

Teachers' Guide for Cobblestone

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Road to Revolution

By Debbie Vilardi

Debbie Vilardi is an author of poetry, lesson plans and works of fiction.

Goal: To explain the economic, social and political factors that led the Colonies to declare independence from Britain, beginning the American Revolution.

***Always have a parent or trusted adult help with web research.**

Before Reading:

- Study the cover. Are you familiar with the terms? What do they mean? How do they relate to the period before the American Revolution?

"A War's Aftermath" by Kathiann M. Kowalski (Pages 2-5)

"An Idea Ahead of Its Time" by Nancy Norton Mattila (Page 5)

Vocabulary: regulars, trade duties

Comprehension:

1. How did Great Britain become the dominant power in North America?
2. What had the British promised their Native American allies?
3. What prompted Pontiac's Rebellion?
4. How had colonists' feelings about Britain changed?
5. What were some reasons for this change?
6. How were American regulars treated by British troops?
7. How did the British soldiers who remained in the colonies receive food and lodging?
8. What financial impact did the war with France have on Britain?
9. How did Britain make money from the colonists?
10. How did this differ from the tax situation prior to the war?
11. What was the colonial reaction to the new policies?
12. What was the purpose of the Albany Congress?
13. What was Benjamin Franklin's plan?
14. What were the outcomes of the meeting?
15. What happened when the delegates returned to their home colonies?
16. Why was the meeting historically significant?
17. How did the "Plan of Union" impact future documents?

Discussion: Imagine this political situation with today's technology. What impact might the telephone, internet, and airplane have had on the colonists and British? Would the colonists have seen themselves as more British because they traveled home regularly? Would negotiations have been easier? Would this technology have made a peaceful solution more likely?

Research: French and Indian War, Treaty of Paris, Pontiac's Rebellion, Albany Congress of 1754, Benjamin Franklin, Albany "Plan of Union"

"Breaking Up" by Mark Clemens (Pages 6-9)

Vocabulary: duties

Research Activity: Select one of the items mentioned on the timeline. Research how it led to the revolution and present your findings to the class. Make sure to include a definition or description of the activity involved.

Research: Navigation Acts, Proclamation of 1763, Sugar Act, Currency Act, Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Charles Townshend, Boston Massacre, Tea Act, British East India Company, Boston Tea Party, Coercive Acts, Quebec Act, First Continental Congress, Battles of Lexington and Concord, Second Continental Congress, George Washington, Olive Branch Petition, King George III, Breed's Hill, Declaration of Independence

"No Taxation without Representation" by Eric B. Schultz (Page 6-7)

Vocabulary: smuggle, monopoly

Comprehension:

1. Why did the members of Parliament feel the colonists should help fund the war debt?
2. Why did colonists smuggle in some goods?
3. Why was it important for British companies to monopolize colonial trade?
4. What financial hardships did the colonies face in this post war era?
5. What was the colonial reaction to the Stamp Act?
6. What concerns did the colonists express?
7. What measures were taken by colonial governments?
8. How did Parliament react?
9. Why wasn't the Stamp Act enforced?
10. Why was it repealed?

Discussion: Was Patrick Henry committing treason during his 1765 speech?

Writing Activity: Analyze the quote that ends the opening paragraph on Page 11. Write an essay supporting or disagreeing with this opinion.

Research: British Parliament, James Otis, Patrick Henry, House of Burgesses, Samuel Adams, Stamp Act Congress, Dr. Joseph Warren, William Pitt, John Adams

"Organized Resistance" by Andrew Mathews (Pages 13)

Vocabulary: vindicate

Comprehension:

1. Who were the Loyal Nine?
2. What were some of their activities?
3. How did Colonel Barre's speech impact them and leaders in other colonies?
4. What was the role of Committees of Safety?

Understanding Images: Why is this article illustrated with a chain of people?

Research: Loyal Nine, Colonel Isaac Barre, Sons of Liberty, Committee of Safety, colonial Boston

"Patriot Protest" by Meg Chorlian (Pages 14-17)

Vocabulary: intimidation, boycott, effigy

Comprehension:

1. Why did the colonists boycott British goods?
2. What was one effect of these boycotts?
3. How did the beginning of the fighting impact the importation of goods to the colonies?
4. How did the colonists use printed materials to protest taxation and other Acts of Parliament?
5. Why were some people tarred and feathered?
6. What effect did mobs have?

Art Activity: Create a sign to be used in a colonial boycott.

Research: Declaration of Rights and Grievances, John Dickinson, Suffolk Resolves, tarring and feathering

"James Otis" by Marcia Amidon Lusted (Page 15)

"John Dickinson" by Marcia Amidon Lusted (Page 17)

"Thomas Hutchinson" by Marcia Amidon Lusted (Page 22)

"Samuel Adams" by Virginia Calkins (Page 26)

"Mercy Otis Warren" by Marcia Amidon Lusted (Page 27)

"Joseph Galloway" by Marcia Amidon Lusted (Page 30)

"Richard Henry Lee" by Khalil Chism (Page 33)

"Benjamin Franklin" by Marcia Amidon Lusted (Page 34)

Comprehension: Answer the following questions for each person.

