Grade 6 Louisiana Social Studies

The Road to Independence

Phyllis Wheatley

Teacher Guide

Protesting British rule

Patrick Henry

George Washington

The Road to Independence

Teacher Guide

BAYOU BRIDGES
A K–8 Louisiana Social Studies Curriculum

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The Road to Independence

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The Road to Independence

Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 6

UNIT 4

Introduction

About This Unit

The Big Idea

Following the French and Indian War, Great Britain sought to tighten its control over the American colonies. These efforts, along with disagreements about principles of government, led the colonists to seek and establish their own identity and independence from Britain.

The colonists played an active role in securing a British victory during the French and Indian War. Despite this fact, Great Britain was unwilling to give the colonists the rights they yearned for and felt they deserved as part of their "rights of Englishmen." Early conflict between the colonies and Parliament emerged after the Proclamation of 1763, which prohibited settlement west of the Appalachians. Further fuel was added to the fire with the passage of the Stamp Act. A pattern of perceived abuses by the Crown led to increased unrest among the British colonies, especially around the issue of "taxation without representation." Though neither side wanted a fight, war between the colonies and Great Britain became increasingly likely. The fate of the colonies was sealed on July 4, 1776, and would not be resolved until Lord Charles Cornwallis surrendered at Yorktown on October 19, 1781, marking the end of the American Revolution. The colonists—English no more—were independent Americans.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- exploration and settlement of North America: the Age of Exploration, competing motivations of European countries, land claims in North America, founding of the British North American colonies, interactions with and importance of Native Americans to European survival
- development of the thirteen colonies: cultural, economic, and geographic characteristics of colonial regions; development of self-governance; Metacom's (King Philip's) War
- development of slavery in the thirteen colonies: early history, effects on African American populations
- colonial Louisiana under French and Spanish control

What Students Need to Learn

- French and Indian War, the North American phase of the Seven Years' War and part of an ongoing struggle between Britain and France for control of colonies, as background to the American Revolution, including:
  - alliances with Native Americans
  - British victory that gained territory but left Britain financially weakened
  - role of Louisiana and New Orleans and Acadian migrations from Canada
- causes and provocations of the American Revolution, including:
  - British taxes ("no taxation without representation")
  - Boston Massacre and Crispus Attucks
  - Tea Act and the Boston Tea Party
  - Intolerable Acts
  - First Continental Congress protests
- American Revolution, including:
  - rides of Paul Revere and William Dawes
  - fighting at Lexington and Concord
  - Bunker Hill
  - Second Continental Congress and the appointment of George Washington as head of the Continental Army
  - Thomas Paine's *Common Sense*

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1754 to 1783.

May 28, 1754	A small battle over control of Fort Duquesne in present-day Pennsylvania leads to a much larger conflict called the French and Indian War.
February 10, 1763	The French and Indian War officially ends when Great Britain and France sign the Treaty of Paris.
1763	The British government issues the Proclamation of 1763, barring colonists from settling west of the Appalachian Mountains.
1765	The British Parliament passes the Stamp Act and the Quartering Act.
March 5, 1770	Crispus Attucks is killed in the Boston Massacre.
December 16, 1773	The Boston Tea Party takes place, leading to the passage of the Intolerable Acts the following year.
September 5–October 26, 1774	The First Continental Congress meets and issues a Declaration of Rights.
March–April, 1775	The British government passes the Restraining Acts.
April 19, 1775	The American Revolution starts with the Battles of Lexington and Concord.
July 4, 1776	The Second Continental Congress adopts the Declaration of Independence.
October 1777	The Continental Army defeats the British at the Battle of Saratoga, prompting the French to join the war as American allies early the next year.
1777–78	The Continental Army trains while wintering at Valley Forge.

October 19, 1781	The British surrender after the Battle of Yorktown.
September 3, 1783	The Peace of Paris officially ends the American Revolution.

- drafting, adoption, and significance of the Declaration of Independence
- important women in the American Revolution: Deborah Sampson, Phillis Wheatley, Molly Pitcher
- Loyalists and Patriots
- victory at Saratoga and the alliance with France
- representative European allies: Marquis de Lafayette, Bernardo de Gálvez, Baron Frederick von Steuben
- winter at Valley Forge
- Benedict Arnold
- naval battles and John Paul Jones
- espionage and Nathan Hale
- Cornwallis's surrender at Yorktown

At a Glance

The most important ideas in Unit 4 are the following:

- The American colonists played a key role in Great Britain's victory in the French and Indian War, part of the larger Seven Years' War.
- The French and Indian War made Great Britain the dominant power in North America but also contributed to its financial woes, leading the British to end their policy of salutary neglect and impose new taxes on the American colonies.
- The American Revolution was inspired by a variety of traditions, events, and individuals, including the philosophers and writings of the Enlightenment, the Great Awakening, and English foundational documents like the Magna Carta.
- The First Continental Congress was organized in response to the Intolerable Acts and marked a significant step toward American independence, while the Second Continental Congress cemented the colonists' decision to break with Great Britain.
- Despite facing a better-organized and better-funded British force, the Americans were motivated to fight to defend their homes and their freedom.
- Numerous individuals, groups, and allies helped the Americans secure a victory over Great Britain, culminating in the surrender of General Cornwallis in 1781.

What Teachers Need to Know

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

Unit Resources

Student Component

The Road to Independence Student Reader—three chapters

Teacher Components

The Road to Independence Teacher Guide—three chapters. The guide includes lessons aligned to each chapter of *The Road to Independence* Student Reader, with a daily Check for Understanding and Additional Activities, such as vocabulary practice, primary source analysis, literature connections, and virtual field trips, designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 56.

- The Chapter Assessments test knowledge of each chapter using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

The Road to Independence Timeline Card Slide Deck—fourteen individual images depicting significant events and individuals related to the road to American independence. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which

cards to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the image cards can be attached with clothespins!

1754

Chapter 1

1763

Chapter 1

1763

Chapter 2

1765

Chapter 2

1770

Chapter 2

1773

Chapter 2

1774

Chapter 2

1775

Chapter 2

1775

Chapter 3

1776

Chapter 3

1777

Chapter 3

1777–78

Chapter 3

1781

Chapter 3

1783

Chapter 3

The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 4 Timeline Cards are in chronological order, as are most of the events discussed in the Student Reader. There may be some instances where events in the Student Reader are discussed thematically rather than chronologically. The first two chapters discuss the events leading to the American Revolution, while the third chapter discusses the events of the American Revolution. Some of these events occurred simultaneously, which is reflected in the timeline.

Understanding References to Time in *The Road to Independence* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, the Seven Years' War and the French and Indian War occurred over a span of years, and the battle for control of Fort Duquesne happened in 1754.

Time to Talk About Time

Before you use the Timeline Cards, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What is a timeline?

Using the Teacher Guide

Pacing Guide

The Road to Independence unit is one of six history and geography units in the Grade 6 Bayou Bridges Louisiana Social Studies Curriculum. A total of thirty-five days has been allocated to *The Road to Independence* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instuctional time to complete all Grade 6 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs, so we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more chapters in each Grade 6 Bayou Bridges unit will be designated as an Independent Reading Lesson, in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students should be asked to complete some type of note-taking activity as they read independently to focus their attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson's Check for Understanding.

It will be especially important for you to review all students' written responses to any Independent Reading Lesson prior to the next day's lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Turn and Talk

After the reading of each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

For more about classroom discussions, including an evaluation rubric, download the Bayou Bridges Online Resource "About Class Discussions and Debates":

https://www.coreknowledge.org/bayou-bridges-online-resources/

Primary Sources

Most chapters include a Student Reader feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource "About Teaching with Primary Sources":

https://www.coreknowledge.org/bayou-bridges-online-resources/

To facilitate student engagement with these primary sources, a Primary Source Analysis Activity Page has been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

At the beginning of each Teacher Guide chapter, you will find a Framing Question, also found at the beginning of each Student Reader chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Framing Questions, by chapter, are:

Chapter	The Framing Question
1	How did the British defeat the French in the French and Indian War?
2	What events led to the American Revolution?
3	How did the events of the American Revolution lead to independence?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	colonel, formation, prime minister, alliance, treaty
2	proclamation, salutary neglect, tax, "rights of Englishmen," burgess, quarter, "trial by jury," massacre, intolerable, militia
3	self-determination, mercenary, encrypted, treason

Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 77–84. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–3—Primary Source Analysis (AP 1.2)
- Performance Task—Claims and Evidence (AP 1.3)
- Chapter 1—Geography of the French and Indian War (AP 1.4)
- Chapter 3—Geography of the American Revolution (AP 3.1)
- Chapter 3—Domain Vocabulary: Chapters 1–3 (AP 3.2)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.

A Special Note About *The Freedom Framework*

A critical goal of the Bayou Bridges Curriculum Series, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every U.S. history unit called "The Freedom Framework," readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the U.S. government.

Books

Avi. *Loyalty*. New York: HarperCollins, 2022.

Castrovilla, Selene. *Revolutionary Rogues: John André and Benedict Arnold*. Illustrated by John O'Brien. Honesdale, PA: Boyds Mills Press / Calkins Creek, 2017.

Dunbar, Erica Armstrong, and Kathleen Van Cleve. *Never Caught, the Story of Ona Judge: George and Martha Washington's Courageous Slave Who Dared to Run Away*. New York: Simon & Schuster, 2017.

Fradin, Dennis Brindell. *The Signers: The 56 Stories Behind the Declaration of Independence*. Illustrated by Michael McCurdy. New York: Walker & Company, 2003.

Freedman, Russell. *Give Me Liberty! The Story of the Declaration of Independence*. New York: Holiday House, 2002.

Kamps, Alice. *The Charters of Freedom at the National Archives*. Washington, D.C.: The National Archives Foundation, 2016.

Kanefield, Teri. *The Extraordinary Suzy Wright: A Colonial Woman on the Frontier*. New York: Abrams Books for Young Readers, 2016.

Marsh, Sarah Jane. *Most Wanted: The Revolutionary Partnership of John Hancock & Samuel Adams*. Illustrated by Edwin Fotheringham. Boston: Little, Brown Books for Young Readers, 2020.

Marsh, Sarah Jane. *Thomas Paine and the Dangerous Word*. Illustrated by Edwin Fotheringham. Los Angeles: Disney-Hyperion, 2018.

Moss, Marissa. *America's Tea Parties: Not One but Four! Boston, Charleston, New York, Philadelphia*. New York: Abrams Books for Young Readers, 2016.

Orgill, Roxane. *Siege: How General Washington Kicked the British Out of Boston and Launched a Revolution*. Somerville, MA: Candlewick Press, 2018.

Rockliff, Mara. *Gingerbread for Liberty: How a German Baker Helped Win the American Revolution*. Illustrated by Vincent Kirsch. New York: Clarion Books, 2015.

Schwarz, Ella. *Her Name Was Mary Katharine: The Only Woman Whose Name Is on the Declaration of Independence*. Illustrated by Dow Phumiruk. New York: Little, Brown Books for Young Readers, 2022.

