boston patriots under the leadership of John Hancock and Sam Adams organized the Loyal Nine and, later, the Sons of Liberty. The Sons of Liberty took protest to the streets. Two of the objects of their anger were Andrew Oliver, a British agent supposedly appointed to sell the hated stamps, and Lt. Governor Thomas Hutchinson. The destruction caused by the group led Governor Francis Bernard to rush the following report to London:

> It now grew dark when the Mob which had been gathering all the afternoon…went to a new Building lately erected by Mr. Oliver to let out for shops...This they called the Stamp Office and pulled it down to the ground in two minutes. Then they attacked Mr. Oliver's house... As soon as they got possession of the house they searched for Mr. Oliver, declaring they would kill him. After the destruction of Mr. Oliver's house, the principle people of the Town publicly avowed and justified the act…
>
> On August 26, the mob attacked Governor Hutchinson's house with inestimable fury... Everything moveable was destroyed in the most minute manner except for such things of value carried off…The next day the streets were found scattered with money, rings, etc., which had been dropped in carrying off. The whole loss in this house is reckoned at 3000 pounds sterling.

October: The Stamp Act Congress

Even before word of Henry's resolutions reached Boston, the Massachusetts House of Representatives voted to ask the assemblies of the various colonies to send delegates to attend a general congress in New York City. The purpose of this Congress would be to protest the Stamp Act. Nine colonies eventually sent delegates (one colony

refused and three could not be represented because governors would not convene the assemblies to elect delegates). The Stamp Act Congress met in October 1765, and after much scribbling and debate agreed upon 14 resolutions, including the following:

> That his Majesty's subjects in these colonies owe the same Allegiance to the Crown of Great Britain, that is owing from his English subjects, and all due Subordination to Parliament.
>
> That it is the Right of Englishmen that no taxes be imposed upon them but with their own consent, given personally, or by their representatives.
>
> That the People of these Colonies cannot be represented in the House of Commons in Great Britain.
>
> That it is the duty of these Colonies to try to obtain the Repeal of the Stamp Act.

November: Boycott of British Goods

In New York, Philadelphia, Boston, and other seaport towns, merchants made agreements to stop doing business with or paying debts owed to English businessmen until the Stamp Act was repealed. In New York, an agreement was made the day before the Stamp Act was to go into effect. Signed by some 200 merchants, it stated:

> We, the underwritten, retailers of goods, do hereby promise and oblige ourselves not to buy any goods, wares, or merchandises of any person or persons whatsoever that shall be shipped from Great Britain after the first day of January next unless the Stamp Act shall be repealed as witness our hands.

March: Repeal of the Stamp Act

Violence, petitions, resolutions, and boycotts finally caused Parliament to repeal the Stamp Act. The repeal was accompanied by a law known as the Declaratory Act, which stated:

> The colonies and plantations in America are and of right ought to be, subordinate to, and dependent upon the imperial crown and Parliament of Great Britain; and the King and Parliament had, and of right ought to have, full power and authority to make laws of sufficient force to bind the colonies and people of America in all cases.

Considering the purpose of the protest, the possibility of using less violent alternatives, and the result of the actions, choose one violent form of protest discussed in this chapter and write a strong paragraph justifying or condemning that act. Come to class prepared to present your position on this question, listen to the opinions of others, and defend your own or change your mind.

Chapter 8: The Boston Massacre
Teacher Page

Overview:

This chapter provides teachers with all the information they need to stage a classroom mock trial of the British soldiers accused of voluntary manslaughter in Boston on March 5, 1770. The facts of the incident, culled from Hiller Zobel's book The Boston Massacre, cover the tension between Boston's citizens and England's finest, which erupted into a brawl at a local establishment five days before the "massacre." The narrative continues with the clash between an adolescent colonist and a British sentry before the Customs House that rapidly morphed into a crowd of 300 colonists confronting a contingent of seven British soldiers defending their turf. The key question raised in this chapter is which side provoked the other and whether the soldiers had good reason to fear for their lives when they fired the fatal shots. There is a good deal of information in this chapter that supports both positions. Detailed instructions for conducting a trial of the British soldiers are included.

Objectives:

Students will:

- understand the cause for tensions between colonists and British soldiers
- know the basic facts about events leading to the Boston Massacre and know what happened that night
- understand that the real issues in the mock trial are: which side provoked the other and whether British soldiers had good reason for fearing their lives were in danger when they fired into the crowd

Strategy:

Before class: Assign the chapter either up to or including the "For Further Consideration" section and inform students they will be expected to write their answers to all the Student Activities questions covering the assigned section(s).

In class: As you review students' answers to the questions, make sure they can identify the major persons involved in this drama and that they understand the issues in the case: which side provoked the other and if the soldiers definitely fired in self-defense. If staging the trial, assign students their roles, give them time in class to prepare their testimony, and assign them to be ready the next day (if possible.) If you don't want to stage the trial, stage a debate instead on the issues of provocation and self-defense.

Chapter 8. The Boston Massacre
I-Chart

	Massacre or just an unfortunate incident?	How did the soldiers attract a crowd?	Were soldiers in great danger when firing?
What I already know			
What I learned from Chapter 8, Part I			
What I learned from Chapter 8, Part II			
What I still would like to learn about this subject			

Vocabulary for Chapter 8—The Boston Massacre

occupying	hassling	manslaughter
Faneuil Hall	“demon rum”	muskets
respectable	illiterate	taunting

Vocabulary for Chapter 8—The Boston Massacre

Taking up space or time	Bothering or annoying someone	Killing someone without intending to. Can be involuntary (while lawfully protecting oneself) or voluntary (in a fit of anger)
Famous meeting place in center of Boston	Refers to the effect of drinking on those who use too much alcohol	Old-fashioned guns with a long barrel; the forerunner of the rifle
Refers to well-regarded people or behavior	Unable to read or write	To ridicule, dare, or annoy someone; usually done verbally

Chapter 8
The Boston Massacre

Introduction

Schoolboys threw rock-filled snowballs at them; respectable citizens cursed them; employers denied them honest jobs; innkeepers refused to serve them; and the best people in town avoided their company altogether. The men who suffered these cruelties were the British soldiers stationed in the colonies. Two regiments had been sent to Boston to keep order after the Stamp Act riots. Some were housed in Faneuil Hall; others camped on the Boston Commons. Most colonists thought of the British soldiers as an occupying army sent by the King of England to take away their freedom.

The British troops were not always the innocent victims of rude colonists. Soldiering was one of Europe's least respected jobs, and people with education or opportunity either became officers or avoided the army altogether. Ill-mannered and illiterate, the soldiers spent so much time drinking that British officers worried they would lose their army completely to "demon rum." The soldiers challenged decent citizens in the streets by day and fought with Bostonians in taverns at night. For 18 months they hassled and were hassled by the citizens of Boston. Perhaps it was only a matter of time before the hatred between the soldiers and the people of Boston would explode into serious violence.

