

Lesson 6: Leading Up to Revolution (2 Days)

☐ Getting Started

The American colonies grew from tiny settlements struggling to survive to economically successful communities in the decades after their early founding. During that time, the colonies had been allowed to govern themselves for the most part. Many colonies became royal colonies by the beginning of the 1700s, however, and by the middle of the 18th century, the British government began to exert greater authority over the colonies and considered ways of generating revenue from them.

In this lesson, you'll learn about how actions by the British government angered colonists, led to protests and, eventually, led to the Revolutionary War. You'll watch another episode of *America: The Story of Us*, write a review or trailer text for the episode, complete an activity about the actions of Parliament that angered colonists, and add to your timeline.

Stuff You Need

- scissors
- tape or glue
- timeline and timeline cards
- voice recorder* (Activity 1 - optional)

Ideas to Think About

- Under what circumstances can one segment of a society legitimately separate itself from and become independent of the rest of that society?
- What kinds of changes might make the idea of independence appealing or advantageous?

Things to Know

- Several government actions were designed to raise revenue from the colonies either by requiring a direct tax on various goods, levying a heavy tax on non-British imports, or decreasing the tax on goods imported from Great Britain. The **Sugar Act** and the **Stamp Act** are both examples of these kinds of laws.
- In response to some of these actions, many colonies practiced **non-importation**, or a refusal to import British goods. By boycotting British imports and either doing without those products or finding alternatives for them, colonists could effectively avoid taxes that were connected to the goods in question.
- The British government also passed laws requiring the colonies to provide barracks and supplies to British troops stationed there and increasing taxes to pay for the military and governmental costs of colonial administration.

- The **Tea Act** of 1773 reduced the tax on imported British tea, giving British merchants a major advantage in colonial markets. Colonists planned to boycott the tea or send the tea back to England without paying the tax. When royal officials insisted that the tax be paid, Boston residents disguised themselves, boarded the British ships, and destroyed the tea by throwing it into Boston Harbor. This act of protest became known as the Boston Tea Party.
- The **Coercive Acts** or **Intolerable Acts** were a series of laws passed in 1774 intended to punish Massachusetts in response to the Boston Tea Party.

☐ Reading and Questions

You will watch the "Revolution" episode of the *America: The Story of Us* miniseries for this lesson using the weblink in Activity 1. After you watch the episode, answer the following questions:

1. What was Joseph Plumb Martin's background before joining the Continental Army?

2. How did moving troops and fighting on the American frontier create problems for British troops?

3. How did the involvement of the French navy change the war for American independence?

4. How did Von Steuben influence the training of the Continental Army?

Activities

☐ Activity 1: The Story of Us

Today, you will watch Episode 2 of *America: The Story of Us*. You will then write either a short movie review of the episode (Option 1) or a movie trailer script advertising the episode (Option 2). Talk to a parent about which option you would like to complete.



America: The Story of Us — Revolution

www.beyondthepage.com/link/11607/

Free with an Amazon Prime subscription. Scroll down to episode 2 to watch "Revolution."



America The Story of Us - "Revolution"

www.beyondthepage.com/link/11928/

Free to borrow with a public library card. Scroll down to "Revolution."

Option 1: Movie Review

Write a review of the episode you just watched. This will be a brief review — just 4-5 sentences. Read the instructions on the "Movie Review" page and then write your review in the space provided or type it using a word processing program on your computer.

Option 2: Commercial Trailer

You've probably seen trailers for movies — short video commercials that are designed to get people to want to go and see the film. Usually, these have a voice-over that gives the viewer a sense of what the movie is about and what makes the movie sound moving, exciting, inspiring, or otherwise appealing.



Family Movies

www.beyondthepage.com/link/6931/

If you haven't seen a movie trailer in a while and want to refresh your memory about them, this web page has online videos of upcoming movies appropriate for young audiences — watch a trailer or two and think about what kinds of things the trailer writers included in the script and how they use the script to make people want to see the film.

For this activity, use your computer or paper and pencil to write a short script for a trailer for the episode you just viewed. Your trailer script should only be 3-4 sentences long. Once you have written the trailer, you can record it with a digital audio device or tape recorder (in your best commercial voice-over!) and share the recording with your family.

Day 2

☐ Activity 2: Resistance

As the colonies grew larger and more successful, the British government took on a more active role in the administration of colonial affairs. They began to enact royal proclamations and acts of Parliament designed to raise revenue from the colonies and reinforce British authority over these faraway communities. In this activity, you'll learn more about the government acts and policies that colonists found objectionable, and consider both why the British government may have wanted to enact them and why they were unacceptable to many colonial leaders.