Shepard, Ray Anthony. *Runaway: The Daring Escape of Ona Judge*. Illustrated by Keith Mallett. New York: Macmillan Children's Publishing Group / Farrar, Straus and Giroux, 2021.

Woelfle, Gretchen. *Answering the Cry for Freedom: Stories of African Americans and the American Revolution*. Illustrated by R. Gregory Christie. Honesdale, PA: Boyds Mills Press / Calkins Creek, 2016.

The Road to Independence Sample Pacing Guide

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SR—Student Reader; AP—Activity Page; NFE—Nonfiction Excerpt

Week 1

Day 1	Day 2	Day 3	Day 4	Day 5
The Road to Independence				
"The French and Indian War" Core Lesson (TG & SR, Chapter 1)	"Primary Source: Alibamo Mingo, Choctaw Leader, Reflects on the British and French (1765)" (TG & SR, Chapter 1, AP 1.2)	"PRIMARY SOURCE ACTIVITY: Benjamin Franklin's *Poor Richard's Almanack*" (TG, Chapter 1 Additional Activities, NFE 1)	"PRIMARY SOURCE ACTIVITY: Extracts from Gibson Clough's War Journal, 1759" (TG, Chapter 1 Additional Activities, AP 1.2)	"Geography of the French and Indian War" (TG, Chapter 1 Additional Activities, AP 1.4)

Week 2

Day 6	Day 7	Day 8	Day 9	Day 10
The Road to Independence				
"French and Indian War: Primary Documents and Artifacts" (TG, Chapter 1 Additional Activities)	Chapter 1 Assessment	"The Road to Revolution" Core Lesson (TG & SR, Chapter 2)	"The Road to Revolution" Core Lesson (TG & SR, Chapter 2)	"Primary Source: Patrick Henry's Speech to the Second Virginia Convention (1775)" and "Primary Source: Excerpts from Resolutions of the Stamp Act Congress (1765)" (TG & SR, Chapter 2, AP 1.2)

Week 3

Day 11	Day 12	Day 13	Day 14	Day 15
The Road to Independence				
"How Did the French and Indian War Set the Stage for the American Revolution?" (TG, Chapter 2 Additional Activities)	"PRIMARY SOURCE ACTIVITY: John Dickinson's *Letters from a Farmer in Pennsylvania*" (TG, Chapter 2 Additional Activities, AP 1.2)	"PRIMARY SOURCE ACTIVITY: The Boston Massacre" (TG, Chapter 2 Additional Activities, NFE 1, AP 1.2)	"PRIMARY SOURCE ACTIVITY: To Pay or Not to Pay" (TG, Chapter 2 Additional Activities, AP 1.2)	Chapter 2 Assessment

Week 4

Day 16	Day 17	Day 18	Day 19	Day 20
The Road to Independence				
"The Course of the American Revolution" Core Lesson (TG & SR, Chapter 3)	"The Course of the American Revolution" Core Lesson (TG & SR, Chapter 3) Domain Vocabulary: Chapters 1–3 (TG, Chapter 3 Additional Activities, AP 3.2)	"Primary Source: Letter from George Washington to Henry Laurens, 23 December 1777" and "Primary Source: Excerpt from Thomas Paine's *The American Crisis* (No. 1.)" (TG & SR, Chapter 3, AP 1.2)	"PRIMARY SOURCE ACTIVITY: Thomas Paine's *Common Sense*" (TG, Chapter 3 Additional Activities)	"PRIMARY SOURCE ACTIVITY: Thomas Paine's *Common Sense*" (TG, Chapter 3 Additional Activities)

Week 5

Day 21	Day 22	Day 23	Day 24	Day 25
The Road to Independence				
"PRIMARY SOURCE ACTIVITY: Abigail Adams, Letter to John Adams (1776)" (TG, Chapter 3 Additional Activities, NFE 1, AP 1.2)	"Creating Good Government in the Colonies" (TG, Chapter 3 Additional Activities)	"PRIMARY SOURCE ACTIVITY: The Declaration of Independence" (TG, Chapter 3 Additional Activities)	"PRIMARY SOURCE ACTIVITY: The Declaration of Independence" (TG, Chapter 3 Additional Activities)	"PRIMARY SOURCE ACTIVITY: Hutchinson's Rebuttal to the Declaration of Independence" (TG, Chapter 3 Additional Activities, NFE 2, AP 1.2)

Week 6

Day 26	Day 27	Day 28	Day 29	Day 30
The Road to Independence				
"Geography of the American Revolution" (TG, Chapter 3 Additional Activities, AP 3.1)	"People of the Revolution" (TG, Chapter 3 Additional Activities)	"PRIMARY SOURCE ACTIVITY: Phillis Wheatley: Revolutionary Poet" (TG, Chapter 3 Additional Activities)	"Dunmore's Declaration" (TG, Chapter 3 Additional Activities)	"Bravery Stands Tall" (TG, Chapter 3 Additional Activities)

Week 7

Day 31	Day 32	Day 33	Day 34	Day 35
The Road to Independence				
"Primary Source Activity: Turning Points: Saratoga and Valley Forge" (TG, Chapter 3 Additional Activities)	"Primary Source Activity: Turning Points: Saratoga and Valley Forge" (TG, Chapter 3 Additional Activities)	Chapter 3 Assessment	Unit 4 Performance Task Assessment	Unit 4 Performance Task Assessment

The Road to Independence Pacing Guide

_____'s Class

(A total of thirty-five days has been allocated to *The Road to Independence* unit in order to complete all Grade 6 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1	Day 2	Day 3	Day 4	Day 5
The Road to Independence				

Week 2

Day 6	Day 7	Day 8	Day 9	Day 10
The Road to Independence				

Week 3

Day 11	Day 12	Day 13	Day 14	Day 15
The Road to Independence				

Week 4

Day 16	Day 17	Day 18	Day 19	Day 20
The Road to Independence				

Week 5

Day 21	Day 22	Day 23	Day 24	Day 25
The Road to Independence				

Week 6

Day 26	Day 27	Day 28	Day 29	Day 30
The Road to Independence				

Week 7

Day 31	Day 32	Day 33	Day 34	Day 35
The Road to Independence				

CHAPTER 1

TOPIC: The French and Indian War

The Framing Question: How did the British defeat the French in the French and Indian War?

Primary Focus Objectives

- ✓ Explain the causes of the French and Indian War. **(6.11.b)**
- ✓ Describe major battles and important individuals in the French and Indian War. **(6.11.b)**
- ✓ Summarize the outcome of the French and Indian War. **(6.11.b)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *colonel*, *formation*, *prime minister*, *alliance*, and *treaty*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource "About The French and Indian War":

https://www.coreknowledge.org/bayou-bridges-online-resources/

Materials Needed

Activity Pages

AP 1.1
AP 1.2

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.2)
- World History Encyclopedia map of European colonization of North America c. 1750
- maps from the Internet showing North America in 1754 and 1763

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the maps may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

Core Vocabulary (Student Reader page numbers listed below)

colonel, n. a high-ranking military official **(6)**

Example: Many soldiers and officers reported directly to the colonel.
Variations: colonels

formation, n. an arrangement of people or things acting as one unit **(6)**

Example: The troops got into formation before the battle began.
Variations: formations, form (v.)

prime minister, n. the head of the government in some countries **(7)**

Example: The prime minister met with members of Parliament to discuss issues important to the country.
Variations: prime ministers

alliance, n. an agreement between two nations to help each other in wartime **(8)**

Example: The French formed an alliance with the Americans after the American victory at Saratoga.
Variations: alliances, ally (n.), ally (v.)

treaty, n. a formal agreement between two or more groups, especially countries **(9)**

Example: The two countries signed a treaty that brought the long war to an end.
Variations: treaties

The Core Lesson 35 MIN

Introduce *The Road to Independence* Student Reader 5 MIN

Distribute copies of *The Road to Independence* Student Reader. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention the French and Indian War, acts of Parliament and the colonial response, and American Revolution battles.

Introduce "The French and Indian War" 5 MIN

Display the World History Encyclopedia map of European colonization of North America circa 1750. Point out the British colonies and the French colonies. Explain that there was a long history of rivalry between Britain and France in Europe. Eventually, that rivalry spread to North America. Point out the

contested territory between the British and French colonies. Tell students that in this chapter, they will read about a war between Britain and France that was, in part, about the contested territory between their North American colonies.

Call students' attention to the Framing Question. Tell students to look for how the British defeated the French during the French and Indian War as they read the text.

Guided Reading Supports for "The French and Indian War" 25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"War in the Colonies," pages 2–4

Scaffold understanding as follows:

Read the section on pages 2–4 aloud.

SUPPORT—Display the World History Encyclopedia map of European colonization of North America circa 1750, and point out the general area of the Ohio River valley. Explain to students that the Ohio River valley was appealing to both the British and the French for several reasons. It was home to many Native American tribes and waterways, both important to trade in the region. The land was also very good for agriculture; the British wanted to settle here and farm.

After reading the text, ask the following questions:

EVALUATIVE—Why did tensions increase between Great Britain and France in North America? What was the effect of these growing tensions? **(6.1, 6.2, 6.11.b)**

» More British colonists moved to the French-controlled Ohio River valley. The conflict in North America expanded into a larger war on multiple continents.

INFERENTIAL—What are the two names for the conflict between Great Britain and France? Why do you think it has two different names? **(6.7.a, 6.7.b)**

» The conflict is known as the French and Indian War and the Seven Years' War. The two different names reflect how the conflicts affected and were viewed by different groups of people. The American colonists were focused on fighting France and its Native American allies, while in Europe, multiple nations were involved in fighting each other on several fronts.

"George Washington's Mistakes," pages 4–5

Scaffold understanding as follows:

Invite volunteers to read the section on pages 4–5 aloud.

Activity Page

AP 1.2

SUPPORT—Call attention to the "Join, or Die" cartoon on page 5, and invite a volunteer to read the caption aloud. Ask students what the labeled parts of the snake represent. (*the names of the colonies*) Ask students what they think is the message of Franklin's cartoon. (*If the colonies don't join together to fight, they will not survive.*) What information in the image supports this conclusion? (*The snake is shown cut into pieces. A snake that is cut up won't survive. It can only survive as a whole animal.*) Time permitting, you may choose to have students complete a Primary Source Analysis (AP 1.2) about the cartoon. **(6.6, 6.6.a, 6.6.b, 6.7, 6.7.a)**

SUPPORT—Point out that the Shawnee and Delaware are Native American tribes.

After volunteers read the text, ask the following questions:

EVALUATIVE—What advantages did the French have over George Washington and his forces? **(6.3, 6.11.b)**

» They had more soldiers, and they had a stronger defensive position.

EVALUATIVE—What was Fort Necessity? How did its location impact the British forces? **(6.11.b)**

» Fort Necessity was a makeshift camp built by Washington and his soldiers. The fort was built on low ground that flooded during a rainstorm, soaking Washington's troops, their guns, and their gunpowder. This helped contribute to their eventual surrender to the French.