The violence occurred on a March evening in 1770 when a small group of troops fired into a mob, leaving 11 dead or wounded. You will have the opportunity to decide who really started this fight between the colonists and the British soldiers, and if the soldier who first fired into the crowd was actually shooting in self-defense. You will also have an opportunity to stage a mock trial of this event.

Incident at the Ropewalk

Serious fighting first erupted between the town and the troops on March 2nd, three days before the massacre itself. Following a common practice of off-duty soldiers, Private Patrick Walker was looking for work. His search brought him to John Gray's Ropewalk, where available workers often picked up jobs at odd hours mending the miles of rope used by the many ships docked in Boston. Ropemaker William Green spotted Pvt. Walker and asked him whether he wanted to work.

"Yes, I do, faith," the soldier replied, and promptly was told he could empty the public toilet.

"Empty it yourself."

More words followed, and getting the worst of the argument, Walker swung

wildly at Green. Nicholas Ferriter, another worker at the Ropewalk, joined the battle and knocked the off-duty soldier on his backside. The sword he carried beneath his coat fell to the floor. Walker left to get reinforcements and returned a few minutes later with Private William Warren and seven or eight other soldiers. A larger group of rope makers gathered to beat them back. Within 15 minutes, nearly 40 soldiers were on the scene. The battle resumed and both Sam Gray (a colonist) and Private Mat Kilroy (a soldier) played major roles in the fighting. The battle ended with the British again driven to cover, but smaller fights took place over the next two days. Three days later, Gray would be dead with a British bullet in his skull, and privates Warren and Kilroy would be charged with murder.

The Battle Over the Barber's Bill

Only a quarter moon lit Boston's streets on the chilly but pleasant evening of March 5, 1770. A single sentry, Private Hugh White, paced before the Customs House on King Street. Edward Garrick, a teenager working for a colonial wigmaker, appeared and saw Lt. Goldfinch. Garrick claimed that Goldfinch owed money to his master. Knowing that he had put the receipt showing he had paid his bill in his pocket, Goldfinch ignored the teenager. Garrick continued hassling Goldfinch by telling passers-by that Goldfinch was cheap and would not pay his bills. Private White came to defend his superior officer by calling Goldfinch a gentleman who paid what he owed. Garrick continued hassling the officer.

"Let me see your face," White challenged.

Garrick replied that he was not afraid to show his face. Without another word, the soldier swung his musket down on the side of the lad's head.

Screaming in pain, Garrick ran away, but several of his friends remained on the scene, taunting the soldier. "Lobster, son of a bitch," they called him; "Damned rascally scoundrel lobster son of a bitch." Meanwhile the church bell tolled the alarm for a fire. Men began shouting fire and poured into the street. The crowd around Hugh White increased to fifty, and snowballs accompanied the swearing. White, plainly frightened, retreated to the Customs House steps and loaded his rifle. The crowd then picked up chunks of ice and threw them at the sentry.

Private White Gets Reinforcements

As more colonists poured out into the streets, Captain Preston selected seven men, including Privates Kilroy, Montgomery, and Warren. With fixed bayonets, but unloaded muskets, the small group pressed through the heavy crowd of colonists surrounding the Customs House. The crowd parted to let the soldiers by and closed in behind them. Upon reaching their destination, the soldiers loaded their rifles with double shot and formed a half circle around the Customs House. Preston stood in front of his men, facing the crowd, which by this time numbered over 300. The mob

pressed upon the soldiers, rapping musket barrels with their clubs and shouting insults. Believing that the soldiers could not shoot unless ordered by a civilian, the crowd dared them to fire.

In the midst of this confusion, a club was thrown from somewhere within the crowd, knocking Private Montgomery to the ground. Rising to his feet in pain and anger Montgomery raised his weapon and pulled the trigger. No one seemed to be hit. Richard Palmes, who up until that moment had been acting as a peacemaker, swung his club and struck Montgomery in the arm. Palmes slipped as he aimed a blow at the Captain's head and struck him on the shoulder. Another colonist attacked the soldiers with a stick but was pushed back with bayonet wounds on his arms and chest. The shot, however, had scared many of the colonists away and left the center of the British line fairly clear. For a brief moment there was a pause lasting somewhere between six seconds and two minutes.

Print from an engraving by Paul Revere. Note the differences between Revere's interpretation and your text's account.

Death on King Street

During the pause following Montgomery's shot, Private Kilroy raised his musket, pointing it in the direction of Sam Gray and Edward Langford, both colonists.

"God damn you, don't fire," Langford yelled.

But Kilroy squeezed the trigger without appearing to aim, and Gray, with his hands in his pockets, fell dead at Langford's feet. John Hickling ran up and felt a hole in Gray's head as large as a fist. Two more shots rang out and Crispus Attucks, a 6'2" former slave, fell dead on the ground with two bullets in his powerful chest. Then someone suggested moving in on the soldiers to stop their firing. More shots followed. Struck by two bullets, a sailor named James Caldwell died instantly. Patrick Carr and Samuel Maverick were seriously wounded. In all, five colonists were killed that night, and another six were wounded.

Governor Hutchinson Promises Justice

The muskets were reloaded and in firing position as the stunned colonists returned to collect their dead and wounded. Preston ordered his men not to fire, and further trouble was avoided that night. Later, a huge crowd listened as Governor Hutchinson, addressing them from the Town House balcony facing King Street, advised them to go home peacefully for "the law shall have its course; I will live and die by the law." As the governor returned to the council chamber, someone else took over the balcony and told the crowd to remain until the soldiers returned to their barracks. The men dispersed after the troops were finally marched back to their quarters, and most people believed that the soldiers would be brought to justice.*

* Account is based on Hiller D. Zobel, *The Boston Massacre*, New York, New York: W.W. Norton & Company, 1970, pp. 182–204.

Student Activities

A. Graphic Organizer

Things happen for reasons that we can call "causes." Fill in the following chart, showing actions and the effects of those actions. Note: some parts of the chart have already been completed.

Action	Effect
Walker told to clean the toilet →	
→	
→	
→	
→	Montgomery knocked to the ground
→	
Kilroy fires without seeming to aim →	
→	

B. Student Exercises

1. Take the position of either a British soldier or a colonist and prepare an argument on (a) who started the fighting between the colonists and the British, and (b) was Kilroy firing in self defense when he shot and killed Sam Gray?

C. Class Activity: Staging a Mock Trial of British Soldiers Accused of Murder

The following format will help you stage a realistic mock trial of private Kilroy and the British soldiers accused of murdering five Bostonians. The trial of Private Kilroy et al is known as Rex v. Weems. Weems was the head of the corporal's guard. "Rex" is the Latin word for king. Since Kilroy fired the first shot, the trial should focus on his guilt or innocence—whether he and the others provoked the colonists or were provoked by them, and whether he and the others were in danger for their lives when they fired. The defense will plead involuntary manslaughter; the prosecution will seek a verdict of voluntary manslaughter.

