

Road to Revolution

Lesson Synopsis:

In this lesson, students will come to understand how after the French and Indian War, the British government found itself in great debt. In an effort to pay off those debts, they relied on the American Colonies. The British Parliament passed several economic policies which they believed could help relieve their financial burdens. They were shocked and unprepared by the colonial response to their policies. In this lesson, the students will learn about these economic policies and how they are viewed as the events that pave the road to rebellion in the epic underdog story of the American Revolution.

TEKS:

- 8.1 History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:**
- 8.1A** Identify the major eras in U.S. history through 1877 and describe their defining characteristics;
- 8.4 History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:**
- 8.4A** Analyze causes of the American Revolution, including mercantilism and British economic policies following the French and Indian War;
- 8.4B** Explain the roles played by significant individuals during the American Revolution, including Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;

Process TEKS:

- 8.30 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:**
- 8.30A** Differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;
- 8.30B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- 8.30C** Organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;
- 8.30D** Identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants;
- 8.30E** Support a point of view on a social studies issue or event;
- 8.30F** Identify bias in written, oral, and visual material;
- 8.30G** Evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and
- 8.31 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:**
- 8.31A** Use social studies terminology correctly;
- 8.31B** Use standard grammar, spelling, sentence structure, and punctuation;
- 8.31C** Transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and
- 8.31D** Create written, oral, and visual presentations of social studies information.
- 8.32 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:**
- 8.32A** Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
- 8.32B** Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

GETTING READY FOR INSTRUCTION

Performance Indicator(s):

- As a concerned colonist, write a letter to a relative in England explaining how British economic policies have affected your life in America. In your letter, mention your concerns and fears as to what you feel might occur in the near future. (8.1A, 8.1C; 8.4A, 8.4B, 8.4C; 8.16A)

ELPS 1E; 4G, 4J; 5B

Key Understandings and Guiding Questions:

- Conflicting perspectives over economic policies may lead citizens to revolt against the government.

- How did mercantilism affect the colonial perspective over British economic policies in place after the French and Indian War?
- What impact did the French and Indian War have on the relationship between England and the American Colonies?
- Why would economic policies lead citizens to revolt against the government?

Vocabulary of Instruction:

- | | | |
|---|--|---|
| <ul style="list-style-type: none">• Benjamin Franklin• Boston Massacre• Boston Tea Party• boycott• Coercive Acts (Intolerable Acts)• Committees of Correspondence• congress• French & Indian War• George Washington | <ul style="list-style-type: none">• James Otis• John Adams• King George III• Parliament• perspective• Pontiac's Rebellion• Proclamation of 1763• propaganda• Quartering Act of 1765• rebellion• repeal | <ul style="list-style-type: none">• representative• Samuel Adams• smuggling• Sons of Liberty• Stamp Act• Stamp Act Congress• Tea Act• Townshend Acts• Treaty of Paris of 1763 |
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Materials:

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|---|---|--|
| <ul style="list-style-type: none">• copy paper• dictionary | <ul style="list-style-type: none">• textbook• computer | <ul style="list-style-type: none">• chart paper• transparency |
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Resources:

- Handout: **Political Cartoon**
- Handout: **Vocabulary Journal**
- PowerPoint: **Lesson 1**
- Handout: **French & Indian War Information Sheet**
- Handout: **French & Indian War Debrief Activity**
- Handout: **Navigation Acts Information Sheet**
- Handout: **Proclamation of 1763 Information Sheet**
- Handout: **Stamp Act Information Sheet**
- Handout: **Quartering Act Information Sheet**
- Handout: **Townshend Acts Information Sheet**
- Handout: **Boston Massacre Information Sheet**
- Handout: **Tea Act & Boston Tea Party Information Sheet**
- Handout: **Coercive Acts (Intolerable Acts) Information Sheet**
- Handout: **British Policies Graphic Organizer**
- Teacher Resource: **British Policies Graphic Organizer-Key**
- Handout: **Colonial Letter Rubric**
- Website: <http://www.pbs.org/ktca/liberty/road.html> (Road to Revolution Game)
- Website: http://www.frenchandindianwar250.org/relive/the_history.aspx (informational text about French and Indian War)