INFERENTIAL—Why do you think the French required Washington to sign a statement accepting responsibility for the fighting at Fort Necessity? **(6.7, 6.7.a, 6.11.b)**

» Answers will vary. The French may have wanted to humiliate Washington after his defeat. They may also have wanted to give the appearance that the British were in the wrong.

"Fighting in the Woods," pages 5–7

Scaffold understanding as follows:

CORE VOCABULARY—Point out the vocabulary terms *colonel* and *formation*, and explain their meanings.

Have students read the section on pages 5–7 independently.

SUPPORT—Explain that Native American alliances were very important during the French and Indian War. The French had more Native American allies than the British. This was largely because the French did not want to displace Native Americans from their land, unlike the British. As the war progressed, some Native Americans switched sides.

After students read the text, ask the following questions:

LITERAL—Who was Edward Braddock? **(6.11.b)**

» Edward Braddock was a British general sent to lead American colonists and British forces against the French during the French and Indian War.

EVALUATIVE—How did General Braddock view the colonists? What effect did this have on the outcome of the battle? **(6.7.c, 6.11.b)**

» General Braddock, a seasoned general, ignored the colonists' advice and warnings because he viewed them as simple people who knew little about the art of war. As a result, the French and their Native American allies were able to ambush the British and colonial forces and cause them to run. General Braddock was killed in the skirmish.

"British Victory," pages 7–8

Scaffold understanding as follows:

Invite a volunteer to read the first paragraph of the section on page 7 aloud.

CORE VOCABULARY—Point out the vocabulary term *prime minister*, and explain its meaning.

SUPPORT—Call attention to the phrase "foreign affairs," and explain that this means a country's dealings with other nations.

Invite volunteers to read the remainder of the section on pages 7–8 aloud.

SUPPORT—Explain that after the British captured Fort Duquesne, they built a larger fort, Fort Pitt, upstream from the original fort. This area, called "the Point," is where the Allegheny and Monongahela Rivers join with the Ohio River. Today, visitors to Point State Park in Pittsburgh, Pennsylvania (also named for William Pitt), can walk the outline of where the original forts once stood.

SUPPORT—Have students find the St. Lawrence River and the Niagara River on the map of colonial North America at the end of the French and Indian War on page 10. Based on the map, why was Quebec strategically important? (*It was located at the mouth of the St. Lawrence River.*) Point out the lines of latitude and longitude on the map. Explain that these lines help us determine the absolute location of places. Every place on Earth can be located using coordinates of latitude and longitude. Latitude is

measured in degrees north or south of the equator. Longitude is measured in degrees east or west of the Prime Meridian. Have students find the city of Quebec on the map. Explain that Quebec's absolute location is 46.81 degrees north (latitude), 71.2 degrees west (longitude). What is the approximate absolute location of the Niagara River? (*44° north latitude, 85° west longitude*) **(6.4, 6.5)**

After the volunteers read the text, ask the following questions:

EVALUATIVE—How did William Pitt's view of the colonists differ from General Braddock's? **(6.3, 6.7.b)**

» Pitt understood that the colonists were crucial to winning the war against the French, unlike Braddock, who did not take their knowledge and abilities seriously.

EVALUATIVE—Why were the St. Lawrence and Niagara Rivers strategically important to the British? **(6.11.b)**

» The French used these rivers to supply their soldiers. By controlling these rivers, the British could eventually stop the French from fighting.

EVALUATIVE—How did the British capture the city of Quebec? **(6.11.b)**

» The British climbed to the top of the cliffs that ran along the city and caught the French by surprise.

"Louisiana and New Orleans" and "Acadians to Cajuns," pages 8–9

Scaffold understanding as follows:

Have students read the section "Louisiana and New Orleans" on pages 8–9 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *alliance* and *treaty*, and explain their meanings.

SUPPORT—Tell students that France and Spain had more than a political connection at this time—they also had a family connection. King Louis XV of France and King Charles III of Spain were cousins and members of the Bourbon family. This close connection meant that Spain often aligned itself with France in foreign wars, including the American Revolution. Tell students that they'll learn more about foreign support for the American cause in Chapter 3 and Spanish and French control over the Louisiana Territory in Unit 5.

Read the sidebar "Acadians to Cajuns" on page 9 aloud.

Note: Students may recall reading about the Acadians' arrival in Louisiana in Unit 3.

After reading the text, ask the following questions:

EVALUATIVE—Why were Caribbean islands so important to France? **(6.11.b)**

» They were the site of valuable sugar plantations that would help France recover economically.

EVALUATIVE—Why did France offer Louisiana to Spain? **(6.11.b)**

» The French hoped this would encourage Spain to give France a loan, to enter the war against Great Britain, or both.

LITERAL—What was the Treaty of Fontainebleau?

» This was a treaty that made Louisiana a Spanish colony. It was signed in November 1762.

LITERAL—Who were the Acadians, and what happened to them? **(6.11.b)**

» The Acadians were descendants of French people who lived in parts of Canada and what is now the state of Maine. When some of the Acadians refused to pledge loyalty to Great Britain, around ten thousand of them were forced to leave their homes. Many died during this forced migration, while others were left in unfamiliar places along the coast.

"Peace, but More Tension," pages 9–10

Scaffold understanding as follows:

Invite volunteers to read the section on pages 9–10 aloud.

SUPPORT—Display the maps of North America in 1754 and 1763. Call attention to the territorial changes described in Chapter 1. Explain that *ceded* (on the 1763 map) means given. Note the Proclamation Line of 1763. Tell students that this line became an important issue to the American colonists. They will read more about it in Chapter 2. Ask: In 1754, which country controlled most of the territory between 40° north and the Tropic of Cancer? (*France*) How did this change by 1763? (*Spain and Great Britain controlled most of the land in this area*, *while France controlled next to none*.) **(6.4, 6.5, 6.11.b)**

After the volunteers read the text, ask the following questions:

LITERAL—What were the terms of the 1763 Treaty of Paris? **(6.11.b)**

» France gave all of Canada and the land between the Appalachian Mountains and the Mississippi River to Great Britain, and Spain gave Florida to Great Britain. France also gave the Louisiana Territory to Spain.

LITERAL—Which country became the dominant power in North America after the French and Indian War? **(6.11.b)**

» The French and Indian War made Great Britain the dominant colonial power in North America.

EVALUATIVE—How did the French and Indian War create tensions between the British government and American colonists? **(6.11.b)**

» The French and Indian War was very costly for Great Britain. This led Great Britain to pass policies intended to raise funds through its American colonies.

Primary Source Feature: "Alibamo Mingo, Choctaw Leader, Reflects on the British and French (1765)," page 11

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 11.

Introduce the source to students by reviewing the role of Native Americans in the French and Indian War. (*Native Americans allied with both the French and the British.*) Explain that this source is a record of a speech by a Choctaw leader. The Choctaw are a Native American people who, at the time of the French and Indian War, lived in French territory in what is now southern Mississippi.

Read the italicized introductory text aloud.

Invite volunteers to read the source aloud.

SUPPORT—Call attention to the phrase "red people" in the last paragraph. Explain that this is an antiquated and outdated reference to Native Americans. Note that today, it is considered unacceptable to refer to Native Americans as "red people."

After the volunteers read the text, ask the following questions:

LITERAL—Who was Alibamo Mingo? **(6.6, 6.6.a)**

» Alibamo Mingo was a Choctaw leader.

EVALUATIVE—Based on the source, what kind of relationship did the Choctaw have with the French? What details in the text support your answer? **(6.6.b, 6.7, 6.7.a)**

» The Choctaw had a positive and mutually beneficial relationship with the French. Mingo suggests this when he says that the "white men came among us bearing abundance. . . . I expect they [the British] will be equally generous."

EVALUATIVE—What does Alibamo Mingo expect of the British? **(6.6, 6.6.a)**

» Mingo expects that the British will be as generous as the French and will coexist with the Choctaw on the land.

EVALUATIVE—How does Alibamo Mingo feel about the arrival of British settlers? How do you know? **(6.6.b)**

» Mingo is neutral if not optimistic about the arrival of British settlers. He assumes that they will engage with the Choctaw just as the French did. This is shown when he says, "I am not of the opinion that in giving land to the English, we deprive ourselves of the use of it. . . . We need not be uneasy that the English settle upon our lands, as by that means they can more easily supply our wants."

INFERENTIAL—How does focusing on just one source, Mingo's, affect our historical interpretation of this event? What might we learn from studying other accounts written by Native American leaders at this time? **(6.6.d)**

» Answers will vary. Focusing on just Mingo's source means that we only see one perspective of the event. Mingo's perspective of the British taking control over former French territory is optimistic, largely because the British have yet to give him a reason to believe otherwise. Other Native Americans' experience may differ at this point in time and could give more clues about the current or future relationship between Native Americans and British colonizers.

Activity Page

AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. **(6.1)**
- Review and discuss the Framing Question: "How did the British defeat the French in the French and Indian War?"

Check for Understanding 10 min

Ask students to:

- Write a short answer to the Framing Question: "How did the British defeat the French in the French and Indian War?"
  - » Key points students should cite include: the Seven Years' War, a larger conflict between Great Britain and France, was known as the French and Indian War in North America; the French and Indian War began in 1754, starting with conflict over Fort Duquesne in Pennsylvania; George Washington was a young and inexperienced soldier in the British Army and made many mistakes as a leader, including surrendering to the French at Fort Necessity and signing a letter accepting fault for the conflict at Fort Duquesne; General Edward Braddock and his British forces were ill prepared to fight in the dense woods and were ambushed by the French and their Native American allies; William Pitt, the British prime minister, helped turn the French and Indian War around by embracing the colonists' role in the conflict; the war reached a turning point after the British captured Fort Duquesne and the city of Quebec; after the British seized control over French territory in Canada, France offered Louisiana to Spain in exchange for support; the 1763 Treaty of Paris ended the war and gave Great Britain control over Canada, the land between the Appalachian Mountains and the Mississippi River, and Florida.
- Choose one of the Core Vocabulary terms (*colonel*, *formation*, *prime minister*, *alliance*, or *treaty*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Activity Page

AP 1.1

Note: Distribute copies of Letter to Family (AP 1.1) for students to take home.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

CHAPTER 2

TOPIC: The Road to Revolution

The Framing Question: What events led to the American Revolution?

Primary Focus Objectives

- ✓ Describe the historical and religious influences on American independence. **(6.11.a)**
- ✓ Summarize key events in the lead-up to the American Revolution. **(6.11.c)**
- ✓ Explain the influence of revolutionary ideas, texts, individuals, and groups on mobilizing support for the Patriot cause. **(6.11.d)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *proclamation*, *salutary neglect*, *tax*, "rights of Englishmen," *burgess*, *quarter*, "trial by jury," *massacre*, *intolerable*, and *militia*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource "About The Road to Revolution":

https://www.coreknowledge.org/bayou-bridges-online-resources/

Materials Needed

Activity Page

AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)
- map from the Internet of the Proclamation Line of 1763

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the map may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

Core Vocabulary (Student Reader page numbers listed below)

proclamation, n. an important official announcement that is usually made to the public **(14)**

Example: The proclamation was read in the town square and explained that no new settlement was permitted west of the mountains.