Prosecution	Defense
Charge: Voluntary manslaughter **Lawyers** Samuel Quincy & Robert Paine	**Charge:** Involuntary manslaughter **Lawyers** John Adams & Josiah Quincy
Witnesses 1. Nicholas Ferriter: involved in Ropewalk incident 2. Edward Garrick: struck by Hugh White 3. Edward Langford: witnessed Sam Gray's death 4. Richard Palmes: present at Massacre (struck both Montgomery and Preston)	**Witnesses** 1. Patrick Walker: involved in Ropewalk incident 2. Hugh White: struck the boy Edward Garrick 3. Hugh Montgomery: hit by a club on King Street 4. Matthew Kilroy: fired fatal shot, killing Gray
Strategy At the November 1770 trial, the prosecution was permitted to bring in evidence of events preceding the massacre. The most effective strategy for the prosecution would be to prove that the soldiers acted in an offensive and challenging manner that caused the crowd's reaction. (The Ropewalk and Garrick incidents are examples of this.)	**Strategy** At the November l770 trial, the defense was permitted to bring in evidence of events preceding the massacre. The most effective strategy for the defense would be to prove that the colonists had constantly provoked the soldiers and caused their reaction. (The Ropewalk and Garrick incidents are examples of this.)
The prosecution must also show that the British soldiers' lives were not in danger at the moment that Kilroy shot Gray.	Defense must also prove that soldiers' lives were in danger at the moment that Kilroy fired and killed Gray.
Summary: Soldiers provoked the crowd Soldiers were in no danger when they fired	**Summary:** Crowd provoked the soldiers Soldiers were in danger when they fired

Lawyers

Before Trial

1. Divide the case into two parts:
    a. the relationship between soldiers and colonists before the Massacre
    b. what happened after Garrick was struck
2. Be thoroughly familiar with facts of the case.
3. Have questions prepared for each witness in advance of the case, particularly for purposes of cross-examination.
4. Prepare an opening statement of not more than 250 words.

During Trial

1. Ask witnesses to identify themselves and relate the events that they observed.
2. Ask witnesses questions to emphasize points you wish the jury to remember.
3. Since each witness may speak for only two and one-half minutes and be cross-examined for two minutes, be sure you are well prepared to use your time effectively.
4. During the trial, decide on one witness that you will not call to testify.

After Trial

1. Write a statement pointing out what you have proved during the trial by summarizing the testimony of each witness. You may also use humor, play on emotions, and generally indulge in tricks of oratory.

Witnesses

1. Write out your testimony on paper to be read at trial—but you must be thoroughly familiar with your case or suffer embarrassment during cross-examination.
2. Your testimony must be accurate, but may be slanted to favor your side.

Jurors

1. Read the assignment before the trial and write down what you think actually happened. Unless you have this frame of reference, you will not be able to follow testimony of witnesses.
2. Take notes on the statements of each witness. After a witness has finished testifying, briefly jot down your impressions.
3. Review all notes the evening after the trial and write your verdict on the basis of which side most effectively communicated its case.
4. Select a verdict of voluntary manslaughter only if you believe the accused were guilty of a deliberate action; select involuntary manslaughter if you believe that the accused fired in self-defense.
5. Prepare a written 150-word verdict that cites all reasons and facts upon which it was based.

Chapter 9. The Boston Tea Party and the Intolerable Acts
Teacher Page

Overview:

This chapter informs students of the desperate condition of the East India Company, explains the Tea Act, and provides arguments against it. The Tea Party is described in detail, and the Intolerable Acts are reviewed. Students are asked whether the Party was justified and advanced students are asked to make a judgment about the Intolerable Acts.

Objectives:

Students shall:

- know the provisions of the Tea Act and the reasons Parliament passed it
- be able to describe the Tea Party and explain the reasons for it
- decide whether the Tea Party was justified
- have a general knowledge of the Intolerable Acts and decide if they were justified

Strategy:

Before class: Assign Chapter 10 either up to or including the "For Further Consideration" section and inform students they will be expected to write their answers to all the Student Activities questions covering the assigned section(s).

In class: As you review students' answers to the questions, be sure they know the reasons for the Tea Act and explain its provisions. Have students describe the Tea Party and then engage them in a discussion as to whether it was justified. Repeat with the Intolerable Acts.

Chapter 9. The Boston Tea Party and the Intolerable Acts
I-Chart

	Why did the colonists want to destroy the tea?	Were there better ways to protest the Tea Act than the Tea Party?	How were the colonists punished? Did they deserve it?
What I already know			
What I learned from Chapter 9, Part I			
What I learned from Chapter 9, Part II			
What I still would like to learn about this subject			

Vocabulary for Chapter 9—The Boston Tea Party and the Intolerable Acts

escalation	authority	gallery
official	wanton	denounced
	padlock	intolerable

Vocabulary for Chapter 9—The Boston Tea Party and the Intolerable Acts

Actions that increasingly lead to conflict	Somebody recognized as being in charge	Much like a balcony where people attend an event
Someone who has been appointed to be in charge	Reckless and unrestrained behavior	To have criticized something very strongly and (usually) in public
	A lock requiring a key to open; can be snapped shut	Something so bad that no one can put up with it

Chapter 9
The Boston Tea Party and the Intolerable Acts

Introduction

The Boston Tea Party, which destroyed 342 chests of tea and resulted in Great Britain's attempt to punish Bostonians, led directly to the American Revolution. This reading will inform you about the Tea Act and its purpose as well as the reasons the colonists objected to it. You will read a description of the famous incident and learn about the "Intolerable Acts" that were meant to punish Boston for destroying the East India Tea Company's property. You will then be asked to summarize the arguments for and against the Tea Act, the Tea Party, and the Intolerable Acts.

The Tea Act

By 1773, England had all but given up on its attempts to tax the colonists. The Stamp Act had been repealed in 1766 before a single stamp was sold. The Townsend Act (which taxed lead, paint, paper and tea) was passed by Parliament in 1767. After facing objections similar to those raised against the Stamp Act, Parliament repealed the Townsend Act, except for the tax on tea. One tax remained, King George III explained, in order for England to keep the right to tax.

A British cartoon satirizing colonists' reactions to the Tea Act

To avoid paying the tax, many colonists did not drink the tea imported from England. They either drank no tea at all, or they drank tea smuggled to the colonies from Holland. The smuggled tea was cheaper because the East India Company was not allowed to sell directly to the colonies. The Navigation Acts made the Company ship its goods to England, where they were sold at auctions. American and British merchants bought the tea in England and then sent it to the colonies. With the tax, the extra handling charges, and the profits for several middlemen, the legal tea was much more expensive than the tea smuggled from Holland.