NCpedia's digital textbook for North Carolina history includes information relevant not only to the state's past but also to national historical events. This helpful timeline of resistance from 1763 to 1774 covers many of the acts of Parliament, royal proclamations, and British policies that led to resistance from colonists.



Timeline of Resistance, 1763-1774

www.beyondthepage.com/link/8551/

☐ Activity 3: Timeline of U.S. History

In this activity, you'll continue to add to your year-long timeline of U.S. history. Today, add cards #19-29 to your timeline.

Wrapping Up

By the 1770s, tensions between Britain and the colonies had reached a breaking point. Britain claimed the right to govern and tax the colonies, while many colonists argued that taxation without representation was unfair. As you'll see in the next lesson, these tensions led to the movement for independence.

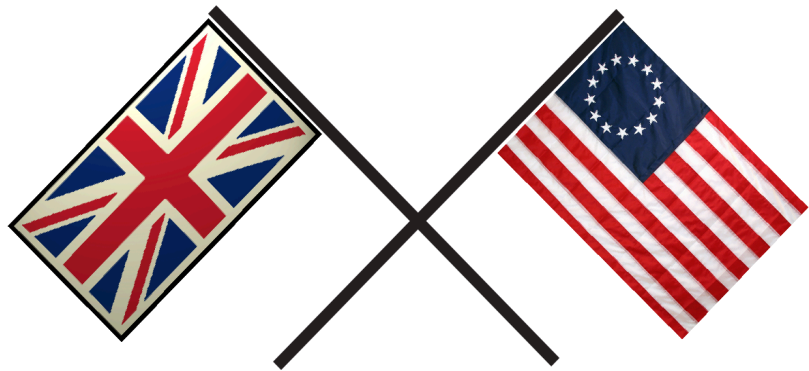
Write a movie review of the episode you just viewed. Your review should include the following:

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[illegible]

Resistance

Fill in the table with information about these acts that colonists found objectionable.



Act or Policy	What It Did and Why the British Might Have Enacted It	Why Colonists Might Have Objected to It
Proclamation of 1763		
Sugar Act		
Currency Act		
Quartering Act		

Resistance

Act or Policy	What It Did and Why the British Might Have Enacted It	Why Colonists Might Have Objected to It
Stamp Act		
Declaratory Act		
Townshend Acts		
Tea Act		
Coercive Acts or Intolerable Acts		

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Getting Started

✿ Ideas to Think About

- Under what circumstances can one segment of a society legitimately separate itself from and become independent of the rest of that society?
- What kinds of changes might make the idea of independence appealing or advantageous?



Things to Know

- Several government actions were designed to raise revenue from the colonies either by requiring a direct tax on various goods, levying a heavy tax on non-British imports, or decreasing the tax on goods imported from Great Britain. The **Sugar Act** and the **Stamp Act** are both examples of these kinds of laws.
- In response to some of these actions, many colonies practiced **non-importation**, or a refusal to import British goods. By boycotting British imports and either doing without those products or finding alternatives for them, colonists could effectively avoid taxes that were connected to the goods in question.
- The British government also passed laws requiring the colonies to provide barracks and supplies to British troops stationed there and increasing taxes to pay for the military and governmental costs of colonial administration.
- The **Tea Act** of 1773 reduced the tax on imported British tea, giving British merchants a major advantage in colonial markets. Colonists planned to boycott the tea or send the tea back to England without paying the tax. When royal officials insisted that the tax be paid, Boston residents disguised themselves, boarded the British ships, and destroyed the tea by throwing it into Boston Harbor. This act of protest became known as the Boston Tea Party.
- The **Coercive Acts** or **Intolerable Acts** were a series of laws passed in 1774 intended to punish Massachusetts in response to the Boston Tea Party.

⦿ Skills

- Trace the causes and effects of the Revolutionary War, and assess the impact of major events, problems, and personalities during the Constitutional Period in individual states and the new nation. (SS)
- Understand significant political and economic issues of the revolutionary era. (SS)
- Trace the events leading up to the Revolutionary War and evaluate their relative significance in the onset of hostilities, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War. (SS)
- Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor. Describe how religion and virtue contributed to the growth of representative government in the American colonies. (SS)

Introducing the Lesson

In this lesson, your child will learn about how actions by the British government angered colonists and led to protests and, eventually, the Revolutionary War. She will watch another episode of *America: The Story of*

Us, write a review or trailer text for the episode, complete an activity about the actions of Parliament that angered colonists, and add to her timeline.

Reading and Questions

1. What was Joseph Plumb Martin's background before joining the Continental Army?

He was a farm boy who was inspired to serve under the command of General Washington.

2. How did moving troops and fighting on the American frontier create problems for British troops?

The British troops are constantly in hostile territory, and their actions in the backcountry created a lot of enemies. The British army was trained to do battle on open battlefields, but they were faced with American militia sharpshooters who knew the terrain and used tactics for which the British troops were unprepared.