Advance Preparation:

1. Teachers will need to become familiar with the information on the events leading to the American Revolution.
2. All handouts will need to be printed.
3. Teachers will need to become familiar with questions that will be asked of the students and teaching strategies that will be utilized.
4. Teachers will need to preview the websites cited in this lesson.
5. Discovery Education Streaming has video clips which may be utilized with each lesson. Contact your local campus librarian or technology specialist to get a list of available clips. These clips can provide an additional resource for students to learn about the content of the lesson.

Background Information:

The causes of the War for Independence played themselves out in a very complex and interesting way. There were many variables involved in influencing how England and the American Colonies responded and reacted as history has recorded. Taxation of course can be described as a major contributor to the tension between both groups, but it grew into something even beyond the imagination of the most patriotic colonist. In order for the students to truly grasp the epic rebellion of the American Colonies, they must understand the spirit of liberty that took hold of the hearts of many colonists. This strong desire to possess freedom is what characterizes this revolution.

GETTING READY FOR INSTRUCTION SUPPLEMENTAL PLANNING DOCUMENT

Instructors are encouraged to supplement, and substitute resources, materials, and activities to differentiate instruction to address the needs of learners. The Exemplar Lessons are one approach to teaching and reaching the Performance Indicators and Specificity in the Instructional Focus Document for this unit. A Microsoft Word template for this planning document is located at www.cscope.us/sup_plan_temp.doc. If a supplement is created electronically, users are encouraged to upload the document to their Lesson Plans as a Lesson Plan Resource in your district Curriculum Developer site for future reference.

INSTRUCTIONAL PROCEDURES

Instructional Procedures

ENGAGE

- Write down the word “perspective” on the board and ask students for their input on the meaning of the word. Guide them to the understanding that history is made up of perspectives.
- Provide each student a copy of the **Political Cartoon** handout.
- **What objects or people do you see in the cartoon?** (*People with distorted faces, dumping dark substance in water off ships, tree with noose, club, feather-covered person, teapot, paper, tree, etc.*)
- Write the list on the board or circle items on a copy of the cartoon.
- **What are some words or phrases used by the cartoonist to identify objects or people within the cartoon?** (*Bostonians, excise (tax), Liberty Tree, Stamp Act, Tea, etc.*)
- Write the list on the board or circle items on a copy of the cartoon.
- **What do you think the objects or people symbolize?** (*Bostonians are drawn with distorted faces to symbolize their lawless behavior against the excise (tax) collector. Stamp Act document is drawn upside down to symbolize colonists’ rejection of this act. Liberty Tree with a noose on it symbolizes that hanging the tax collectors will bring liberty. Allow students to express other examples of symbolism.*)
- Write their responses next to the listed items on the board or circled items on the cartoon.
- **What do you think is happening in this cartoon?** (*Allow students to guess what is happening based on their prior knowledge about this time period.*)
- Write their responses on the board.
- **Whose point of view or perspective is represented in this cartoon?** (*The British point of view is represented since Bostonians are portrayed as lawless people.*)
- Write their responses on the board.
- **What groups would agree/disagree with the cartoon’s message? Why?** (*Agree-British/Loyalists; Disagree-Sons of Liberty/Patriots*)
- Tell the students:
In this lesson we will look at how ones perspective affects historical events.

EXPLORE

- Place students in small groups and give each group a copy of the **French & Indian War Information Sheet** and **French & Indian War Debrief**

Notes for Teacher

NOTE: 1 Day = 50 minutes

Suggested time: 1/2 Day

If students are unable to properly define the term, guide them to understand that the word can mean someone’s point of view.

Teacher may choose to make a transparency copy of the Political Cartoon handout or display using a document projector.

Teacher may have to briefly explain that political cartoons offer an opinion, point of view or perspective about some issue or problem in society. Elements of a political cartoon may include symbolism, exaggeration and distortion, stereotypes, caricature, humor and irony, and captions.