The boycott on its tea hurt the East India Company. With 7 million pounds of tea rotting in its warehouses, the East India Company was almost broke. The British government decided this large corporation would not be run out of business. The East India Company represented the largest part of England's investment in India. Besides, many members of Parliament had used their family fortunes to buy shares of the Company. To keep the India Company from going out of business, Parliament passed

the Tea Act in 1773. This law repealed part of the Navigation Acts and allowed the Company to ship its tea directly from India to the colonies. By avoiding the costly trip to England and paying many middlemen, the Company could pay the tea tax and still undersell its illegal competitors in America. The Tea Act was thus passed to accomplish several purposes:

1. Save the East India Company.
2. Stop smuggling tea from Holland.
3. Get the colonists used to paying their taxes.

Colonial Opposition

The Tea Act angered colonial merchants and other businessmen opposed to the monopoly (sole right to sell) granted the East India Company. Patriots who were against paying any taxes to England supported the opposition as well. Many organizations, including the Sons of Liberty, organized to spread opposition to the Tea Act. In Philadelphia, they denounced the Tea Act in a series of Resolutions that declared:

1. No property should be taken from anyone without their agreement.
2. The tax placed by Parliament upon tea is a tax placed on Americans without our consent
3. The purpose of the tax [is] to pay the governor's salary which makes our assemblies less powerful [and] thus causes tyranny and slavery.
4. Opposition to this plan of governing America is absolutely necessary to keep even the shadow of liberty in America and [it] is a duty that every freeman owes to his country.
5. A committee should immediately visit all the tax collectors and tell them to resign their jobs.

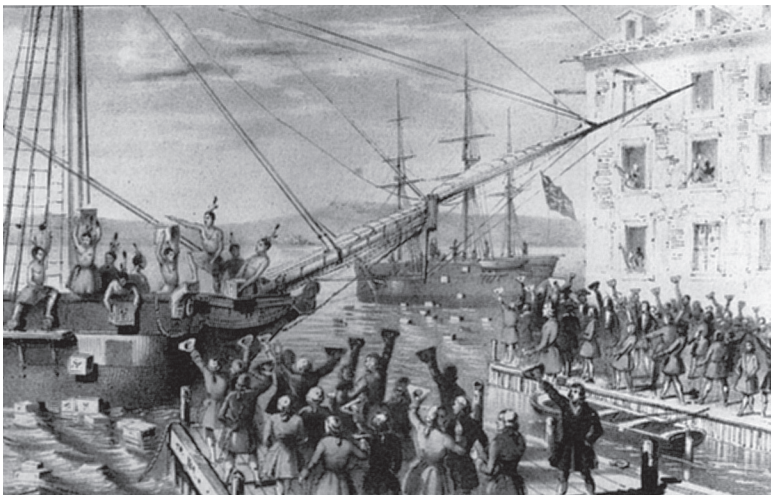
Governor Thomas Hutchinson

The Tea Party

Faced with strong opposition in every port city, the British never unloaded any tea in the colonies. In most cases, the ships carrying tea were ordered back to England. However, in Boston Governor Thomas Hutchinson swore he would enforce the Tea Act. On November 27, 1773, the Dartmouth arrived in Boston Harbor with its cargo of tea. The ship remained peacefully at anchor for weeks while Hutchinson rejected all pleas to return the tea. A mass meeting was held on December 16th at the Old South Meeting House. After it became clear that the governor would not change his mind, the colonists decided to take matters into their own hands.

The following account describes how Sam Adams and 150 Massachusetts men disposed of the tea:

Just before the end of the protest meeting, a number of brave men, dressed as Indians, approached the door of the assembly, gave the war- whoop, which rang through the house and was answered by some in the galleries. The "Indians" as they were called, trooped to the wharf where the ships lay that had the tea on board and were followed by hundreds of people to see the event. They, the Indians, immediately boarded Captain Hall's ship, where they hoisted out the chests of tea, and, when upon deck, opened the chests and emptied the tea overboard. Having cleared this ship, they proceeded to Captain Bruce's and Captain Coffin's brig. Within three hours they broke up 342 chests, and emptied their contents into the dock. When the tide rose, it floated broken chests and the tea, from the south part of town to Dorchester Neck. There was the greatest care taken to prevent the tea from being stolen by the people. One or two being detected in trying to pocket a small quantity were very roughly handled. Such attention to private property was observed, that a small padlock belonging to the captain of one of the ships being broke, another was found and sent to him. The town was very quiet during the whole evening and the night following. Those persons who were from the country returned with a merry heart; and the next day joy appeared in almost every face, some because of the destruction of the tea, others because the quietness with which it was done. One of the Monday's papers says that the masters and owners are well pleased that their ships are thus cleared of the tea.



An artist's depiction of the famous Tea Party

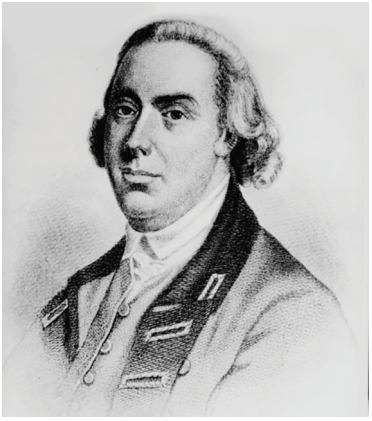
The Intolerable Acts

Even the colonists' friends in England were shocked by the destruction of £18,000 worth of property. They saw it as a "wanton and unprovoked insult." The British could not understand why the colonists, for the sake of some silly principle, refused to buy tea cheaper than any sold in England. The issue, according to the British, was no longer taxation and representation: the issue was whether England possessed any authority in the colonies. In order to establish its power and punish both Massachusetts and Boston for the Tea Party, Parliament passed a number of laws.

Together these laws were known in the colonies as the Intolerable Acts and in England as the Coercive Acts. Their key provisions (parts) are summarized below:

1. On June 1, 1774, the port of Boston will be closed to all shipping until payment is made for the destroyed tea.
2. King George, and not the Massachusetts Assembly, will appoint the Massachusetts governor's council.
3. The king's appointed governor, and not the assembly, will appoint all judges to the Bay Colony's courts. Only one town meeting may be held each year and that for the sole purpose of electing officials to run the town.
4. British officials who are charged with committing serious crimes in the colonies would be tried in Britain by British courts and juries.

To carry out these new laws, General Thomas Gage replaced Thomas Hutchinson as governor of Massachusetts. The colonists showed their opposition by arming and drilling local military units (militias) to defend their rights should the need arise. With an outraged England certain it had been wronged on one side, and an angry and rebellious colony on the other, the stage was set for further escalation.