Variations: proclamations, proclaim (v.)

salutary neglect, n. an unofficial British policy of not enforcing rules and regulations in the colonies **(14)**

Example: Salutary neglect came to an end as Parliament looked to the colonies as a way to pay off its debts from the French and Indian War.

tax, n. money that people are required to pay to support the workings of the government **(14)**

Example: The new tax raised money for the government by increasing the price of sugar.
Variations: taxes, tax (v.), taxation (n.)

"rights of Englishmen" (phrase) traditional legal rights that all English subjects in England were guaranteed **(16)**

Example: The colonists believed that as members of the British Empire, they had the rights of Englishmen, such as the right to private property.

burgess, n. a representative to the legislature in colonial Virginia or Maryland **(16)**

Example: The burgess proposed a motion that opposed Parliament's new tax laws.
Variations: burgesses

quarter, v. to give temporary lodging and meals to soldiers **(17)**

Example: Many colonists opposed the Quartering Act because it forced rather than asked them to house British soldiers.
Variations: quarters, quartering, quartered, quarters (n.)

"trial by jury" (phrase) a case of law decided by a group of one's fellow citizens **(18)**

Example: Through trial by jury, the defendant's guilt was decided by his peers.
Variations: trials by jury

massacre, n. the violent killing of defenseless people **(19)**

Example: The Boston Massacre began when British soldiers fired their weapons into a crowd of angry colonists.
Variations: massacres, massacre (v.)

intolerable, adj. unbearable **(20)**

Example: The Intolerable Acts resulted in harsh punishments after the Boston Tea Party, including a blockade of Boston's port and the loss of self-government.
Variations: intolerably (adv.), intolerance (n.)

militia, n. a group of armed citizens prepared for military service at any time **(22)**

Example: The colonists formed a militia to defend themselves from the coming British army.
Variations: militias

THE CORE LESSON 35 MIN

Introduce "The Road to Revolution" 5 MIN

Briefly review with students what they learned in Chapter 1. (*The French and Indian War was part of a larger conflict known as the Seven Years' War between Great Britain, France, and their allies. The conflict was largely won thanks to the American colonists. Its outcome created tensions between the British government and the colonists.*) Explain that in this chapter, students will read about how the French and Indian War led to a series of events that ultimately sparked the American Revolution.

Call students' attention to the Framing Question. Tell students to look for events that led to the American Revolution as they read the text.

Guided Reading Supports for "The Road to Revolution" 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"The End of One War, the Start of Another," pages 12–14

Scaffold understanding as follows:

Invite volunteers to read the first three paragraphs of the section on pages 12–14 aloud.

SUPPORT—Tell students that Pontiac's War, also called Pontiac's Rebellion, took place in western Pennsylvania. During the rebellion, Native Americans laid siege to Fort Pitt, trapping British soldiers and colonists living in the area inside. The British passed out blankets infected with smallpox to the Native Americans outside of the fort. Smallpox is a very infectious disease that Europeans brought with them to the Americas. The Native Americans had no immunity to smallpox, causing many of them to die of the disease.

CORE VOCABULARY—Point out the vocabulary term *proclamation*, and explain its meaning.

Invite a volunteer to read the remainder of the section on page 14 aloud.

SUPPORT—Call attention to the Proclamation of 1763 map on page 14, and read the caption aloud. Display the map of the Proclamation Line from the Internet. Ask: Between what lines of latitude and longitude did the Proclamation Line run? (*between 30° and 50° north latitude and 70° and 45° west longitude*) Why do you think the British set the Proclamation Line in this place? (*The Appalachian Mountains made a natural border that was easy to identify for colonists and people enforcing the proclamation.*) **(6.4, 6.5)**

After the volunteers read the text, ask the following questions:

EVALUATIVE—How did the French and Indian War affect the relationship between Great Britain and the American colonies? **(6.11, 6.11.b, 6.11.c)**

» The French and Indian War made Great Britain stronger, but it also caused tension. After the war, the colonists felt they were being treated unfairly by Great Britain because they could not settle on newly gained territory.

LITERAL—What were some of the benefits of the French and Indian War for Great Britain? **(6.11, 6.11.b, 6.11.c)**

» The French and Indian War led Great Britain to gain more land that offered more protection for the existing colonies and opportunities for new settlements.

LITERAL—What was the main purpose of the Proclamation of 1763? How was this purpose achieved? **(6.11, 6.11.b, 6.11.c)**

» The main purpose of the Proclamation of 1763 was to avoid conflict with Native Americans. To do this, the proclamation restricted settlement on newly gained territories.

EVALUATIVE—Why did the American colonists resent the Proclamation of 1763? **(6.11, 6.11.b, 6.11.c)**

» The colonists believed the Proclamation of 1763 was a violation of their freedoms. They also disliked that the proclamation placed more soldiers in the colonies. The soldiers served as a constant reminder of British control.

"Trouble Brewing," "Patrick Henry," and "The Quartering Act," pages 14–17

Scaffold understanding as follows:

Read the first paragraph of the section "Trouble Brewing" on pages 14–15 aloud.

CORE VOCABULARY—Point out the vocabulary terms *salutary neglect* and *tax*, and explain their meanings.

SUPPORT—At the phrase "the British Parliament, the ruling government in Great Britain," explain that Parliament was and is a legislature like the U.S. Congress. It makes the laws for the country—and back then, for its colonies. Explain that Parliament thought the American colonists should help pay for the French and Indian War because so much of the fighting occurred both in and on behalf of the colonies.

Read the second paragraph of the section "Trouble Brewing" on page 15 aloud.

SUPPORT—Reread the phrase "taxation without representation is tyranny." Explain to students that the colonists did not have any representation in Parliament. That meant they had no say on matters of taxation or anything else that could affect how they lived and worked. Many colonists believed that this practice of taxation without representation was a form of oppressive rule that violated their rights. Ask: Why might the British Parliament disagree with this sentiment? (*Great Britain owned the American colonies and could do with them as it pleased. Many of the colonists went to North America voluntarily and could return to Great Britain if they wanted full rights of citizenship.*) **(6.1, 6.2, 6.6.b, 6.6.c, 6.7.b, 6.11, 6.11.d)**

Have students read the remainder of the section "Trouble Brewing" on pages 15–17 independently.

CORE VOCABULARY—Point out the vocabulary terms "rights of Englishmen" and *burgess*, and explain their meanings.

SUPPORT—Remind students that the Magna Carta, or Great Charter, was a document that English barons forced King John of England to sign in 1215 CE. The Magna Carta limited the power of the monarch. The English Bill of Rights of 1689 CE is one of the foundations of the modern English government. It limited the powers of the monarch further by ensuring that taxes could not be raised without Parliament's agreement and guaranteeing free elections and regular meetings of Parliament. Since 1689, Parliament has met every year. The English Bill of Rights also included rights of English citizens, including the right to petition the king, freedom of speech and debate in Parliament, and protection from both excessive bail and cruel and unusual punishments. Ask: Why do you think the American colonists felt entitled to these rights? (*Many of them had come from England and had enjoyed these rights before coming to the Americas.*) How have these documents influenced the U.S. government we have today? (*The Magna Carta and the English Bill of Rights inspired the rule of law and protections for individual freedoms reflected in the U.S. Constitution.*) **(6.11.a)**

Note: Students in Bayou Bridges may recall reading about the Magna Carta in Grade 5, Unit 1, *The Medieval World*.

Invite volunteers to read the sidebar "Patrick Henry" on page 16 aloud.

Invite volunteers to read the sidebar "The Quartering Act" on page 17 aloud.

CORE VOCABULARY—Point out the vocabulary term *quarter*, and explain its meaning.

After the volunteers read the text, ask the following questions:

LITERAL—What is salutary neglect? **(6.11.c)**

» Salutary neglect was the policy of letting the American colonies govern themselves with minimal interference from Britain.

LITERAL—How did James Otis view the actions of Parliament? **(6.11.d)**

» James Otis believed that Parliament's policy of taxation without representation violated the rights of free Englishmen to such a degree that it deprived them of all of their rights.

LITERAL—How did the Stamp Act raise revenue for Great Britain? **(6.11.c)**

» The Stamp Act raised revenue for Great Britain by placing a tax on all printed materials. Colonists had to buy stamps to purchase newspapers, pamphlets, and playing cards.

EVALUATIVE—What were the effects of Patrick Henry's speech? **(6.11.d)**

» People across the colonies protested and debated the Stamp Act. In some instances, they threatened tax collectors.

EVALUATIVE—How were the Stamp Act and the Quartering Act similar? **(6.3, 6.11.c)**

» Both acts increased the financial burden on colonists. They also helped unite the colonists in their resistance against British authority.

"The Sons of Liberty," pages 17–18

Scaffold understanding as follows:

Have students read the section on pages 17–18 independently.

SUPPORT—Call attention to the word *boycotts* in the second paragraph of the section. Explain that a boycott is an organized form of protest where people decide not to buy a certain product, shop at a certain business, or engage with a certain individual or group.

CORE VOCABULARY—Point out the vocabulary term "trial by jury," and explain its meaning.

SUPPORT—Explain that the issue of trial by jury was an important one to the colonists and one they did not forget after the American Revolution. This right is protected by the Sixth Amendment in the Bill of Rights. Sitting on a jury is an important responsibility of citizenship.

After students read the text, ask the following questions:

LITERAL—Who led the Sons of Liberty? What was the goal of this group? **(6.11.c, 6.11.e)**

» The Sons of Liberty were led by Samuel Adams, John Hancock, Paul Revere, and others. The goal of the Sons of Liberty was to protest the Stamp Act and the British policy of taxation without representation.

EVALUATIVE—How were the Townshend Acts similar to and different from the Stamp Act? **(6.3)**

» Like the Stamp Act, the Townshend Acts raised revenue by taxing British goods that the colonists bought. Unlike the Stamp Act, the Townshend Acts applied to a wide variety of goods, not just paper products.

EVALUATIVE—How did the Sons of Liberty and other colonists respond to the Townshend Acts? **(6.11.c)**

» They responded by organizing a boycott of all British goods. The colonists also began to make their own paint, glass, and paper. To avoid the tea tax, many colonists began buying their tea from Dutch merchants who smuggled it into the American colonies.

LITERAL—Who was John Dickinson, and what is he remembered for? **(6.11.c)**

» John Dickinson was a farmer and lawyer who wrote a series of letters in 1767 and 1768. These letters, known as *Letters from a Farmer in Pennsylvania*, urged the colonists to resist British taxation and protect their rights. Many people read Dickinson's letters, and they helped shape public opinion against British taxes.

"The Boston Massacre," page 19

Scaffold understanding as follows:

CORE VOCABULARY—Point out the vocabulary term *massacre*, and explain its meaning.

Have students read the section on page 19 with a partner.

SUPPORT—Explain to students that the Samuel Adams of Boston mentioned in this section is the same Samuel Adams who helped found and lead the Sons of Liberty.