1. Why was he or she considered an important figure in the events leading to the American Revolution?
2. What were his or her views on independence?
3. What actions did he or she take to support these views?
4. If listed, what was his or her occupation prior to this era?

"Massacre in King Street" by Mark Clemens (Pages 18-19)

Vocabulary: propaganda

Comprehension:

1. What was the relationship between British soldiers and Bostonians like in the 1760s?
2. How did the conflict begin?
3. What actions caused the mob to grow?
4. What were the immediate outcomes?
5. Why was a trial delayed?
6. Why did John Adams and Josiah Quincy defend the soldiers?
7. What punishment did the two soldiers who were found guilty receive?
8. Why do you believe life in Boston became calmer after the "massacre"?
9. Why did the Sons of Liberty create a propaganda campaign around this incident?

Understanding Illustrations: Look at the engraving on pages 18 and 19. How does this image promote the idea that the colonists were massacred?

Research: Governor Thomas Hutchinson, Edward Garrick, Josiah Quincy

"Detested Tea" by Andrew Matthews (Pages 20-23)

Comprehension:

1. Why was there disagreement about unloading the tea?
2. Why was the tea important to the British East India Company?
3. How did Parliament help the company?
4. What happened to tea delivered to other colonial cities?
5. How did Hutchinson keep the ships and their cargo from returning to Britain?
6. What did the Sons of Liberty do?
7. Why didn't they damage other parts of the ships?
8. How did Parliament respond?
9. What was the response of other colonies?
10. How did this lead to the First Continental Congress?

Math Activities: Assuming the quantities were equal, how many pounds of tea were in each chest?

Research: Paul Revere, Francis Akeley

"Did You Know" by Chris Ware (Pages 24-25)

Research: Daniel Boone, Crispus Attucks

"Psst! Pass It On" by Andrew Matthews (Page 27)

Vocabulary: broadside

Comprehension:

1. What was Samuel Adams' goal?
2. Why did he recommend developing permanent committees of correspondence?
3. What was the response of the other colonies?

Writing Activity: Imagine some of the correspondence that passed between committees. Write a letter explaining one of the events that occurred in Boston to leaders of another colony. Be sure to ask for their support and suggest ways they can give that support. Use information found in the articles to help you.

"Congress Is in Session" by Denver Brunsman (Pages 28-31)

Comprehension:

1. What were the major goals of the First Continental Congress?
2. How did the Suffolk Resolves help the delegates achieve the first two goals?
3. What was Joseph Galloway's proposal?
4. What was the result of the vote on it?
5. How had the idea of, "No taxation without representation," broadened?
6. What was King George III's response?
7. Why did Gage send troops to Concord?
8. What happened when the troops encountered the Massachusetts militia?
9. Why did John Adams suggest George Washington would be a good commanding general?
10. How did this decision demonstrate that all of the colonies were united against Britain?
11. What news did Washington receive as he headed for Boston?

Math Activity:

1. How many days did the First Continental Congress meet for?
2. How many days passed between the first shots in the war and the British surrender at Boston?

Discussion: The events at Breed's Hill clearly contradicted the Olive Branch Petition. Did King George III make the only decision he could or should he have sought peace?

Research: colonial Philadelphia, John Jay, Joseph Galloway, Thomas Gage

"The Case for Independence" by Jerry Miller (Pages 32-35)

Vocabulary: absolved, skiff, abstained, broadside, parchment, treason

Comprehension:

1. Why was a vote for independence delayed?
2. How was the author of the proposed Declaration of Independence determined?
3. What was the debate like on July 1?
4. What events allowed for the vote for independence to become nearly unanimous?
5. What happened to the version of the Declaration that Jefferson had produced?
6. What was the response to the finished document?
7. Why did it take so long for the delegates to sign it?
8. What was the feeling as the signing took place?

Research: Robert R. Livingston, Roger Sherman, Thomas Jefferson, Edward Rutledge, Caesar Rodney

"Declaration Quotes"

Vocabulary: usurpations, tyranny, redress

Comprehension:

1. How do the authors justify the need to declare independence?
2. What facts are presented to support this argument?
3. What are the new "Free and Independent States" permitted to do?

"The British View" by Marcia Amidon Lusted (Pages 40-41)

Research: George Grenville, Frederick North

Activity for the Entire Issue: Select a quote from one of the articles highlighting an individual (Pages 15, 17, 22, 26, 27, 30, 33, and 34). What does the quote mean? Do you agree with it? Explain your position. Be sure to refer to material presented in the rest of the issue to support your argument.