This political cartoon includes several issues presented in this lesson so it serves as a tool to access student prior knowledge. Teacher will need to clarify misconceptions.

Suggested time: 1/2 Day

Handouts: **French & Indian War Information Sheet** and **French &**

Instructional Procedures

Activity handouts. Have students read the information and complete the handout as a group.

- Give each student a **Vocabulary Journal** handout and have them write down the words that are in boldface in the French & Indian War Information Sheet. Students should use the information from the handout or their textbook to complete this handout.

Notes for Teacher

Indian War Debrief Activity

Give the students no more than 15 minutes to complete the handout. Teacher will need to closely monitor and provide feedback or offer clarification if necessary.

Handout: **Vocabulary Journal**

Important people, events, places, etc. are underlined, and special vocabulary words are underlined and in boldface.

Students should place their work in a folder or spiral for later use and for a possible checking for understanding by the teacher. The vocabulary journal could be a possible homework assignment or daily introduction activity.

EXPLAIN

- Put the debrief questions on the board, chart paper or overhead. Have the students share the answers that they wrote on their handouts.
- Using the PowerPoint: **Lesson 1**, have students go back to their handouts and add any missing information on their handouts.
- **Based on what you found out about the French and Indian War, what do you think was the biggest outcome that could become an issue with colonists?** (*Debt owed by war, taxing of colonists*)
- **How do you think that the colonists might react?** (*Be angry, refuse to pay, ask to talk to the King, etc.*)
- **From whose perspective can we examine the issues of the French and Indian War?** (*American Indians, British, and colonists*)
- **Do you think that they will have different perspectives? Why?**
- **What impact did the French and Indian War have on the relationship between the American Indians, the British, and the colonists?** (*They didn't trust each other, trade was disrupted, differing points of view over who would pay for the debt, disputes over land.*)
- **How might the perspectives of the American Indians, the British, and the colonists affect future events that lead to revolution?** (*The American Indians knew they would have to fight to remain on their land, the British believed colonists had to pay their share of the debt and protection against the American Indians, and the colonists believed they had rights as British citizens to be heard by their government.*)

Suggested time: 3/4 Day

PowerPoint: **Lesson 1**

revolution-action that leads to sudden change

EXPLORE

- Place your students in small groups. Initially, each student should be assigned one of the following roles:
 - Recorder: This student will be responsible for recording information on the **British Policies Graphic Organizer**.
 - Reader: This student will be responsible for reading the corresponding information sheets aloud to their group.
 - Leader: This student will be responsible for making sure that the group accomplishes their goals within the time allotted and that they continue to add to their **Vocabulary Journal** handout for each information sheet.
- Rotate the roles after each station to ensure that every student is equally participating. Once the groups and initial roles are assigned, place the groups in a station and explain their assignment. In their groups, and at

Suggested time: 1 Day

Prior to the beginning of class, set up 8 stations throughout your classroom using the information sheets for the British economic policies. You can place them in random order.

Handouts:

Navigation Acts Information Sheet, Proclamation of 1763 Information Sheet, Stamp Act Information Sheet, Quartering Act Information Sheet, Townshend Acts Information Sheet, Boston Massacre Information Sheet,

Instructional Procedures

each station, the students are to read the information sheet and record the required data onto their graphic organizer. They will have about 5 minutes at each station.

EXPLAIN

- Once the groups have completed the **British Policies Graphic Organizer**, have each group share out their findings. Write their responses on replica of the organizer that is on chart paper or the board.
- Do you think that the British government understood why the colonists were getting angry?** (*Colonists did not have a voice in Parliament so many of their complaints were not heard.*) **Why or why not?**
- Do you think that the people living in Britain understood why the colonists were getting angry?** (*British citizens living in Britain were used to paying taxes so they probably didn't agree with colonial arguments against the taxes.*) **Why or why not?**
- Why do you think the colonists felt the way they did about the policies that the British government was enacting?** (*Colonists were used to making their own decisions in colonial assemblies and making money from free trade.*)
- How did mercantilism affect the colonial perspective over British economic policies in place after the French and Indian War?** (*Colonists were not used to having trade restrictions so this was affecting their economy. The acts were impacting the price and availability of goods.*)
- What do you think is going to happen if the colonists continue to feel their government is oppressive?** (*Colonists may feel the need to fight against their government.*)