After students read the text, ask the following questions:

EVALUATIVE—How did the colonists respond to the increased presence of British soldiers? **(6.11.c)**

» The colonists responded to the increased presence of British soldiers by jeering at them and trying to make their lives miserable.

LITERAL—What was the Boston Massacre? **(6.11.c, 6.11.e)**

» The Boston Massacre started after a crowd of men and boys threw snowballs at a lone British soldier on guard duty. The soldier called for help, and British soldiers fired their guns into the angry crowd of colonists, resulting in five deaths.

LITERAL—Who was Crispus Attucks, and what role did he play in the Boston Massacre? **(6.11.c)**

» Crispus Attucks was an African American sailor. He is considered the first person to die for the cause of American liberty.

INFERENTIAL—Why do you think the colonists described the event in Boston as a "massacre"? **(6.11.c)**

» A massacre is the violent killing of defenseless people, and the colonists were unarmed against the British. The colonists may have also called it a massacre because they wanted people in the other colonies to support their cause against the British.

LITERAL—What was the Committee of Correspondence? **(6.11.c)**

» It was a way of alerting colonists when the British tried to threaten their liberties. The first committee was set up in Boston, but other colonies soon established their own.

"The Tea Act and the Boston Tea Party," pages 20–21

Scaffold understanding as follows:

Read the first paragraph of the section on page 20 aloud.

CORE VOCABULARY—Point out the vocabulary term *intolerable*, and explain its meaning.

SUPPORT—Explain that the Sons of Liberty played a role in organizing the Boston Tea Party. They destroyed 342 chests of tea, costing about $1.7 million in today's money.

SUPPORT—Explain that boycotting tea was no small sacrifice for the American colonists—they consumed more than a million pounds (450,000 kg) of tea each year! Boycotting tea was a serious show of strength and principles against Parliament. It should also be noted that

Boston was not the only place where colonists destroyed tea in protest. Colonists also dumped tea in North Carolina, New York, New Jersey, Virginia, Rhode Island, and Maryland. In some cities, people organized to prevent the tea from ever making it to shore.

SUPPORT—Explain that what the colonists called the Intolerable Acts, the British called the Coercive Acts. The word *coercive* comes from *coerce*, meaning to convince someone to do something through force. The colonists viewed these acts as unacceptable and an infringement on their liberties. The British, however, viewed the acts as a justifiable way to gain control over the colonies. The Coercive Acts included four laws, two that specifically punished Boston and Massachusetts, and two others that protected British officials charged with crimes from facing a jury of colonists and that strengthened quartering laws.

Read the remainder of the section on page 21 aloud.

SUPPORT—Call attention to the timeline on page 21. How long did tensions grow in the colonies before they reached a tipping point? (*ten years*) Which two acts were passed by Parliament in 1765? (*Quartering Act and Stamp Act*) What event took place between the Tea Act and the Intolerable Acts? (*the Boston Tea Party*) **(6.1)**

After reading the text, ask the following questions:

LITERAL—What happened during the Boston Tea Party? **(6.11.c)**

» A group of colonists dressed as Native Americans dumped tea into Boston Harbor. This was a protest against the Tea Act, which Parliament passed to make the colonists pay the tea tax.

EVALUATIVE—How did Britain respond to the Boston Tea Party? **(6.11.c)**

» Parliament was very angry and passed laws to punish the colonists of Boston. For example, Parliament blocked the port, which meant that no goods could get in or out of the city. Parliament also increased control over Massachusetts's government.

INFERENTIAL—Why do you think Parliament placed such harsh laws on Boston? **(6.11.c)**

» Parliament wanted to make an example out of Boston to deter other colonies from resisting British rule.

EVALUATIVE—How did the Coercive Acts backfire against Parliament? **(6.11.c)**

» The Coercive Acts failed to stop anti-British sentiment. Instead, they unified the colonists and helped create a shared American identity.

LITERAL—What was the purpose of First Continental Congress? **(6.11.c)**

» The purpose of the First Continental Congress was to bring representatives from the colonies together to draft a Declaration of Rights, declare their loyalty to King George III, and ask him to consider their complaints.

"Tensions Reach a Boiling Point," pages 22–23

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on pages 22–23 aloud.

CORE VOCABULARY—Point out the vocabulary term *militia*, and explain its meaning.

SUPPORT—Explain that the New England Restraining Act also prevented New Englanders from cod fishing. Fishing was an important economic activity in New England. Like the Coercive Acts, the Restraining Acts were designed to convince the colonies to follow British rule, even if that meant they had to be forced to do so.

Invite volunteers to read the remainder of the section on page 23 aloud.

After the volunteers read the text, ask the following questions:

LITERAL—Who were the minutemen, and how did they get their name? **(6.11.e)**

» The minutemen were local militias in Massachusetts. They got their name because they were expected to be ready to fight against the British within a minute's notice.

LITERAL—What were the Restraining Acts? **(6.11.c)**

» The Restraining Acts were passed by the British government in March and April of 1775. They prohibited trade between the New England colonies and any foreign country except Great Britain and by extension the British West Indies.

EVALUATIVE—How did the views of Loyalists and Patriots differ? **(6.11.f)**

» Loyalists believed that the colonists were better off as part of the British Empire and that independence would lead to chaos and instability. By contrast, the Patriots believed that independence from Great Britain and self-governance were necessary to secure their liberty and prosperity.

LITERAL—In his speech to the Virginia General Assembly, what did Patrick Henry give his support to? **(6.11.f)**

» Patrick Henry supported war against the British. In his speech, he declared that liberty was worth any cost, including death.

Primary Source Feature: "Patrick Henry's Speech to the Second Virginia Convention (1775)," page 24

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 24.

Introduce the source by reviewing what students read about Patrick Henry in the chapter.

SUPPORT—Explain the meanings of the following terms in the excerpt:

martial array, n. military formation

rivet, v. to firmly attach

entreaty, n. the act of making a plea

inviolate, adj. safe from being harmed

Have students read the source independently.

TURN AND TALK—Ask: Was Patrick Henry a Patriot or a Loyalist? How do you know? (*Patrick Henry was a Patriot. He criticizes Parliament, including its decision to increase British troops in the colonies. He also describes their acts of subjugation and claims the colonists' requests have been ignored.*) **(6.6, 6.6.a, 6.6.b, 6.7, 6.7.a, 6.11.d, 6.11.f)**

Activity Page

AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

EVALUATIVE—What is the message of Patrick Henry's speech? **(6.6, 6.6.a, 6.11.d, 6.11.f)**

» The colonists must take up arms to secure their independence from Great Britain.

EVALUATIVE—How would you describe the tone or emotion of the speech? Give examples from the speech to support your answer. **(6.6, 6.6.a, 6.11.d, 6.11.f)**

» The tone is urgent and impassioned. This is demonstrated by Henry's use of phrases like "This is no longer any room for hope" and "We must fight!"

Primary Source Feature: "Excerpts from Resolutions of the Stamp Act Congress (1765)," page 25

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 25.

Introduce the source to students by inviting a volunteer to read the italicized introductory text aloud.

Point out the structure of the excerpt, explaining that each paragraph begins with a number, indicating that this is a list. *2d*, for example, means second.

Invite volunteers to read the source aloud. Pause to have students paraphrase each paragraph after it is read.

SUPPORT—Explain the meanings of the following terms as they are encountered in the text:

liege, adj. having an obligation of loyalty or service

inherent, adj. inborn and permanent

jurisdiction, n. the ability or power to govern in a certain area

courts of admiralty, n. courts that hear cases related to maritime law (*maritime* refers to economic or military activities related to the sea)

manifest, adj. obvious and easy to understand

subvert, v. to undermine

After the volunteers have read the text, ask the following questions:

LITERAL—What does point 2 tell us about the colonists' view of themselves? **(6.6, 6.6.a)**

» Point 2 tells us that the colonists view themselves as British citizens, and as such, they should have the full rights of British people.

EVALUATIVE—Do the colonists want representation in Parliament? Which line from the text provides evidence to support your response? **(6.6, 6.6.a, 6.6.b)**

» The colonists are not asking for representation in Parliament. Point 4 explains that the colonists cannot be represented in the House of Commons because of their distance from Great Britain.

EVALUATIVE—What is the overall tone of the document? Why do you think the colonists chose to write in this way? **(6.6., 6.6.a, 6.7, 6.7.a)**

» The overall tone of the document is respectful. The arguments are well reasoned and based on logic. The colonists likely chose to write in

this way to avoid further conflict with Parliament and to increase the chances that their appeal would be accepted.

INFERENTIAL—What additional primary source documents would help with the historical interpretation of this event, and why? **(6.6.d)**

» Answers will vary. Other writings from the colonists, both formal and informal, as well as the response from Parliament would be helpful. Having additional sources from multiple perspectives gives us a well-rounded and fuller understanding of an event or point in time.

Activity Page

AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. **(6.1)**
- Review and discuss the Framing Question: "What events led to the American Revolution?"

Check for Understanding 10 min

Ask students to:

- Write a short answer to the Framing Question: "What events led to the American Revolution?"
  - » Key points students should cite include: the Proclamation of 1763 prohibited settlement west of the Appalachian Mountains to avoid conflict with Native Americans; the increased presence of British soldiers to enforce the Proclamation of 1763 further upset the colonists, who felt it was their right to settle the newly attained western lands; Parliament ended the policy of salutary neglect and passed new taxes to raise revenue to pay debts from the French and Indian War; the colonists, including James Otis, resisted "taxation without representation" and began to organize to protest acts like the Sugar Act and the Stamp Act; the Sons of Liberty organized in Massachusetts to express their frustration with increased taxation; the Sons of Liberty would later become instrumental in organizing boycotts and coordinating communication between the colonies

through the Committees of Correspondence; the Boston Massacre occurred after colonists threw snowballs and taunted a British soldier, leading the British to fire into the crowd and kill five colonists; Parliament passed the Tea Act, which lowered the price of tea but required colonists to pay a tax on their purchase; colonists in Boston responded to the Tea Act by dumping tea into Boston Harbor, resulting in the passage of the Intolerable (Coercive) Acts; the Intolerable Acts helped unify the colonies against British rule and led to the First Continental Congress; the colonies formed militias in preparation for conflict with Great Britain; the colonists were divided over the issue of independence, resulting in Loyalists, who wanted to remain a part of Great Britain, and Patriots, who wanted self-governance; some Patriots, such as Patrick Henry, were willing to give their lives for independence.

- Choose one of the Core Vocabulary terms (*proclamation*, *salutary neglect*, *tax*, "rights of Englishmen," *burgess*, *quarter*, "trial by jury," *massacre*, *intolerable*, or *militia*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

CHAPTER 3

TOPIC: The Course of the American Revolution

The Framing Question: How did the events of the American Revolution lead to independence?