General Thomas Gage

Student Activities

A. Student Exercises

1. Explain three reasons why the British Parliament passed the Tea Act.

2. Explain three reasons the colonists opposed the Tea Act.

B. Graphic Organizer: Drawing Inferences

People with different points of view draw different inferences (conclusions) from the acts or behaviors of others. What inferences did the colonists probably draw from each of the following? Answer on the chart below:

Action	Inferences drawn by Colonists
British pass Tea Act	
Hutchinson decides to unload tea	
British close Boston Harbor	
General replaces governor of MA	

What inferences did the British probably draw from each of the following?

Action	Inferences drawn by British
Colonists boycott tea from England	
Colonists smuggle tea	
Colonists protest Tea Act	
Colonists hold Tea Party in Boston	

For Further Consideration

Write a strong paragraph answering one of the following questions:

1. Was the Tea Party justified?
2. Were the Intolerable Acts justified?

Use the following criteria:

1. Was the purpose or reason just?
2. Were there less violent alternatives?
3. Were the ends achieved?

Come to class prepared to present your argument, listen to the opinions of others, and to defend your argument or change your mind.

Chapter 10: The Battle of Lexington
Teacher Page

Overview:

This chapter on the major clash that led to the Revolution features a detailed map showing the routes of British soldiers on their march toward Concord, their retreat, and the distribution of forces on Lexington Green. It includes conflicting primary source accounts of what happened on the Green and asks students to determine who actually started the battle. A graphic organizer chart has students compare the four eyewitness accounts, and the two pictures report on what actually happened on Lexington Green. The extra-credit question asks students to explain why they agree with one and disagree with another of these accounts. The "For Further Consideration" section provides interpretations of the events by a British and an American historian, and asks whether they think the British or the colonists were the aggressors at Lexington.

Objectives:

Students will:

- know the generally agreed-upon facts of what happened at Lexington
- use primary source documents to speculate on what actually happened
- Appreciate the difficulty of learning what really happened

Strategy:

Before class: Assign the chapter either up to or including the "For Further Consideration" section and inform students they will be expected to write their answers to all the Student Activities questions covering the assigned section(s).

In class: As you review students' responses to the questions, make sure they distinguish between generally agreed-upon facts and the conflicting testimony of eyewitnesses. Review students' responses to the graphic organizer and ask them which accounts are more believable and which have less credibility. Next, see if the class can agree on the most important question: who probably fired the first shot. You might also wish to ask whether it matters who fired first. Time permitting, review the answers advanced students gave to the question of who was the aggressor and thus started the Revolution.

Chapter 10. The Battle of Lexington
I Chart

	Why did the British march to Lexington and Concord?	Why were armed colonists standing on Lexington Green?	Who was the aggressor at Lexington?
What I already know			
What I learned from Chapter 10, Part I			
What I learned from Chapter 10, Part II			
What I still would like to learn about this subject			

Vocabulary for Chapter 10—The Battle of Lexington

harassed	testify	hastily
armed resistance	glorious	campaign
	British Regulars	Continental Congress

Vocabulary for Chapter 10—The Battle of Lexington

To have attacked, annoyed, or bothered someone	To give evidence (often in court) based on personal experience	Hurriedly or quick, often unwisely
Opposing something or someone with weapons	Causing great joy	A series of (sometimes military) actions with a definite purpose
	Professional British soldiers	A meeting of representatives of the colonists to take some unified actions to oppose British policies. There were two such Congresses.

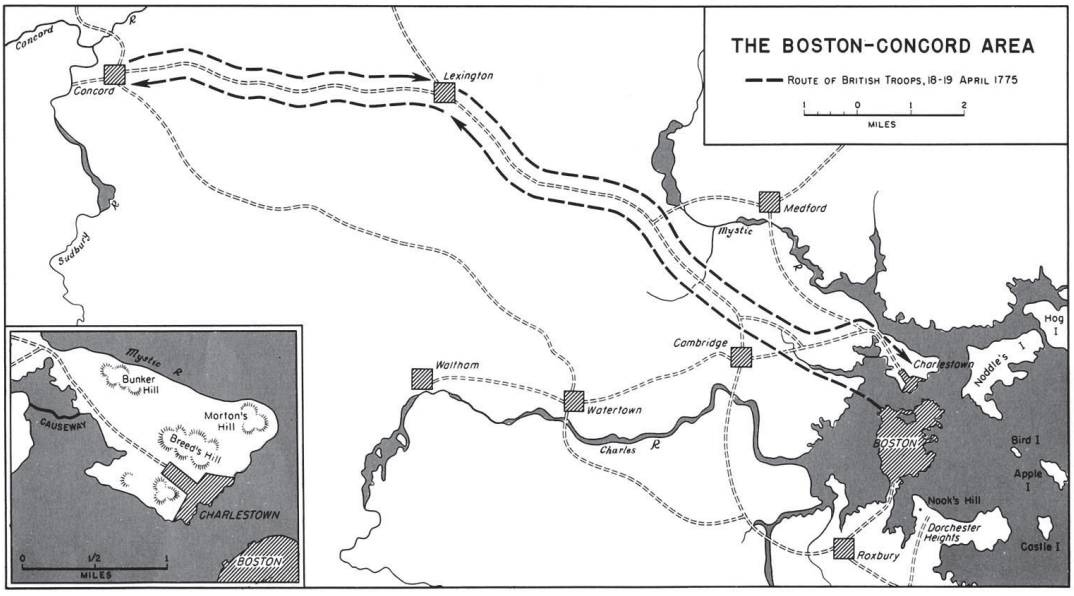
Chapter 10
The Battle of Lexington

Introduction

Britain had hoped to bring the Massachusetts colonists to their knees with the Intolerable Acts. However, Parliament only increased the colonists' determination to defend themselves and inspired an outpouring of sympathy from other colonies. In September of 1774, the first Continental Congress met in Philadelphia. The Congress called for a total boycott against British imports, began authorizing preparations for a "defensive" war, and sent declarations of rights and grievances to Britain.

With the Continental Congress calling for united action, each colony began to arm itself. Everywhere guns were prepared for use, ammunition was stored, and men marched in military formation. In Massachusetts, Samuel Adams and John Hancock organized the preparations. Meanwhile, British General Thomas Gage, appointed by the King to replace Governor Hutchinson, waited for reinforcements to arrive from overseas. Gage hoped to prevent conflict with the colonists by sending troops to seize the military supplies they were gathering. His spies had seen stores of cannons, guns, and gunpowder at Concord, about 22 miles from Boston. Gage hoped that a lightning raid on these supplies would effectively disarm the colonists' militias before hotheads could persuade them to attack British troops. One of Gage's officers, Major John Pitcairn, called for "one active campaign and burning two or three of their towns to set everything to rights."