ELABORATE

- Divide the class into five groups. Assign one economic policy to each group (such as Navigation Acts, Sugar Act, Stamp Act, Townshend Acts, or Tea Act).
- Now divide each group into two sides. One side will represent the American colonists and the other side will represent the British government/citizens.
- Give each side a few minutes to come up with a justification for their actions during their assigned event. Each side will choose one representative to state their case. Provide explicit instructions on your expectations during their 1-2 minute presentation (such as listen to the other side, be respectful, use proper academic language, etc.).
- How does perspective affect people's actions?** (*Answers will vary.*)
- Why would economic policies lead citizens to revolt against the government?** (*unhappy about losing money, resentful over control on their way of living, or upset about not having a voice in those decisions*)

Notes for Teacher

Tea Act & Boston Tea Party Information Sheet, Coercive Acts Information Sheet, and the British Policies Graphic Organizer

An alternative to student stations would be to place the information sheets in envelopes and have the students pass them round robin around the classroom.

Suggested time: 3/4 Day

Teacher may need to clarify misconceptions.

Remind students that mercantilism is a system by which a nation increases its wealth and power by obtaining from its colonies gold and silver. It includes a favorable balance of trade. The colonies became a source of raw materials for the mother country. The colonies also are expected to be the purchasers of manufactured goods from the mother country. Mercantilism includes the theory that a colony exists for the economic benefit of the mother country.

Briefly explain to the students that it is important to remember the events that resulted from these policies. In the next lesson students will learn how the Declaration of Independence (1776) redressed many colonial grievances.

Oppressive-the exercise of power in abundance or in an unjust manner

Extension activity: Have students draw a simple illustration for at least 4 events.

Suggested time: 1/2 Day

Teacher may choose to write the economic policies and perspective on a note card to distribute to each group. Teacher may also provide an appropriate political cartoon for their assigned policy. Due to copyright issues, these political cartoons are not included.

For example:

Group 1: Navigation Acts-British
Group 1: Navigation Acts-American
Group 2: Sugar Act-British
Group 2: Sugar Act-American

This activity is not intended for a grade.

Instructional Procedures

- **What is a current economic issue that is causing conflict in today's society?** (*Gas prices, War on Terror, trade, jobs, presidential campaign, etc.*). **In what way will perspective influence peoples' actions over the issue?** (*Answers will vary.*)

EVALUATE

- Tell the students:
As a concerned colonist, write a letter to a relative in England explaining how British economic policies have affected your life in America. In your letter, mention your concerns and fears as to what you feel might occur in the near future.

Notes for Teacher

Teacher is leading students to the key understanding that conflicting perspectives over economic policies may lead citizens to revolt against their government.

Suggested time: 1 Day

Provide each student a copy of the **Colonial Letter Rubric** handout.

Political Cartoon



The Bostonians Paying the Excise-Man by Philip Dawe and Robert Sayer
October 31, 1774, London, England