Primary Focus Objectives

- ✓ Explain the significance of the ideas expressed in Thomas Paine's *Common Sense* and in the Declaration of Independence. **(6.11.d)**
- ✓ Compare the advantages and disadvantages of the Americans and the British during the American Revolution. **(6.11.g)**
- ✓ Summarize key battles and turning points in the American Revolution. **(6.11.h)**
- ✓ Explain the contributions of various individuals and groups, including women, European allies, and spies, during the American Revolution. **(6.11.i, 6.11.j, 6.11.k)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *self-determination*, *mercenary*, *encrypted*, and *treason*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource "About The Course of the American Revolution":

https://www.coreknowledge.org/bayou-bridges-online-resources/

Materials Needed

Activity Page

AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)
  - *Soldiers in Uniform*

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the artwork may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

Core Vocabulary (Student Reader page numbers listed below)

self-determination, n. the ability of people in a country to decide their own government (29)

Example: The desire for self-determination led many American colonists to join the Patriot cause and fight for independence from Great Britain.

mercenary, n. a soldier paid to fight for a country or a cause that they are not native to or in support of (31)

Example: The Hessian mercenary waited for orders to come from the British commanding officer.
Variations: mercenaries, mercenary (adj.)

encrypted, adj. coded or concealed (37)

Example: The spy used encrypted messages to send information about the locations of British troops.
Variations: encrypt (v.), encryption (n.)

treason, n. a disloyal act against one's country, often by helping an enemy (38)

Example: In exchange for money, Benedict Arnold committed treason by trying to turn West Point over to the British.
Variations: treasonous (adj.)

The Core Lesson 35 MIN

Introduce "The Course of the American Revolution" 5 MIN

Briefly review with students what they learned in the previous chapter. (*Following the French and Indian War, the British Parliament ended its policy of salutary neglect and imposed a number of new taxes on the colonies to raise revenue. The issue of taxation without representation and the deprivation of other rights of Englishmen angered the colonists and led them to organize a variety of protests, boycotts, and petitions.*) Emphasize to students that the growing tensions between the colonists and the British government led to the outbreak of war. In this chapter, students will read about the course of that war.

Call students' attention to the Framing Question. Tell students to look for how the events of the American Revolution led to independence as they read the text.

Guided Reading Supports for "The Course of the American Revolution" 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"The Shots Heard Round the World," pages 26–28

Scaffold understanding as follows:

Read the section on pages 26–28 aloud.

TURN AND TALK—Ask: What do you think "shots heard round the world" means? Have students discuss this question with a partner before inviting volunteers to share their responses with the class. (*This phrase suggests that even though the battle was small, the shots fired at Lexington and Concord signaled to other countries that the American colonists were willing and able to fight for their independence against a powerful world empire.*) **(6.2, 6.6, 6.6.a, 6.11.h)**

SUPPORT—Explain to students that Paul Revere's ride is a famous moment in history largely because of a poem written by Henry Wadsworth Longfellow in 1860, eighty-five years after the event happened. At this time, the United States was on the brink of the Civil War, and Longfellow, a pacifist, wanted to inspire a sense of unity and patriotism in the United States. The poem, called "Paul Revere's Ride," is considered apocryphal due to its several historical inaccuracies. One inaccuracy relates to the Old North Church in Boston. According to Longfellow's poem, Revere asked a friend to hang lanterns in the tower of the church, "one, if by land, and two, if by sea," to let him know whether the British were marching on land or crossing the Charles River in boats. In reality, Revere already knew how the British planned to get to Lexington (by land), and the lanterns were a fallback means of communication. The poem also focuses just on Paul Revere and his ride when there was another rider (Dawes) and other messengers carrying news of the British. Ask: Why do you think Longfellow's poem differs from historic accounts of the event? (*Longfellow likely took poetic license with his writing. He focused on events and details that were interesting or had a nice ring to them in his poem.*) What are the positives and negatives of a poem like Longfellow's? (*His poem immortalized the events leading to the Battles of Lexington and Concord, but a poem like this can also spread misinformation about a historical event.*) **(6.1, 6.6, 6.6.a, 6.6.d, 6.7, 6.7.a, 6.11.h)**

After reading the text, ask the following questions:

LITERAL—Who was Thomas Gage, and what was his plan? **(6.11, 6.11.h)**

» Thomas Gage was a British Army general and the new governor of Massachusetts. He planned to capture the Sons of Liberty in Lexington and then seize firearms hidden by the minutemen in Concord.

LITERAL—What happened at Lexington? **(6.11, 6.11.e, 6.11.h)**

» Four hundred minutemen defended Lexington and forced the British forces to turn around. The colonists shot at the British on their return route to Boston.

EVALUATIVE—Why were the events at Lexington and Concord significant? **(6.1, 6.11, 6.11.h)**

» The British suffered far more casualties than the Americans and were forced to retreat, demonstrating that the Americans could stand up to a much larger, better-trained, and better-funded military.

"The Road to War," pages 28–29

Scaffold understanding as follows:

Have students read the section on pages 28–29 with a partner.

SUPPORT—Remind students that by the time the American Revolution started, George Washington was a seasoned soldier and military leader. Much of his experience came from fighting in the British Army during the French and Indian War. Washington even wore a military uniform to the Second Continental Congress. Unlike the British uniforms, which were red, Washington's uniform was a deep blue. Ask: Why do you think Washington wore a uniform to the Second Continental Congress? (*He wanted to show his interest in leading the Continental Army and to show a contrast between British soldiers and the colonists*.) **(6.11.h)**

SUPPORT—Have students locate Breed's Hill on the Revolutionary War Battles map on page 35. Ask: Where is Breed's Hill relative to Lexington and Concord? (*Breed's Hill is southeast of Lexington and Concord*.) Where is it relative to Boston? (*Breed's Hill is north of Boston*.) **(6.5)**

After students read the text, ask the following questions:

LITERAL—What happened at the Second Continental Congress? **(6.11.h)**

» At the Second Continental Congress, delegates discussed the aftermath of the recent deaths caused by the British and realized that they must prepare for more fighting. John Adams of Massachusetts proposed the forming of an American army, known as the Army of the United Colonies or the Continental Army. Congress also appointed George Washington as the army's commander in chief.

EVALUATIVE—Why was the battle at Breed's Hill significant? **(6.11.h)**

» Even though the British technically won the battle, they suffered more than a thousand casualties. This boosted the Americans' morale and confidence in their ability to stand up to the British Army.

LITERAL—What were the colonists' views toward the conflict with Great Britain? **(6.11.f)**

» The colonists were divided in their views of the conflict. Loyalists wanted to remain part of Great Britain, while Patriots wanted to break away from Great Britain and establish an independent country.

"Declaring Independence," pages 29–30

Scaffold understanding as follows:

Invite a volunteer to read the first paragraph of the section on pages 29–30 aloud.

CORE VOCABULARY—Point out the vocabulary term *self-determination*, and explain its meaning.

Invite volunteers to read the next two paragraphs of the section on page 30 aloud.

SUPPORT—Tell students that Thomas Jefferson addressed the issue of slavery in a rough draft of the Declaration of Independence, in the section that outlines the colonists' grievances against the king. Jefferson accused the British of forcing slavery upon the colonies and described the slave trade as "a cruel war against human nature." He then went on to criticize the British for encouraging enslaved people to "rise in arms" against the colonists. This is a reference to the proclamation by Britain's Lord Dunmore that promised freedom to enslaved people in exchange for service in the British Army. This portion was ultimately removed from the final draft of the Declaration. While the reason is unknown, it was likely omitted because so many of the delegates to the Continental Congress benefited from slavery—Jefferson included.

Invite a volunteer to read the remainder of the section on page 30 aloud.

SUPPORT—Explain that we celebrate July 4 as Independence Day because it is the day the Declaration of Independence was adopted by the Continental Congress. The document was signed a month later, on August 2, 1776.

SUPPORT—Explain that even though the colonists declared their independence from Britain, the British government did not recognize that independence. The colonists still had to fight Britain and win if they were going to be their own country. The Declaration of Independence announced to other countries that the United States should be considered an equal on the global stage and invited the possibility of key alliances that could help the Americans in their fight for independence.

After the volunteers read the text, ask the following questions:

EVALUATIVE—Why was Thomas Paine's *Common Sense* so effective at persuading people to join the Patriot cause? **(6.11.d)**

» Its arguments about why America could not continue as a British colony were written in simple, clear, and accessible language.

EVALUATIVE—Why was Thomas Jefferson chosen to draft the Declaration of Independence? **(6.11.h)**

» He was well known for his writing skills.

LITERAL—What are some key ideas from the Declaration of Independence? **(6.11.d)**

» Some key ideas from the Declaration of Independence are that the colonists had the right to break from Britain due to the unlawful actions of the king, that a government needs "the consent of the governed" to rule over people, that governments are created to secure people's rights, and that all men are created equal and have certain rights, including life, liberty, and the pursuit of happiness.

EVALUATIVE—At the time of its writing, did the Declaration of Independence apply to all Americans? Who was excluded? **(6.11.d)**

» At the time of its writing, the Declaration did not apply to all Americans. Women, Native Americans, and enslaved people were all excluded.

"A Difficult Start," pages 31–32

Scaffold understanding as follows:

Read the section on pages 31–32 aloud.

CORE VOCABULARY—Point out the vocabulary term *mercenary*, and explain its meaning.

SUPPORT—Review the chart comparing American and British forces. Note that the Continental Army was made up of ordinary colonists—farmers, fishers, craftspeople, merchants, etc. The British Army, on the other hand, had professional soldiers. Note that not all Native American groups sided with the British. Some sided with the colonists, and many remained neutral during the conflict.

After reading the text, ask the following questions:

LITERAL—What disadvantages did the Americans have at the start of the American Revolution? **(6.11.g)**

» The Americans had a lack of resources and money, and they lacked a standing army and navy.

LITERAL—What advantages did the Americans have over the British? **(6.11.g)**

» The colonists were defending their own land and homes, which made them more motivated and determined than the British soldiers. The British also had to ship everything, including soldiers, from three thousand miles (4,800 km) away. This made the war very costly for Great Britain.

"The Role of Women and African Americans" and "Phillis Wheatley," pages 32–33

Scaffold understanding as follows:

Invite volunteers to read the section "The Role of Women and African Americans" on pages 32–33 aloud.

SUPPORT—Explain that in most instances, African Americans were not permitted to serve in the Continental Army until 1778. One reason for this is that slaveholders, including George Washington, were afraid of training enslaved people to fight. They assumed this would lead to uprisings against slavery in the future. Eventually the Continental Army, desperate for soldiers to fight, allowed free and enslaved African Americans to join its ranks. At the Battle of Yorktown, which students will read about shortly, it is estimated that one-fourth of the American soldiers were Black. Display the image *Soldiers in Uniform*. Explain that this was painted by a French artist who fought at Yorktown. Read the caption in the sidebar aloud.

Have students read the sidebar "Phillis Wheatley" on page 33 independently.