In this chapter, you will read a description of the Battle of Lexington, but you won't be told who fired the first shot. Instead, you will read the reports of soldiers who took part in the battle and then be asked whose account you think is most likely to be true.



This map shows the route of British soldiers leaving Boston and their advance to Concord, the Battle of Lexington, and their retreat. Colonists made several attacks on the retreating British soldiers.

The Battle

In the early hours of April 19, 1775, Gage sent about 700 British Army regulars under the command of Lieutenant Colonel Francis Smith to capture military supplies in Concord. Gage had hoped that his soldiers would capture Samuel Adams and John Hancock who were staying in Lexington. However, patriotic colonists had received details about the British plans from messengers like Paul Revere on the night before the battle. They hid many of the supplies and warned the local militias.

Early in the morning of April 19th Captain John Parker stood before his hastily gathered militia while Major Pitcairn was riding toward Lexington. Parker placed his men, about 70 in number, on the village green, a few yards away from the road to Concord. The 700 British appeared in the morning mist in seemingly endless rows of soldiers in bright red uniforms. Major Pitcairn shouted for the colonists to leave, and the fate of America hung in the balance.

Suddenly, a shot was fired—or was it two? Without waiting for orders, the British regulars opened fire and the air rang with the screams of the injured and the moans of the dying. John Harrington dragged himself to the front porch of his house where he died in his wife's arms. Seven other militiamen were killed and ten were injured that April morning. Two British soldiers and the major's horse suffered slight wounds. Pitcairn finally regained control of his troops and marched them to Concord. At the same time, Samuel Adams was making his escape from Lexington. Hearing the firing, he is said to have exclaimed, "Oh, what a glorious morning it is."

Who fired the first shot? Eyewitnesses on each side claimed the shooter was someone on the other side. The conflicting accounts presented in this chapter provide evidence for the reader to determine who was the aggressor at Lexington.

Two Commanders' Accounts

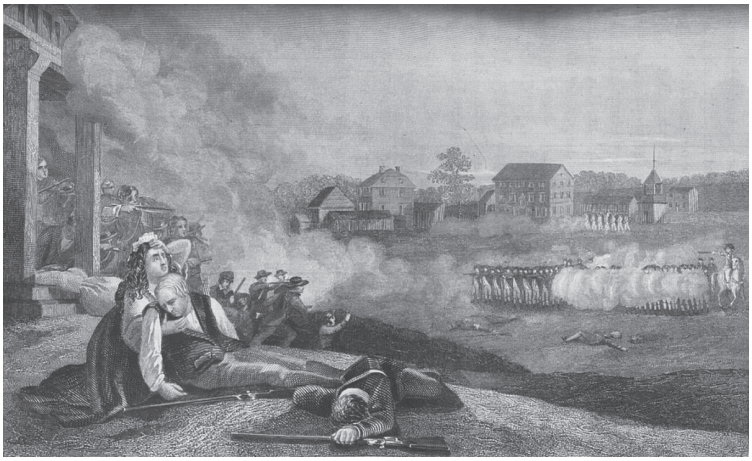
Six days after the battle, John Parker, commander of the colonial militia, gave the following report in sworn testimony.

> I, John Parker, of lawful age… declare, that on the nineteenth, in the morning, about one o'clock, I was informed that there were a number of regular troops on their march from Boston, in order to take the Provisions [military supplies] Stored at Concord. I ordered our Militia [local citizen-soldiers] to meet on the common in said Lexington, to consult [talk about] what to do, and concluded not to be discovered, nor meddle [interfere] or make with said Regular Troops if they should approach, unless they should insult us. Upon their sudden approach, I immediately ordered our Militia to disperse [scatter] and not to fire. Immediately said Troops made their appearance, and rushed furiously, fired upon and killed eight of our party, without receiving any provocation [aggressive action] therefore from us.

In the summer of 1775, Major Pitcairn told his version of the battle to President Stiles of Yale, who later reported:

> His [Pitcairn's] account is this—that riding up to them he ordered them to disperse which they not doing instantly, he turned about to order his troops…to surround and disarm them. As he turned he saw a gun in a peasant's hand from behind a wall flash in the pan [fire) without going off; and instantly or very soon 2 or 3 guns went off by which he found his horse wounded. These guns he did not see, but believing they could not come from his own people…asserted [said] that they came from our people; and that thus they began the attack. The anger of the King's troops were such that a[n]…uncommanded, but general fire took place, which Pitcairn could not prevent; tho' he struck his staff or sword downwards with all earnestness as a signal to cease firing.

Compare the different views of the Battle of Lexington shown in these two artists' drawings.



Accounts by Soldiers

A member of the colonial Militia testified as follows:

> I, Thomas Fessenden, testify… that being near the meeting-house at said Lexington, at about half and hour before sunrise… I saw three officers on horseback advance to the front of said Regulars when one of them being within six rods [about 100 feet] of the said Militia, cried out, "Disperse, you rebels, immediately;" on which he brandished [waved] his sword over his head three times; meanwhile the second officer, who was about two rods behind him, fired a pistol pointed at said Militia, and he pointed it down towards said Militia, and immediately on which the said Regulars fire at the Militia and then I ran off, as fast as I could, while they continued firing. I further testify, that as soon as ever the officer cried "Disperse, you rebels," the said Company of Militia dispersed every way as fast as they could, and while they were dispersing the Regulars kept firing at them incessantly [constantly].

The following account came from the personal diary of a British officer, Lieutenant John Barker:

> We heard there were some hundreds of People collected together to oppose us and stop our going on; at 5 o'clock we arrived there, and saw between 200 and 300, formed in a Common in the middle of the Town; we still continued advancing, without intending to attack them; but on our coming near them they fired on us two shots, upon which our men without any orders, rushed upon them, fired and put them to flight; several of them were killed, we could not tell how many, because they were behind walls and into the woods. We had a man of the 10th light Infantry wounded, nobody else was hurt.

Leaving eight dead and ten wounded colonists, Pitcairn marched his troops to Concord. Here they destroyed stockpiles of gunpowder that the colonists had not managed to remove. While crossing the Concord River on their return to Boston, the British faced armed resistance. By "the bridge that arched the flood," the famous "shot heard round the world" was fired, and the first British soldiers died. As the King's troops retreated back to Boston, they were harassed by continuous gunfire that killed or wounded 247 men. That night the battered British veterans prepared the city for an expected siege by the colonists' militia.

On April 18th, England ruled the Commonwealth of Massachusetts; by the 20th, the British army was practically surrounded in its capital. Although independence was not formally declared for another 15 months, the American Revolution had begun!

Student Activities

A. Student Exercises

1. Give three examples of how the First Continental Congress responded to the Coercive Acts.

2. What did General Gage hope to accomplish by sending troops to Lexington and Concord?

3. Give the known facts about what happened at Lexington on the morning of April 19th that both sides could agree on.

B. Graphic Organizer

Fill in the following chart, providing the requested information using the firsthand accounts of each witness and the supporting evidence from the text and the two artists' versions of the battle.