(Source: <http://lcweb2.loc.gov/cgi-bin/query>) Library of Congress

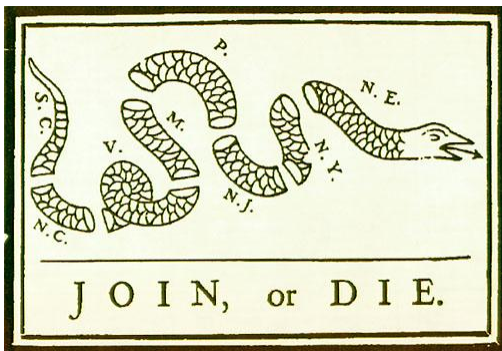
Vocabulary Journal

Word	Part of Speech	Antonym	Sentence

French & Indian War Information Sheet

In the 1750's, Britain and France had colonies in North America. Both the British and the French were competing for control of a valuable area called the Ohio River Valley. This area was a great location for fur trading with Native Americans who lived there. In an effort to protect their trade with Native Americans, the French built forts in the Ohio Valley on land claimed by the colony of Virginia. When the French refused to give up their forts in 1754, George Washington led an army against the French. He was defeated, and soon after Britain declared war on France. Most Native Americans in the region were allies of the French because the French traded with them, but did not settle on their land like the British.

In 1754, a congress of the British colonies met in Albany, New York to discuss how to overcome the French. Benjamin Franklin thought it best for the colonies to work together to defeat France. His proposal was called the Albany Plan of Union where each colony would still have its own government but would be united under a central government to decide on important issues together. The colonial governments rejected it. They did not want to lose their power to a central government.



In 1759, Britain sent more soldiers to North America and captured Quebec, the capitol of New France. This signaled the defeat of the French and in 1763, Britain and France ended the war and signed the Treaty of Paris of 1763. France was forced to give Britain control of Canada and most of the land east of the Mississippi River which made England the dominant country in North America.

In addition to becoming the dominant country in North America, England also acquired heavy debts from the French & Indian War. Because of these debts, the British Parliament passed several policies that taxed the American Colonies in an effort to pay those debts. These policies angered many colonists and created much tension between England and the Colonies.

French & Indian War Debrief Activity

1. What two major countries were involved in the French & Indian War and why were they fighting?
2. George Washington plays different roles during the American Revolution. What role does he play in the French & Indian War?
3. Write a one-sentence explanation of Benjamin Franklin's drawing?
4. What was the colonial response to the Albany Plan of the Union?
5. Highlight 2 major outcomes of the French & Indian War.

The Proclamation of 1763

Information Sheet

Even after the French and Indian War was over, British soldiers stayed in the Ohio River Valley to keep order. Most of the American Indians wanted the soldiers to leave the area. An Ottawa chief named Pontiac led the Indians in a war against the British called Pontiac's Rebellion. After much bloodshed, the British defeated the Indians but tensions remained high. In an effort to avoid more conflict and tension with American Indians, King George III issued the Proclamation of 1763. It recognized the Indians' right to the land and it did not allow colonists to settle west of the Appalachian Mountains. This made colonists very angry because they wanted to settle on the land and they did not want British soldiers to live among them. Because the Proclamation was difficult to enforce, many colonists disregarded it which showed their unhappiness with British attempts to control them.

Navigation Acts Information Sheet

The Navigation Acts were efforts to put the theory of mercantilism into actual practice. Beginning in 1650, Parliament acted to combat the threat of the rapidly growing Dutch carrying trade.

Under the provisions of this legislation, trade with the colonies was to be conducted only in English or colonial ships. Certain "enumerated" items (such as sugar, tobacco and indigo) were to be shipped only within the empire. Trade destined for nations outside the empire had to go first to England. Some of the legislation was designed to protect colonial interests. For example, tobacco production in England was prohibited, leaving the colonies as the sole source of that lucrative product.

The American colonists were never fully comfortable with those laws, but became ardently opposed with the passage of the Sugar Act of 1733. Under that law, a duty was placed on the importation of sugar from the French West Indies, forcing the American rum distillers to buy more costly sugar from the British West Indies.

When Britain decided to step up enforcement of the Navigation Acts and other trade acts, Vice-Admiralty courts were set up to bring criminal charges for smuggling. Defendants were assumed guilty until he proved himself innocent.

Parliament also passed the Currency Act in 1764 which assumed control of the colonial currency system. There were no gold or silver mines and currency could only be obtained through trade as regulated by Britain.

The most significant result of the Navigation Acts upon American history was the stifling of colonial manufacturing and increased resentment against the mother country.