After students read the text, ask the following questions:

LITERAL—How did Abigail Adams, Betsy Ross, Mercy Otis Warren, Mary Ludwig Hays, and Deborah Sampson contribute to the American Revolution? **(6.11.i)**

» Abigail Adams advocated for women's rights. Betsy Ross is credited with sewing the first American flag. Mercy Otis Warren wrote plays and poems in support of the Patriot cause. Mary Ludwig Hays, known as Molly Pitcher, carried pitchers of water from a nearby stream to cool off the cannons during battle. Deborah Sampson dressed as a man and joined the Continental Army as a soldier.

INFERENTIAL—Why do you think women were so effective as messengers and spies during the American Revolution? **(6.11.i)**

» They were not taken seriously by their male counterparts, allowing them to move into spaces and places to collect information without being detected.

EVALUATIVE—Although more African Americans took up arms for the British after receiving promises of freedom and land, why did some African Americans choose to support the Patriot cause? **(6.11)**

» They saw their own freedom as linked to that of the United States.

LITERAL—Who was Phillis Wheatley, and what impact did she have on American history? **(6.11.i)**

» Phillis Wheatley was a formerly enslaved person and African American poet who advocated for the Patriot cause. She is significant because she

advocated for the rights of African Americans and women and challenged social norms by creating art that depicted African American life.

"Turning the Tide" and "The Battle of Saratoga," pages 33–36

Scaffold understanding as follows:

Have students read the section "Turning the Tide" on pages 33–35 with a partner.

SUPPORT—Call attention to the Revolutionary War Battles map on page 35. Have students locate Trenton. Ask: What is the relative location of Trenton on the map? (*northeast of Valley Forge and Germantown*) What major city is Trenton close to? (*Philadelphia*) Why might the Continental Army have prioritized fighting the British at Trenton? (*They wanted to prevent the British from getting closer to Philadelphia*.) **(6.4, 6.5)**

Read the section "The Battle of Saratoga" on page 36 aloud.

SUPPORT—Direct students to the Revolutionary War Battles map on page 35, and have them locate Albany, Philadelphia, and Saratoga. Ask: What is the relative location of Saratoga on the map? (*south of Ticonderoga, north of Albany*) **(6.5)**

After reading the text, ask the following questions:

LITERAL—How did the Continental Army win the Battle of Trenton? **(6.11.h)**

» Washington planned a surprise attack on Hessian soldiers camped at Trenton. The Americans rowed across the Delaware River on Christmas night and attacked at dawn.

EVALUATIVE—How were the Battles of Trenton and Princeton similar? **(6.3, 6.11.h)**

» They raised morale both in the army and among the American public.

EVALUATIVE—Why was the Battle of Saratoga a defining moment of the American Revolution? **(6.11.h)**

» In addition to forcing six thousand British soldiers to surrender, the Battle of Saratoga also marked the first major victory for the Americans.

"New Allies," pages 36–37

Scaffold understanding as follows:

Have students read the section on pages 36–37 with a partner.

SUPPORT—Tell students that Baron Frederick von Steuben had approached the Continental Congress in 1775 about a leadership position

in the Continental Army but was turned down. The Patriots resented European mercenaries who demanded high pay and important titles, often at the expense of American soldiers. He later returned on the recommendation of Benjamin Franklin and served as a volunteer at Valley Forge with the promise of payment after the conclusion of the war. Due to miscommunication and some exaggeration, he was positioned as having a much higher military rank and much closer connections to Prussian royalty than he actually did. Von Steuben did not know how to speak or write English fluently. He knew a few English words that he yelled at the American soldiers. Otherwise, he wrote his directions in French, which were then translated into English.

After students read the text, ask the following questions:

LITERAL—What crucial support did the alliance with France provide for the Patriot cause? **(6.11.h)**

» The French provided soldiers, money, equipment, and naval fleets that helped win the war.

LITERAL—Which other countries supported the United States? **(6.11.h)**

» Spain and the Netherlands also supported the United States.

EVALUATIVE—How did the winter at Valley Forge present both challenges and successes for the Continental Army? **(6.11.h)**

» The winter at Valley Forge was very harsh and was a low point for the Continental Army. Many soldiers died from starvation and exposure. At the same time, the winter at Valley Forge gave the Continental Army valuable time to train under the leadership of Frederick von Steuben.

LITERAL—Who was Bernardo de Gálvez, and how did he support the United States' war effort? **(6.11.j)**

» Bernardo de Gálvez was the governor of Spanish Louisiana. He offered supplies and support to American troops, and his forces prevented the British from attacking New Orleans, an important port for the Patriot cause.

"Espionage and the War" and "Benedict Arnold," pages 37–38

Scaffold understanding as follows:

SUPPORT—Point out the word *espionage* in the section title. Explain that it means the act of spying or the use of spies to collect information. Governments, including the young United States, often use espionage to collect military and political information.

Invite volunteers to read the section "Espionage and the War" on pages 37–38 aloud.

CORE VOCABULARY—Point out the vocabulary term *encrypted*, and explain its meaning.

SUPPORT—Tell students that Nathan Hale was a well-known Patriot spy; however, he was not a spy for very long. He was serving in the Continental Army when, in the summer of 1776, George Washington asked for volunteers to spy on the British. Just twenty-one years old, Hale accepted the assignment and posed as a schoolmaster in Long Island, New York, an area held by the British. His mission started on September 12, but he was caught just nine days later. He admitted his guilt and was sentenced to death the next day. The line "I only regret that I have but one life to lose for my country" is attributed to Hale; however, it is not clear whether he actually said this.

Note: For more about the life of James Armistead Lafayette, see the Core Knowledge Voices in History™ biography *James Lafayette: Black Hero of the American Revolution* by Glenda Armand.

Invite a volunteer to read the sidebar "Benedict Arnold" on page 38 aloud.

CORE VOCABULARY—Point out the vocabulary term *treason*, and explain its meaning.

SUPPORT—Point out to students that some names and expressions remain in popular language long after the events that inspired them. For example, to call someone a "Benedict Arnold" is to call them a traitor. That expression is still used today, even though Arnold's treasonous act occurred more than two hundred years ago.

After the volunteers read the text, ask the following questions:

LITERAL—How did the Culper Spy Ring benefit the Patriot cause? **(6.11.k)**

» The Culper Spy Ring passed on valuable intelligence to George Washington, including information about a planned British attack on French troops in 1778.

LITERAL—Who was James Armistead Lafayette? **(6.11.k)**

» James Armistead Lafayette was an enslaved man who served as an American spy from 1781 to 1782. He was recruited by the British as a spy while pretending to be a runaway, but he actually served the Continental Army. He gained his freedom in 1787.

EVALUATIVE—Why did spies use encrypted messages to transmit information? **(6.11.k)**

» Encrypted messages helped hide the information gathered by the spies until it was decoded by the intended recipient.

LITERAL—Who was Benedict Arnold? How did his actions affect the United States? **(6.11.k)**

» Benedict Arnold was an American general who fought at the Battle of Saratoga. Feeling underappreciated, Arnold planned to turn West Point over to the British in exchange for a large sum of money. Arnold then escaped the Americans and fought for the British. Arnold's treason was a defeat of the American spirit.

"The Fight at Sea," page 39

Scaffold understanding as follows:

Have students read the section on page 39 with a partner.

SUPPORT—Tell students that the *Bonhomme Richard* was originally a French ship called the *Duc de Duras*. John Paul Jones renamed the ship for his friend Benjamin Franklin and his popular publication *Poor Richard's Almanack*.

After students read the text, ask the following questions:

EVALUATIVE—Why was the American fleet at a disadvantage? **(6.11.h)**

» It was smaller than the British fleet and lacked the resources to match it.

EVALUATIVE—Why was John Paul Jones successful against the British even though his ship sank? **(6.11.h)**

» John Paul Jones and his crew were successful because they climbed aboard the British ship and took it over.

"Yorktown and Surrender," pages 39–40

Scaffold understanding as follows:

Read the section on pages 39–40 aloud.

SUPPORT—Explain that the Marquis de Lafayette was a French nobleman who played an important role not only in the American Revolution but in the French Revolution, as well. He actually joined the Continental Army before France allied with the American colonies. After the war, he maintained a lifelong friendship with George Washington.

SUPPORT—Explain that Cornwallis surrendered, but he did not attend the surrender ceremony. He claimed he was too ill. Instead, his second-in-command officially surrendered on behalf of the British forces.

SUPPORT—The American Revolution produced many heroes, such as John Paul Jones and George Washington, the famous general who

became known as the "Father of His Country" for his leadership during the war and after. Most of the heroes, though, were ordinary people whose names are not written in the history books. They were the minutemen on Lexington Green. They were the soldiers who shivered at Valley Forge. They were also the women who brought food and water to the soldiers in battle and took care of the wounded and the sick. They were the women who kept farms and shops running. They were the farm families who shared their food with American soldiers and the townspeople who gave them housing. They were the women, children, and old men who made weapons and gunpowder for the Continental Army. They were the children who helped produce the food and clothing that the American soldiers needed to survive. They were the African Americans who joined forces with the Patriots in hopes of securing freedom for themselves at the same time they fought for America's freedom. When the war was over, people everywhere asked, "How could the American colonies have won a war against one of the greatest military powers in the world?" The answer was not difficult to find. The Revolutionary War was won because so many ordinary Americans believed passionately in the cause and were willing to risk their lives for victory. They fought to protect their homes and liberty.

After reading the text, ask the following questions:

EVALUATIVE—What was Cornwallis's mistake? **(6.11.h)**

» He believed that a fort on a river was a safe place for his troops, but he didn't think about the fact that the Americans could control the river, especially with the help of the French navy.

LITERAL—How did the Battle of Yorktown end? **(6.11.h)**

» Cornwallis was forced to surrender.

"Victory and Peace," pages 40–41

Scaffold understanding as follows:

Invite a volunteer to read the section on pages 40–41 aloud.

After the volunteer reads the text, ask the following questions:

LITERAL—What were the terms of the Peace of Paris? **(6.11.h)**

» The Peace of Paris recognized U.S. independence, set specific boundaries for the new country, and confirmed the transfer of Florida from Britain back to Spain. Great Britain also gained control of Canada.

EVALUATIVE—Why was the Peace of Paris significant? **(6.11.h)**

» It formally ended the American Revolution and the hostilities between the United States and Great Britain.

Primary Source Feature: "Letter from George Washington to Henry Laurens, 23 December 1777," page 42

Background for Teachers: Henry Laurens was a wealthy merchant and slave trader from South Carolina who joined the Revolutionary War cause and served as a delegate to the Second Continental Congress. On November 1, 1777, Laurens became the president of the Continental Congress, a post he held until December 9, 1778. Washington, as the commander of the Continental Army in the field, wrote this letter explaining the situation of the army and asking for more support.

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 42.

Introduce the source by explaining that George Washington wrote this letter to Henry Laurens, who at the time was the president of the Continental Congress.

SUPPORT—Explain the meanings of the following terms in the excerpt:

exaggerated, adj. overstated

subsistence, n. food and supplies

mortification, n. embarrassment

exertions, n. efforts

Have students read the source independently.