According to:	Source of first shot and casualties inflicted	When colonists broke ranks (dispersed)	Supporting evidence—text, pictures, other
Captain Parker			
Major Pitcairn			
Colonial soldier			
British soldier			

Extra Credit

Write your own account of what you think actually happened on Lexington Green. In your account, show why you agree with the testimony of at least one witness and disagree with the testimony of at least one other witness.

For Further Consideration: Historian's Accounts

British Historian's Account

When the British troops approached, the Americans were questioned for what purpose they had met, and ordered to disperse; on which the colonists retired in confusion. Several guns were fired upon the king's soldiers from a stone wall and also from the meeting house and other buildings, by which one man was wounded, and a horse shot under Major Pitcairn. Our soldiers returned the fire, killed some of the provincials, wounded others, and dispersed the rest…the British officers who were present, gave the account which General Gage reported in his letters to government, that the Americans fired first; and on the testimony of several respectable gentlemen of unimpeached character, this assertion rests.

American Historian's Account

Pitcairn discharged a pistol and with a loud voice cried, "Fire." The order was instantly followed, first by a few guns, and then by a heavy, close and deadly discharge of musketry…Parker therefore ordered his men to disperse. Then, and not till then, did a few of them, on their own impulse, return the British fire. These random shots of fugitives or dying men did no harm, except that Pitcairn's horse was perhaps grazed, and a private of the tenth infantry was slightly touched in the leg.

These are the village heroes, who were more than of noble blood, proving by their spirit they were of a race divine. They gave their lives in testimony to the rights of mankind…The light that led them on [was] from the example of Him [Jesus] who laid down his life on the cross for the life of Humanity…

Having read all the accounts of the Battle of Lexington, who do you think was the aggressor? Consider the reason for the colonists and the British to be on the Green; who probably fired the first shot; and what happened after the battle. Write a strong paragraph to support your position and be prepared to present your opinion in class, listen to opinions of others, and to either defend your ideas or to change your mind.

Chapter 11. By What Right and the Declaration of Independence Teacher Page

Overview:

This chapter introduces students to the terms "state of nature" and "social contract" as they pertain to the issue of the right to rebel. They will learn that Thomas Hobbes thought that life was "short, nasty, and brutish" in this hypothetical natural state and that men formed governments to protect themselves from other humans' evil impulses. A revolution would return men to this natural state and could not be countenanced. Locke, whose ideas were commonly accepted by American revolutionaries, believed the opposite, and Thomas Jefferson wove his ideas into the Declaration of Independence. Students are asked to compare Hobbes's and Locke's ideas on the state of nature, the social contract, and the right to rebel, and to get in touch with their inner Hobbesian or Lockian souls. The "For Further Consideration" section presents an abbreviated version of the Declaration of Independence for all students to appreciate and analyze.

Objectives:

Students will:

- understand the terms "state of nature" and "social contract" as they pertain to the reasons for forming a government and the right to overthrow it
- learn Thomas Hobbes's and John Locke's views of the above, and determine whose views are closer to their own beliefs
- understand the Declaration of Independence as a product of Locke's philosophy and appreciate the genius of this document
- discuss the meaning of the Declaration as a historical document and as a statement of American ideals

Strategy:

Before class: Assign the Chapter either up to or including the "For Further Consideration" section and inform students they will be expected to write their answers to all the Student Activities questions covering the assigned section(s).

In class: As you review students' responses to the questions, make sure they understand the terms "state of nature" and "social contract," and can explain what these terms have to do with the right to rebel. Ask students whether they agree with Hobbes that people are basically evil and need to be controlled by a strong government, a stern parent, and a demanding teacher. Have students read parts of the Declaration in class—especially the part which states the basic ideas of the Revolution—and let students understand that the signers tended to subscribe to the Lockian philosophy when it came to the state of nature, the purpose for forming a government, and the right to overthrow it when it fails to serve the purpose for which it

was established. Ask students whether that is how they interpreted the meaning of the Declaration, and what this idea has to do with what the government should be doing today.

Chapter 11. By What Right and the Declaration of Independence I-Chart

	What did philosophers mean by a "state of nature"?	What similarities existed between Jefferson's and Locke's ideas?	What makes the Declaration such a great document?
What I already know			
What I learned from Chapter 11, Part I			
What I learned from Chapter 11, Part II			
What I still would like to learn about this subject			

Vocabulary for Chapter 11—By What Right and the Declaration of Independence

restrain	philosophy	transgressors
social contract	philosopher	covenant
state of nature	perpetual	preservation

Vocabulary for Chapter 11—By What Right and the Declaration of Independence

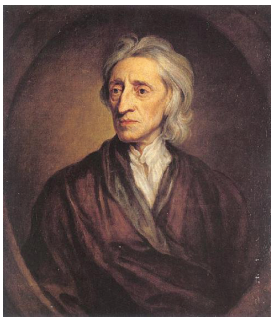
To hold back or keep someone from doing something	The answers to the important questions that philosophers think about	People who break laws or peoples' trust
An agreement between an individual and society to obey all its rules in exchange for stated benefits	A person who thinks about important questions such as our purpose on Earth	A sacred agreement between a person and a god or society
What life is assumed to have been like for humans before there was any government	Without end	To have kept whole by preventing harm or injury to something or someone

Vocabulary for Chapter 11—By What Right and the Declaration of Independence

		multitude

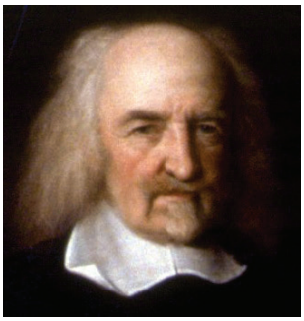
Vocabulary for Chapter 11—By What Right and the Declaration of Independence

A great mass of people, like a huge crowd		



John Locke

Chapter 11
By What Right and the Declaration of Independence



Thomas Hobbes

Introduction

In their struggle for freedom, the colonists raised some age-old questions: By what right does government rule? When, if ever, may men overthrow their government by force?

In an age when kings held near absolute power, people were told that their monarchs ruled by divine right. Disobedience to the king was therefore disobedience to God. During the 17th century, however, the English beheaded one King (King Charles I in 1649) and drove another out of the country (King James II in 1688). Philosophers quickly developed theories of government other than the divine right of kings to justify these actions.

In order to understand the sources of society's authority, philosophers tried to imagine what people were like before government, rules, or laws restrained them. This theoretical condition was called the "state of nature." Most American colonists who opposed the Revolution and most Englishmen adopted the opinions of a well-known English philosopher, Thomas Hobbes.