Stamp Act Information Sheet

In 1765, Parliament passed the Stamp Act which taxed anything printed on paper by requiring colonists to buy a stamp, or seal, for paper products. Parliament continued to try to raise funds to protect the colonies and pay the debt of the French and Indian War through such taxes. This act caused colonists to resent British rule.

Samuel Adams began the Committees of Correspondence, groups that contacted other towns and colonies about British taxes and how to fight them. One popular protest method was the **boycott**, where people refuse to buy certain goods in protest. Many colonial women made substitutes for the boycotted British goods. In Boston, Samuel Adams also helped form secret societies called the Sons of Liberty, which were groups of men that protested British policies and sometimes used violence to get their message across.

In 1765, a congress of nine colonies met in New York to discuss the taxes at the Stamp Act Congress. They decided that only colonial governments should tax the colonies and they sent a request to King George III to **repeal** the act. Benjamin Franklin, representing Pennsylvania, spoke before Parliament and urged them to repeal the act so that colonists could end the boycott and prevent a possible revolution. The protests and boycotts worked and King George III had no other choice but to repeal the Stamp Act. The colonies celebrated the repeal of the act, but they still disagreed with Parliament on many issues. After the repeal, the King approved the Declaratory Act which essentially said that Parliament had full authority over legislation in the colonies.

Quartering Act Information Sheet

After the Stamp Act protests, Britain sent even more troops to keep order in the colonies. Due to the social and political problems that took place in the colonies after the Stamp Act, the British Parliament also passed the Quartering Act of 1765. This act required colonists to **quarter**, or house and feed British soldiers.

There were two major issues the colonists had with the Quartering Act. The first was that colonists did not like having a standing army of soldiers with blank search warrants, or writs of assistance. They had lost their sense of rights over their property. The other issue was that housing and supplying the soldiers was costly. The British response was that the colonists should pay their share of the expense of providing them with the protection from Indian attacks. In addition, the soldiers began taking jobs at a lower wage which further outraged colonists and increased tension between the colonies and Britain.

Townshend Acts Information Sheet

In 1767, Parliament passed the Townshend Acts which made colonists pay taxes on imported tea, glass, paper, and other items to pay for rising military costs due to the Quartering Act. Again, colonists boycotted British goods. A group of women called the Daughters of Liberty made their own cloth instead of buying British cloth. By 1770, the protests worked and Parliament repealed most of the taxes, but left the tax on tea because the British wanted to show that they still had the power to tax. Anger continued to grow against the British government, and in protest, the Sons of Liberty continued to use violence and attacked the homes of British officials and colonial tax collectors. More British troops were sent to protect the officials.

Boston Massacre Information Sheet

Anger and tension continued to grow as Britain sent more soldiers to Boston when colonists resisted taxes. The tension exploded on March 5, 1770, when a crowd gathered around an angry colonist arguing with a British soldier. Colonists began to shout insults and throw snowballs at the soldier. Soon more soldiers arrived, and as the mob grew louder and angrier, shots were fired. This deadly riot resulted in five colonists being killed that evening, and the event was later branded the Boston Massacre by colonists.

Samuel Adams and other colonists used the incident as propaganda, one-sided information used to influence public opinion. Through the Committees of Correspondence, Samuel Adams shared news and ideas with people in other colonies regarding the incident.

John Adams chose to represent the soldiers in this infamous trial to demonstrate that colonists value the right to a trial by jury for all citizens. He later stated that this was his biggest contribution to his country.

Tea Act & Boston Tea Party Information Sheet

In 1773, Parliament passed the Tea Act which made the British East India Company (BEIC) the only company allowed to sell tea to the colonies, which made this a monopoly over tea. The price of tea was actually much lower, but colonists were still unhappy that they were forced to pay import taxes to Britain. In order to avoid paying these taxes, colonial merchants refused to unload the tea from the British ships or sell the tea in the colonies. The Daughters of Liberty contributed to the boycott efforts by making their own tea.

On December 16, 1773, some Sons of Liberty, disguised as American Indians, illegally boarded the ships and dumped 342 crates of British tea into Boston Harbor. This protest was called the Boston Tea Party.

