

Name: \_\_\_\_\_

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Score

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1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

# *American Revolution*

## U.S. History – Learning Target Track Sheet

### Unit 2: American Revolution

**Big Idea Question:** Why were colonists mad enough to declare independence and how did they get it?

<u>Learning Target</u>	<u>Vocabulary</u>
Check #1: I can...	
Check #2: I can...	
Check #3: I can...	

Era:

**Questions** (Form

questions about the main ideas of each section of notes. Helpful hint: Questions could be based on interpreting, showing examples, cause and effect, summarizing the main idea, inferring a what if, etc.)

**I can** I can analyze the events that caused tension between the colonists and crown

**Summary** (Summarize the main idea/s of the notes on this page into 1-2 statements. Helpful Hint: fit the main idea into a core theme.)

## **Excerpts from Edmund Morgan's "Slavery and Freedom: The 'American Paradox'"**

American historians interested in tracing the rise of liberty, democracy, and the common man have been challenged in the past two decades by other historians concerned with tracing the history of oppression, exploitation, and racism. The challenge made us examine more directly than historians hitherto have been willing to do, the role of slavery in our early history. Colonial historians, in particular, when writing about the origin and development of American institutions have found it possible until recently to deal with slavery as an exception to everything they had to say. We owe a debt of gratitude to those who have insisted that slavery was something more than an exception, that one-fifth of the American population at the time of the Revolution is too many people to be treated as an exception.

We shall not have met the challenge simply by studying the history of that one-fifth, fruitful as such studies may be, urgent as they may be. Nor shall we have met the challenge if we merely execute the familiar maneuver of turning our old interpretations on their heads. The temptation is already apparent to argue that slavery and oppression were the dominant features of American history and that efforts to advance liberty and equality were the exception, indeed no more than a device to divert the masses while their chains were being fastened. To dismiss the rise of liberty and equality in American history as a mere sham is not only to ignore hard facts, it is also to evade the problem presented by those facts. The rise of liberty and equality in this country was accompanied by the rise of slavery. That two such contradictory developments were taking place simultaneously over a long period of history, from the seventeenth century to the nineteenth, is the central paradox of American history.

The challenge, for a colonial historian at least, is to explain how a people could have developed the dedication to human liberty and dignity exhibited by the leaders of the American Revolution and at the same time have developed and maintained a system of labor that denied human liberty and dignity every hour of the day.

It has been tempting to dismiss Jefferson and the whole Virginia dynasty as hypocrites. But to do so is to deprive the term "hypocrisy" of useful meaning. If hypocrisy means, as I think it does, deliberately to affirm a principle without believing it, then hypocrisy requires a rare quality of mind combined with an unscrupulous intention to deceive. To attribute such an intention, even to attribute such clarity of mind in the matter, to Jefferson, Madison, or Washington is to once again evade the challenge. What we need to explain is how such men could have arrived at beliefs and actions so full of contradiction.

Put the challenge another way: how did England, a country priding itself on the liberty of its citizens, produce colonies where most of the inhabitants enjoyed still greater liberty, greater opportunities, greater control over their own lives than most men in the mother country, while the remainder, one-fifth of the total, were deprived of virtually all liberty, all opportunities, all

control over their own lives? We may admit that the Englishmen who colonized America and their revolutionary descendants were racists, that consciously or unconsciously they believed liberties and rights should be confined to persons of light complexion. When we have said as much, even when we have probed the depths of racial prejudice, we will not have fully accounted for the paradox. Racism was certainly an essential element in it, but I should like to suggest another element, that I believe to have influenced the development of both slavery and freedom as we have known them in the United States . . .

One development was crucial, and that was the appearance in Virginia of a growing number of freemen who had served their terms but who were now unable to afford land of their own except on the frontiers. By 1676 it was estimated that one-fourth of Virginia's freemen were without land of their own. The presence of this growing class of poverty-stricken Virginians was not a little frightening to the planters who had made it to the top. They wanted the [indentured servant] immigrants who kept pouring in every year. Indeed, they needed them . . . but as more [indentured servants] turned free every year Virginia seemed to have inherited the problem that she was helping England to solve. Virginia, complained [the] secretary of the colony, was "a sinke to drayen England of her filth and scum."

The men who worried the upper-crust looked even more dangerous in Virginia than they had in England. They were, to begin with, young, and the young have always seemed impatient of control by their elders and superiors, if not downright rebellious. They were also predominantly single men. . . . Finally, what made these wild young men particularly dangerous was that they were armed and had to be armed.

Virginia's poor had reason to be envious and angry and against the men who owned the land and imported the servants and ran the government. The nervousness of those who had property worth plundering continued throughout the century. [One solution] was to extend the terms of service for servants entering the colony but [as] the ranks of freedmen grew, so did poverty and discontent. [But there was a] solution which allowed Virginia's magnates to keep their lands, yet arrested the discontent and the repression of other Englishmen [living in Virginia] the rights of Englishmen were preserved by destroying the rights of Africans.