As you will learn, Hobbes believed that humankind was basically evil and that the state of nature was therefore one of perpetual war and conflict. Continually faced with the threat of violent death, people formed a government for protection. In the language of the philosophers, they made a "social contract" in which they pledged themselves to obey the ruler whose laws and authority would control their most evil instincts. People would then owe obedience to the government that stood between them and the chaos of their natural state, and they did not have the right to overthrow that government.

You will also learn that another famous British philosopher, John Locke, and most colonists who favored the American Revolution believed that people were born free and equal. The people established a government, formed by a social contract, only to protect the rights that they already had in the state of nature. They had the right to break the contract if the government deprived them of the rights it was established to protect. In opposition to Hobbes's philosophy, Locke's could be used to justify revolutions.

Hobbes's and Locke's ideas have close parallels in modern life and are accepted by those who have never heard of either philosopher, the state of nature, or the social contract. Modern Hobbesians believe that people are basically evil and must be controlled by a strong government. They favor harsh treatments for those who break society's rules and fear those who take the law into their own hands. The modern followers of Locke believe that people are basically good, and should be ruled by fair and mild governments. They oppose harsh punishments, stress the need for reform in government and society, and permit a substantial amount of protest.

The following statements are in the words of Thomas Hobbes and John Locke. They are presented in this way to help you understand how the thinking of these two famous philosophers differs on these important ideas.

Thomas Hobbes	John Locke
The State of Nature	
In such condition there is no place for industry because the fruit there-of is uncertain, and continual fear of violent death; and the life of man, solitary, poor, nasty, brutish, and short.	We must consider what state all men are naturally in, and that is a state of perfect freedom to order their actions and dispose of their possessions as they think fit. A state also of equality, no one having more than another.
The Social Contract	
Without the terror of some kind of power to cause them to be observed, justice, equity, modesty, and mercy are contrary to our natural passions. Covenants without the sword are but words, and of no strength. The only way for men to erect a common power is for men to confer all their strength on one man or one body of men that may reduce their wills to one will.	The great and chief end of man's uniting into commonwealths, and putting them-selves under government, is the preservation of their property; to which in the state of nature there are many
The Right to Rebel	
That they are subject to a King, cannot, without his leave, cast him off and return to the confusion of disunited multitude, nor transfer to another man or assembly of men.	When the legislative transgresses the rule of society, they forfeit the power the people put in them, and it devolves to the people, who resume their original liberty.

Student Activities

A. Student Exercises

1. Explain what was meant in the reading by
    a. state of nature
    b. a social contract
    c. the right to rebel

B. Graphic Organizer

1. Fill out the following chart, using your own words to write out and explain Hobbes's and Locke's beliefs on human nature, the terms of the social contract, and whether people have the right to rebel.

Topics	Hobbes's Beliefs	Locke's Beliefs
Human Nature		
Social Contract		
Right to Rebel		

2. With whose philosophy on human nature, social contract, and the right to rebel do you agree with most: Hobbes's or Locke's? Your explanations should be based on your own opinions about human nature, the need for strong laws, and strict enforcement in the community, in school, and within the family.

For Further Consideration:
A Close Look at the Declaration of Independence

> We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these, are life, liberty, and the pursuit of happiness.

With these now-famous words, Thomas Jefferson declared the colonies to be free and independent. Written 15 months after the Battle of Lexington, the Declaration of Independence stated the causes for America's separation from England and expressed the philosophy of government on which this country was founded. The Declaration marked an important event in America's history and expressed ideals that would influence the development of the United States as we know it today.

The Ideals Stated in the Declaration of Independence

On July 4, 1776, each of the 13 colonies approved the Declaration of Independence. The Declaration contains a statement of principles following the ideas of the natural rights philosophy originally expressed by the British philosopher John Locke. It clearly sets forth the purpose of government: to protect people's unalienable rights, and proclaims the revolutionary idea that humankind has the right to alter or abolish governments that fail to meet their obligations:

> We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these, are life, liberty, and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.

Jefferson, though a slaveholder, believed in Locke's philosophy. He even included a phrase in his Declaration blaming King George for the slave trade. The phrase was removed because some Southerners believed it insulted their domestic institutions.

The Declaration Denounces George III

The Declaration also contained a denunciation of King George III, the "tyrant" responsible for violating the rights that governments are established to protect. Included in the Declaration were the following accusations:

- He has refused his assent to laws the most wholesome and necessary for the public good.
- He has dissolved representative houses repeatedly for opposing, with manly firmness, his invasion of the rights of people.
- He has kept among us, in time of peace, standing armies without the consent of our legislatures.
- He has affected to render the military independent of, and superior to, the civil power.
- He has combined with others to subject us to a jurisdiction foreign to our Constitution and unacknowledged by our laws; giving his assent to their acts of pretended legislation.
- For quartering large bodies of armed troops among us.
- For protecting them by a mock trial from punishment, for any murders which they should commit on the inhabitants of these States.
- For cutting off our trade with all parts of the world;
- For depriving us, in many cases, of the benefits of trial by jury.
- For transporting us beyond the seas to be tried for pretended offenses.
- For taking away our charters, abolishing our most valuable laws, and altering, fundamentally, the powers of our governments.
- For suspending our own legislatures and declaring themselves invested with power to legislate for us in all cases whatsoever.
- He had abdicated government here by declaring us out of his protection, and waging war against us.
- He has plundered our seas, ravaged our coasts, burnt our towns and destroyed the lives of our people.
- He is, at this time, transporting large armies of foreign mercenaries to complete the works of death, desolation, and tyranny already begun, with circumstances of cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy of the head of a civilized nation.
- In every stage of these oppressions, we have petitioned for redress, in the most humble terms; our repeated petitions have been answered only by repeated injury. A prince, whose character is thus marked by every act which may define a tyrant is unfit to be the ruler of a free people.

King George III

Independence Is Declared

The Declaration of Independence contains a conclusion that follows logically from the idea that governments are established to protect the same rights that King George had systematically denied Americans.

> We, therefore, the representatives of the United States of America in general Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do in the name, and by the authority of the good people of these colonies, solemnly publish and declare, that these united colonies are, and of right ought to be, free and independent states: that they are absolved from all allegiance to the British Crown. And, for the support of this declaration, with a firm reliance on the protection of Devine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

Come to class prepared to explain how the Declaration of Independence is based on John Locke's philosophy and how the three sections of the Declaration reproduced here fit together. Also be prepared to discuss with which of the following you are most in agreement:

A. The Declaration of Independence is an accurate statement of the causes of the American Revolution and the ideals for which it was fought.
B. The Declaration is a statement of hopelessly unworkable ideals in which many of those who signed it probably did not believe and weren't practiced at the time it was written.
C. The Declaration of Independence sets forth the great ideals which most Americans believe and which this country has been striving to achieve over the last 240 years.