Coercive Acts (Intolerable Acts) Information Sheet

The Boston Tea Party made the British government furious. British Prime Minister Lord North convinced Parliament to pass laws called the Coercive Acts in the spring of 1774, which colonists called the Intolerable Acts because they were so harsh. These acts were an effort to make the colonists pay for the tea and to keep the colonists from planning other attacks.

These laws stopped all trade between Boston and Britain, did not allow town meetings, gave Britain control of the colony, and strengthened the Quartering Act. Since the port of Boston was closed, the trading of goods between the colonies also stopped which greatly impacted the economies of all the colonies. This led to support for Boston as goods were brought in from the other colonies. In addition it stirred revolutionary spirit throughout the colonies.

British Policies Graphic Organizer

Event/Issue	Significant Details/Outcome
Navigation Acts (1650-1700s)	
Proclamation of 1763	
Currency Act (1764)	
Stamp Act (1765)	
Declaratory Act (1765)	
Quartering Act (1765)	
Townshend Acts (1767)	
Boston Massacre (1770)	
Tea Act/Boston Tea Party (1773)	
Coercive (Intolerable) Acts (1774)	

British Policies Graphic Organizer-Key

Event/Issue	Significant Details/Outcome
Navigation Acts (1650-1700s)	<ul style="list-style-type: none"> -put theory of mercantilism into practice -trade with colonies was to be conducted only in English or colonial ships -some legislation protected colonial interests -Vice-Admiralty courts set up to bring criminal charges for smuggling -stifled colonial manufacturing
Proclamation of 1763	<ul style="list-style-type: none"> -King George III issued this proclamation. -recognized the Indians' right to the land -did not allow colonists to settle west of the Appalachian Mountains -colonists unhappy with attempt to control them
Currency Act (1764)	<ul style="list-style-type: none"> -assumed control of colonial currency system -currency could only be obtained through trade as regulated by Britain
Stamp Act (1765)	<ul style="list-style-type: none"> -taxed anything printed on paper -Committees of Correspondence was formed to keep in contact with other colonies -Sons of Liberty was formed to protest British policies -Stamp Act Congress met to request repeal of act -act was repealed because of colonial boycott of British goods
Declaratory Act (1765)	<ul style="list-style-type: none"> -King George III declared that Parliament had full authority over legislation in the colonies.
Quartering Act (1765)	<ul style="list-style-type: none"> -required colonists to house and feed British soldiers -colonists did not like having a standing army -soldiers used writs of assistance, or blank search warrants -housing and supply soldiers was costly
Townshend Acts (1767)	<ul style="list-style-type: none"> -tax on imported tea, glass, paper, and other items -colonists boycotted -Daughters of Liberty helped with boycott by making cloth -Sons of Liberty used violence against tax collectors to protest these acts
Boston Massacre (1770)	<ul style="list-style-type: none"> -deadly riot which resulted in five colonists being killed by British soldiers -incident used as propaganda and became known as the Boston Massacre
Tea Act/Boston Tea Party (1773)	<ul style="list-style-type: none"> -made a monopoly over tea; only sold by British East India Company -Sons of Liberty illegally boarded British ships and dumped the tea into Boston Harbor
Coercive (Intolerable) Acts (1774)	<ul style="list-style-type: none"> -effort to get colonists to pay for the tea and keep them from planning other attacks -closed the port of Boston which stopped trade, did not allow town meetings, gave Britain control of the colony

Colonial Letter Rubric

Student Name: _____

CATEGORY	4	3	2	1
Content Accuracy	The letter contains at least 5 accurate facts about the topic.	The letter contains 3-4 accurate facts about the topic.	The letter contains 1-2 accurate facts about the topic.	The letter contains no accurate facts about the topic.
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
Format	Complies with all the requirements for a friendly letter.	Complies with almost all the requirements for a friendly letter.	Complies with several of the requirements for a friendly letter.	Complies with less than 75% of the requirements for a friendly letter.
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.