Slaves could be deprived of the opportunity for association and rebellion. They could be kept unarmed and unorganized. And since color disclosed their probable status, the rest of society could keep close watch on them . .

[The freedman] was no longer a man to be feared. This fact, together with the presence of a growing mass of alien slaves, tended to draw the white settlers closer together and to reduce the importance of class difference between yeoman farmer and large plantation owner.

## America: The Story of Us: "Rebels"

1. Many colonists still think of themselves as \_\_\_\_\_.
2. May 9, 1768 Boston, Massachusetts \_\_\_\_\_ generations after the first settlers arrived, the British want to tax wine.
3. John Hancock doesn't want to pay \_\_\_\_\_ to a King \_\_\_\_\_ miles away.
4. The British take John Hancock's ship and \_\_\_\_\_ begin to erupt.
5. King George sends \_\_\_\_\_ Red Coats to help enforce his laws.
6. October 1768, the British control Boston's ports that produce \_\_\_\_\_ ships a year.
7. **TRUE OR FALSE:** One third of British ships are built in the colonies.
8. In Boston there are one \_\_\_\_\_ for every four citizens.
9. Out of the colonial ports, salted cod goes to the Caribbean and comes back with sugar and molasses that is used to make \_\_\_\_\_. Every exchange is \_\_\_\_\_ by the British.
10. In Africa rum is used to purchase \_\_\_\_\_.
11. From 1700-1800 \_\_\_\_\_ million Africans come to the colonies.
12. \_\_\_\_\_% of Boston's population is black. Unemployment is blamed on the British.
13. Unemployed colonists in Boston face off against \_\_\_\_\_ Red Coat soldiers.
14. A Red Coat is hit with a \_\_\_\_\_ and shots start to fire.
15. \_\_\_\_\_ died at the Boston Massacre.
16. **TRUE OR FALSE:** Paul Revere creates an engraving that describes the Boston Massacre.
17. News of the world's most formidable army firing on an unarmed crowd travels fast with weekly \_\_\_\_\_.
18. There are over \_\_\_\_\_ newspapers across the colonies.
19. **TRUE OR FALSE:** Benjamin Franklin creates a postal system called the Night Riders that also helps to spread news across the colonies.
20. England starts to repeal all taxes except on \_\_\_\_\_.
21. Rebels pour \_\_\_\_\_ into Boston Harbor, it is worth over \_\_\_\_\_ million dollars in today's money.
22. To gain control British troops close the harbor, one of the world's busiest, and \_\_\_\_\_ lose jobs.
23. Settlers are moving west of the Appalachian Mountains, over the Proclamation Line, \_\_\_\_\_ are taken from their frontier homes.
24. September 5, 1774, \_\_\_\_\_ delegates gather at the Continental Congress in \_\_\_\_\_, a first step toward American \_\_\_\_\_.
25. **TRUE OR FALSE:** The colonists refused to arm and defend themselves against the British Red Coats.
26. At the Continental Congress, members agree that an attack on \_\_\_\_\_ colony was considered an attack on \_\_\_\_\_ colonies.

27. In the spring of 1775 at Concord, Massachusetts \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ join a citizen army called militia men.
28. **TRUE OR FALSE:** Not every town had militia men preparing for the British army.
29. In Massachusetts \_\_\_\_ of all men \_\_\_\_\_ were ready to bear arms.
30. On April 19, 1775 the British \_\_\_\_\_ rebels and take their weapons.
31. Paul Revere rides a head of the British troops warning colonists that the \_\_\_\_\_.
32. At 5 a.m. 60 militia men, poorly armed and barely trained, face \_\_\_\_\_ of British soldiers that are the most powerful army in the \_\_\_\_\_.
33. **TRUE OR FALSE:** At Lexington no one is sure who fired the first shot.
34. The British fire \_\_\_\_\_ times the rate of the militia men and kill \_\_\_\_\_ patriots.
35. The American Revolution begins at \_\_\_\_\_.
36. The British arrive at Concord at \_\_\_\_\_, while the militia gathered outside of town grows to over \_\_\_\_\_.
37. The patriots attack the Red Coats marching back to \_\_\_\_\_.
38. At Concord, approximately 500 militiamen fought and defeated \_\_\_\_\_ companies of the King's troops

## Action & Reaction

### Cause and Effect Relationships in American Revolution

<u>Action by British</u>	<u>What it Did</u>	<u>How Colonists Reacted</u>
Proclamation Line 1763		
Stamp Act		
Sugar Act		
Quartering Act		
Declaratory Act		
Townshend Acts		
Tea Act		
Intolerable Acts		
Coercive Acts		





Era:

**Questions** (Form questions about the main ideas of each section of notes. Helpful hint: Questions could be based on interpreting, showing examples, cause and effect, summarizing the main idea, inferring a what if, etc.)