3. How did the involvement of the French navy change the war for American independence?

The French navy's involvement meant that the British would have to fight the Americans on land and the French at sea.

4. How did Von Steuben influence the training of the Continental Army?

He introduced new weapons like the bayonet, new techniques, and a new attitude. The troops left Valley Forge much more ready to succeed on the battlefield.

Activities

Activity 1: The Story of Us

For this activity, your child will watch Episode 2 of *America: The Story of Us*. If you would like, you can plan a time to watch the episode together or as a family activity. Your child will then choose (with your help) one of the two options to complete afterward.

Option 1 requires more evaluation and critical thinking and a bit more writing and may be the more challenging option for some students. Option 2 requires less writing but does require a strong understanding of audience and creative thinking. Option 2 gives your child the choice to record her script, and that may appeal to students who enjoy audio/visual activities and technology. Talk to your child about the option she would prefer and help her decide on the most appropriate option.

Option 1: Movie Review

In this option, your child will write a review of the episode she just viewed, using the activity page provided.

Option 2: Commercial Trailer

In this activity, your child will write and (if desired) record the voice-over script for a commercial trailer for the episode that she just viewed.

Day 2

Activity 2: Resistance

In this activity, your child will view a digital textbook written for 8th-grade students in North Carolina to learn more about the acts passed by the British government in the 1760s and 1770s and colonists' objections to them.

Answer Key		
Name of Act or Policy	What it Did and Why the British Might Have Enacted It	Why Colonists Might have Objected to It
<i>Proclamation of 1763</i>	Set aside lands west of the Appalachian mountains for American Indians. The British may have wanted to appease native people by defining the settlement areas for colonists clearly.	Colonists may have wanted to expand into the areas set aside by the Proclamation of 1763.
<i>Sugar Act</i>	Increased duties paid on goods imported from places other than Great Britain.	This act of Parliament raised taxes on colonists, yet colonists were not represented in Parliament and had no say as English citizens in the passage of this act (taxation without representation).
<i>Currency Act</i>	Prohibited colonists from printing their own money. This may have been an effort to maintain a standard British currency or prevent inflation.	Colonists may have wanted to print their own money for practical reasons. This was another example of taxation without representation.
<i>Quartering Act</i>	Colonists were required to provide supplies and housing for British troops. This may have been an effort to offset the costs of maintaining a military presence in the colonies by asking those who were protected by the army to pay for its upkeep.	Colonists did not want to have to pay for the presence of the army and may have feared that the army was not there to protect them but rather to control them. This may also have been viewed as taxation without representation.
<i>Stamp Act</i>	A direct tax to raise money by requiring a paid stamp to be placed on documents, newspapers, dice, and other items.	An example of taxation without representation.
<i>Declaratory Act</i>	Issued the same day that the Stamp Act was repealed, this act stated that the Parliament could make laws that were binding on the colonies.	Colonists objected to taxation without representation, and this assertion of Parliamentary authority without offering representation could have been taken as inflammatory or insulting.
<i>Townshend Acts</i>	This act created taxes on glass, lead, paint, paper, and tea.	A strongly resisted example of taxation without representation.
<i>Tea Act</i>	Reduced the tax on British tea, giving British merchants an advantage in the colonial marketplace.	Raised the price of tea, and was an example of taxation without representation.
<i>Coercive Acts or Intolerable Acts</i>	Designed to punish Massachusetts for the Boston Tea Party. Boston Harbor was effectively closed, royal officials protected, and colonial officials were put under the control of the British Crown.	Colonists in Massachusetts would have objected to the closing of Boston Harbor for economic reasons and to the loss of local governmental authority. Colonists elsewhere saw this as a hostile action by the British government.

Activity 3: Timeline of U.S. History

Today your child will add cards #19-29 to her timeline.

Wrapping Up**Questions to Discuss**

- What is taxation without representation? (Your child should understand that this means that a group of people is taxed without the ability to have a say in the governmental process. Since the colonists were not represented in Parliament, many colonists believed that Parliament had no right to require taxes or pass laws that affected the colonies.)
- Which of the Royal Proclamations or acts of Parliament do you think you would have objected to most as an American colonist? Why?
- What did you like most about the episode of *America: The Story of Us* that you watched? Is there anything you wished they had told you more about? (Answers will vary. If you have time, you and your child could take a trip to a local library to check out additional books or videos or you could go online to look up additional information that may answer any questions she has.)

Things to Review

- Review your child's answers to the questions about the miniseries episode.
- Review your child's movie review or commercial trailer.
- Review your child's chart about the actions of the British government.
- Review your child's timeline for accuracy.