**I can explain the concepts and themes behind the Declaration of Independence**

**Summary** (Summarize the main idea/s of the notes on this page into 1-2 statements. Helpful Hint: fit the main idea into a core theme.)

## Matrix of Excerpts from the Declaration of Independence

Directions: You and your partner will receive a set of translations of each of the excerpts from the Declaration of Independence listed below. Carefully read each translation and find the excerpt to which it best corresponds on the table below. When you think you have all eight complete have the teacher check your answers. When all eight are correct, copy the translation into the appropriate box.

<u>Excerpt from the Declaration of Independence</u>	<u>What the Excerpt Means</u>
<p>Excerpt #1: "When in the course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the cause which impel them to the separation</p>	
<p>Excerpt #2: "We hold these truths to be self-evident, that all men are created equal; that they are endowed with certain unalienable right that among these are life, liberty, and the pursuit of happiness."</p>	
<p>Excerpt #3: "[T]o secure these [basic] rights, governments are instituted among men, deriving their just powers from the consent of the governed..."</p>	
<p>Excerpt #4: "[T]hat whenever any form of government becomes destructive [in protecting rights and responding to the people], it is the right of the people to alter or abolish it, and to institute a new government..."</p>	

<p>Excerpt #5: "The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having, in direct object, the establishment of an absolute tyranny over these States."</p>	
<p>Excerpt #6: "To prove [that England has interfered with colonial rights], let the facts be submitted to a candid world: he has refused to assent to laws the most wholesome and necessary for the public good."</p>	
<p>Excerpt #7: "In every state 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."</p>	
<p>Excerpt #8: "We, therefore...solemnly publish and declare, that these united colonies are, and of right ought to be, free and independent states..."</p>	

Translations to use with the Declaration of Independence Matrix  
Using scissors, separate each of the translations.

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Translation A: England has repeatedly interfered with colonists' rights. In doing so, it has unfairly ruled over the American colonies.

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Translation B: Individuals have some basic rights that are obvious and should not be taken away. Freedom, for example, is one of those rights.

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Translation C: We now consider ourselves to be an independent country.

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Translation D: Here is proof that England had interfered with colonial rights: the King has not allowed laws that help colonists the most.

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Translation E: When one group of people is going to break away from a country to form its own nation, then they should explain why they are doing it.

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Translation F: When a government is taking away the rights of citizens and is not doing what the people want, then the citizens have the right to change or replace the government.

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Translation G: Every time we colonists felt we were being treated unfairly, we wrote the King. He answered by treating us more unfairly. A ruler who abuses his power should not be able to rule us.

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Translation H: Governments are formed to make sure people's rights are protected. Government power should come from the people.

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Era:

**Questions** (Form questions about the main ideas of each section of notes. Helpful hint: Questions could be based on interpreting, showing examples, cause and effect, summarizing the main idea, inferring a what if, etc.)

**I can compare and contrast the major battles of the Revolutionary War and explain how the colonists win**

**Summary** (Summarize the main idea/s of the notes on this page into 1-2 statements. Helpful Hint: fit the main idea into a core theme.)

## America: The Story of Us: "Revolution"

1. How many people lived in New York in 1776?
2. \_\_\_\_\_ was the leader of the Continental Army.
3. The Continental Congress included radicals such as \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
4. What document was ratified on July 4, 1776?
5. The British outnumbered Patriot forces in New York \_\_\_\_\_ to \_\_\_\_\_.
6. The British attack on New York was the biggest until \_\_\_\_\_.
7. Describe conditions on the POW ships in NY Harbor.
8. \_\_\_\_\_ led 500 riflemen through the wilderness.
9. The plan used to stop the British advance involved taking out the \_\_\_\_\_.
10. On October 17, 1777 the victory at Saratoga was a turning point because the victory persuaded \_\_\_\_\_.
11. The key to George Washington's leadership was \_\_\_\_\_.
12. Describe General Washington's gamble at Valley Forge.
13. Explain three contributions Baron von Steuben made to the Continental Army at Valley Forge.  
-  
-  
-
14. What was the significance of the Battle of Yorktown?
15. The US was the only country to \_\_\_\_\_ in war.

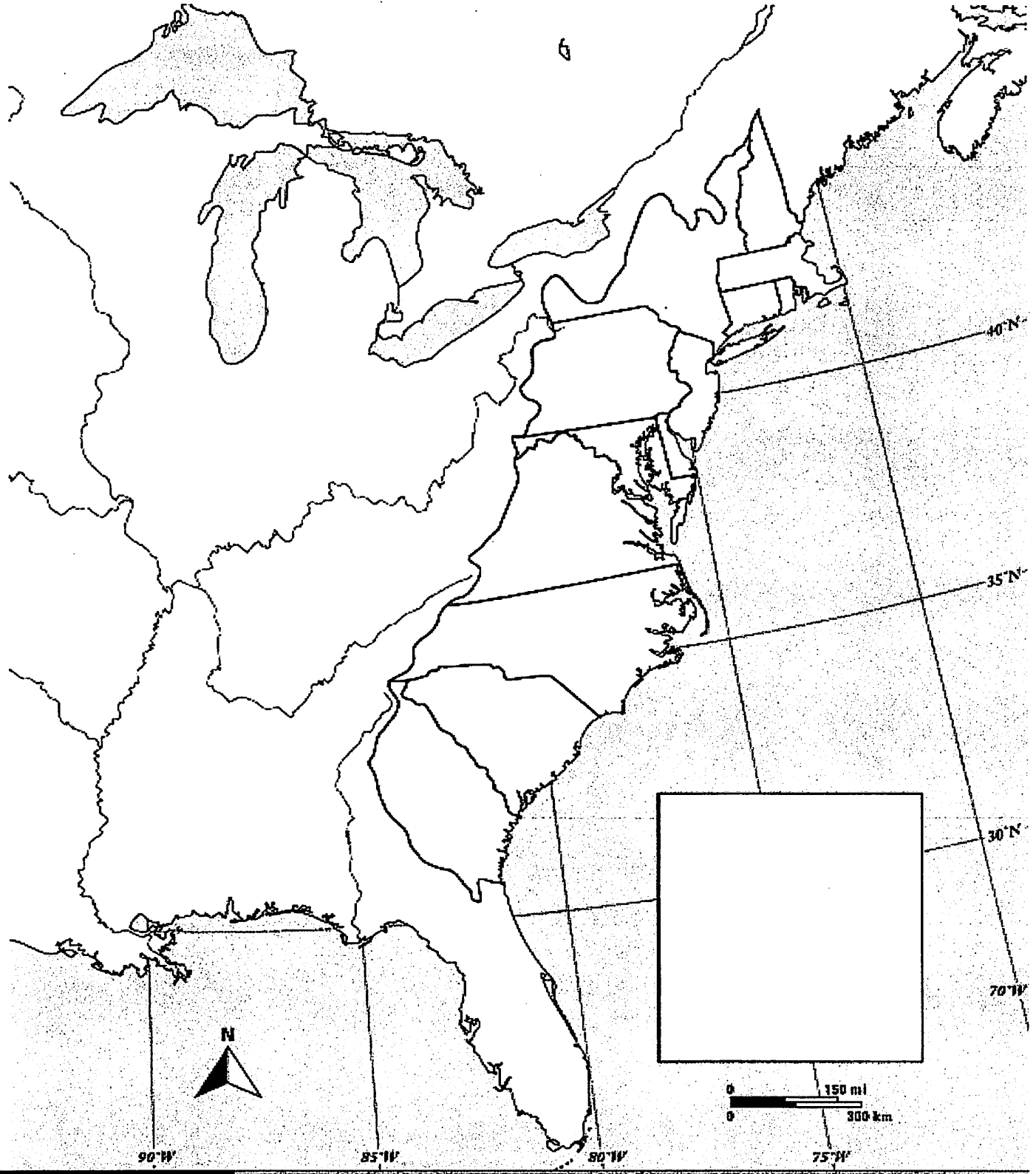
***You are either a civilian, or soldier in General Washington's army. On the back of this paper, please write a letter home describing how your contribution to the war effort helped achieve victory over the British. You may use any example from this video.***

NAME: \_\_\_\_\_

PERIOD: \_\_\_\_\_

# *The American Revolution*

## Map Activity





# American Revolutionary Mapping

Map Directions: Use the maps on pp. 115-119 as you enter the items listed below onto the attached map.

Make a key with different symbols or colors for British & Patriot Victories. Neatness counts!!! Label each of the following: (You may use the corresponding number except with the Colonies/Lakes)

- |                      |                                  |                     |
|----------------------|----------------------------------|---------------------|
| 1. All 13 Colonies   | 10. Proclamation Line<br>of 1763 | 17. New York City   |
| 2. All 5 Great Lakes | 11. Battle of<br>Lexington       | 18. Boston          |
| 3. Atlantic Ocean    | 12. Battle of Concord            | 19. Philadelphia    |
| 4. Appalachian Mts.  | 13. Battle of Bunker<br>Hill     | 20. Washington D. C |
| 5. Ohio River        | 14. Battle of Saratoga           |                     |
| 6. Hudson River      | 15. Battle of Trenton            |                     |
| 7. Delaware River    | 16. Battle of<br>Yorktown        |                     |
| 8. Potomac River     |                                  |                     |
| 9. Savannah River    |                                  |                     |