TURN AND TALK—Ask: What is Washington's mood in this letter? Does he seem confident or not? How do you know? (*Washington does not seem confident. His letter mentions the many hardships and problems that face the army. His mood is downcast and pessimistic.*) **(6.6, 6.6.a, 6.6.b, 6.7, 6.7.a, 6.11.h)**

Activity Page

AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

EVALUATIVE—What is Washington hoping to achieve with this letter? **(6.6, 6.6.a, 6.11.h)**

» He is hoping to make it clear to political leaders like Laurens that the Continental Army needs more support if it is to win. He mentions the problems of supplies and morale and speaks of his fear that the army will disintegrate in the winter. He is effectively asking for help.

LITERAL—How does Washington support his argument about the condition of the army? **(6.6, 6.6.a, 6.6.b, 6.11)**

» He offers examples of the state the army is in and how their problems are affecting their performance.

Primary Source Feature: "Excerpt from Thomas Paine's *The American Crisis* (No. 1)," page 43

Background for Teachers: Thomas Paine wrote a series of pamphlets in support of the American Revolution while it was happening. Paine produced thirteen pamphlets in all. The excerpt used in this Primary Source Feature is taken from the first of these pamphlets, printed in 1776. Originally born in England, Paine returned to Britain after the American Revolution. His fervent support for the French Revolution led to charges of treason, so Paine escaped to France, where he served in the National Assembly. However, his objection to the beheading of the French king led to his arrest. Even though the American ambassador to France was able to secure Paine's release, Paine felt betrayed by his American friends, especially George Washington, who Paine felt did not do enough to protect him. His attacks on Christianity and religion in general further ostracized him. Paine returned to the United States in 1802 and died there in 1809. Only six people attended his funeral. One obituary for him read, "He had lived long, done some good, and much harm."

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 43.

Introduce the source by reviewing what students read about Thomas Paine.

SUPPORT—Point out the word *celestial* in the excerpt, and explain that it means heavenly.

Have students read the source independently.

TURN AND TALK—Ask: What are Thomas Paine's arguments in this excerpt? (*Paine's argument is that although it will be a difficult fight to achieve liberty, only the richest rewards come from such difficult struggles. He is trying to urge the Patriots to fight and to bear hardships in order to win their freedom. He also argues that the cause of liberty will eventually win.*) **(6.6, 6.6.a, 6.6.b, 6.7, 6.7.a, 6.11.d, 6.11.f)**

Activity Page

AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—What does the phrase "these are the times that try men's souls" mean? **(6.6, 6.6.a, 6.11.d)**

» It means that the Revolution is a difficult situation in which people will either rise to the occasion or falter. It means that people have the opportunity to show what they are made of.

EVALUATIVE—How does Paine encourage the Patriots to continue their fight? **(6.6, 6.6.a, 6.11.d, 6.11.f)**

» He suggests that God supports the Patriots' cause. He also suggests that victory is inevitable, as the "coal" of the desire for freedom can never expire (run out). He argues that even if the Patriots fail at first, they should keep striving for liberty, because America cannot be happy unless it throws off British rule.

INFERENTIAL—How would you describe the tone or emotion of the pamphlet? Give examples from the pamphlet to support your answer. **(6.6, 6.6.a, 6.11.d, 6.11.f)**

» The tone is passionate and hopeful. Paine uses the language of "God" and "heaven" to demonstrate that the Patriots have a righteous cause. He insists that victory will come, although it will be difficult. Paine also connects his arguments to his personal beliefs, referring to his "secret opinion," aiming to convince the reader of his sincere belief in the cause.

Timeline Card Slide Deck

- Show students the Chapter 3 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. **(6.1)**
- Review and discuss the Framing Question: "How did the events of the American Revolution lead to independence?"

Check for Understanding 10 min

Ask students to:

- Write a short answer to the Framing Question: "How did the events of the American Revolution lead to independence?"
  » Key points students should cite include: the Battles of Lexington and Concord were the first shots fired of the American Revolution; Patriots such as Patrick Henry argued for independence; the Second Continental Congress met in Philadelphia in 1775 and appointed

George Washington as the commander in chief of the Continental Army; the Battle of Bunker Hill (Breed's Hill), although a loss, proved that the Americans could stand up to the British Army; Thomas Paine's *Common Sense* promoted the Patriot cause; the Second Continental Congress assigned Thomas Jefferson to write the Declaration of Independence in 1776, which outlined the colonists' grievances and asserted the United States' independence from Great Britain; the Americans had numerous disadvantages compared to the British, including the lack of a standing army and navy and limited money; the Americans had the advantage of defending their home country against an enemy that had to ship troops and materials three thousand miles (4,800 km) away; women played numerous roles in the American Revolution, including running family farms and businesses, carrying messages, and participating on the battlefield; African Americans fought on both sides of the American Revolution, and, those who supported the Patriot cause saw the United States' fight for independence as connected to their own; the Battles of Trenton and Princeton marked a turn in the American Revolution in favor of the Americans and boosted their morale; the U.S. victory at Saratoga encouraged critical support from France, Spain, and the Netherlands; espionage was critical to the war effort on both sides, and individuals like Nathan Hale and groups like the Culper Spy Ring risked their lives to collect valuable information; John Paul Jones and the *Bonhomme Richard* defeated the British ship *Serapis* in one of the war's most important naval battles; poor decisions by General Cornwallis enabled the American and French forces to trap his troops at Yorktown; Cornwallis surrendered to George Washington, signaling the end of the American Revolution; the 1783 Peace of Paris officially ended hostilities between Great Britain and the United States, recognized U.S. independence, established new U.S. borders, and confirmed the transfer of control of Florida from Britain back to Spain.

- Choose one of the Core Vocabulary words (*self-determination*, *mercenary*, *encrypted*, or *treason*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

UNIT 4

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Answer Key: *The Road to Independence*—Chapter Assessments and Activity Pages 89

Assessment: Chapter 1—*The French and Indian War*

A. On your own paper, write the letter(s) that provides the best answer.

1. Use the image to answer the question.

What was Benjamin Franklin's purpose for creating this cartoon? **(6.6, 6.6.a, 6.11.b)**

a) to criticize British leadership during the French and Indian War

b) to unite the colonies during the French and Indian War

c) to lay the groundwork for American independence

d) to express his belief in a unique American identity

Use the map to answer questions 2 and 3.

Colonial North America, 1763

2. Which line of longitude is closest to the city of Quebec? **(6.5)**

a) 45° N

b) 50° N

c) 75° W

d) 80° W

3. In 1763, which country controlled the land west of the Mississippi River? **(6.4, 6.5, 6.11.b)**

a) Spain

b) France

c) Great Britain

d) the Netherlands

Use the map to answer questions 4 and 5.

4. According to the map, where was the first battle of the French and Indian War fought? **(6.4, 6.11.b)**

a) Fort Frontenac

b) Fort Necessity

c) Fort Niagara

d) Fort Oswego

5. Based on the map, which location was strategically important for controlling the Ohio River? **(6.4, 6.11.b)**

a) Fort Duquesne

b) Fort Edward

c) Montreal

d) Quebec

Use the excerpt by Alibamo Mingo, written in 1765, to answer questions 6 and 7.

I am master of the whole Choctaw nation; by birth, by long employment, & by long experience, it is to me to give instruction to the rest. . . .

When I was young, the white men came among us bearing abundance. . . . I now see another race of white men come among us bearing the same abundance, & I expect they will be equally generous, which must be done if they wish equally to gain the affection of my people. . . .

In case we deliver up our French medals & commissions, we expect to receive as good in their place, and that we should bear the same authority & be entitled to the same presents. . . .

I am not of opinion that in giving land to the English, we deprive ourselves of the use of it. On the contrary, I think we shall share it with them, as for example the house I now speak in was built by the white people on our land, yet it is divided between the white & the red people. Therefore, we need not be uneasy that the English settle upon our lands, as by that means they can more easily supply our wants.

6. Based on Mingo's account, which word best describes the relationship between the Choctaw and the French? **(6.6, 6.6.a, 6.7, 6.7.a, 6.11.b)**

a) beneficial

b) challenging

c) joyful

d) neutral

7. Which line from the excerpt supports the conclusion that Mingo sees the British presence as a positive? **(6.6, 6.6.a, 6.6.b, 6.7, 6.7.a, 6.11.b)**

a) "I am master of the whole Choctaw nation; by birth, by long employment, & by long experience, it is to me to give instruction to the rest."

b) "When I was young, the white men came among us bearing abundance."

c) "In case we deliver up our French medals & commissions, we expect to receive as good in their place, and that we should bear the same authority & be entitled to the same presents."

d) "Therefore, we need not be uneasy that the English settle upon our lands, as by that means they can more easily supply our wants."

8. Why was Edward Braddock an ineffective leader during the French and Indian War? Select the **two** correct answers. **(6.11.b)**

a) He was unskilled at building forts.

b) He had little experience as a general.

c) He was unfamiliar with the North American terrain.

d) He was unwilling to take advice from the colonists.

e) He ignored the warnings of Native American allies.

9. What mistakes did George Washington make in 1754? Select the **three** correct answers. **(6.11.b)**

a) He built a makeshift fort on low ground.

b) He got lost navigating the dense forest.

c) He required his soldiers to wear red uniforms in the woods.

d) He brought too few soldiers to fight the French and their allies.

e) He signed a statement taking responsibility for fighting against the French.

f) He traveled on foot instead of on horseback.

10. Competing claims over which area were central to the French and Indian War? **(6.11.b)**

a) the Ohio River valley

b) the St. Lawrence River

c) the port of New Orleans

d) the Appalachian Mountains

B. On your own paper, write a well-organized paragraph in response to the following prompt:

The French and Indian War could not have been won without William Pitt.

Using evidence from the chapter, support or refute this claim. **(6.6, 6.6.a, 6.6.b, 6.6.c, 6.7, 6.7.a, 6.7.d, 6.11.b)**

Assessment: Chapter 2—*The Road to Revolution*

A. On your own paper, write the letter(s) that provides the best answer.

1. Use the image to answer the question.

Why were the people shown in the image rioting? **(6.6, 6.6.a, 6.11.c)**

a) They opposed a tax on paper products.

b) They resented the policy of salutary neglect.

c) They wanted to import sugar and other goods.

d) They disliked their government representatives.

2. Use the map to answer the question.

Why did Parliament enforce the policy shown in the map? **(6.4, 6.6, 6.6.a, 6.7.c, 6.11.c)**

a) to discourage trade with French trappers

b) to prevent conflict with Native Americans

c) to respect the boundaries of Spanish territory

d) to preserve forests in the Appalachian Mountains

3. Use the quote from James Otis to answer the question.

> "The very act of taxing, exercised over those who are not represented, appears to me to be depriving them of one of their most essential rights, as freemen; and if continued, seems to be in effect an entire disfranchisement of every civil right."

Which statement would James Otis agree with? **(6.6, 6.6.a, 6.11.d)**

a) King George III is unfit to rule over the British Empire and should be deposed.

b) Colonists should be able to impose laws on the British.

c) The colonists should pay their fair share of French and Indian War debts.

d) Taxation without representation goes against the rights of Englishmen.

4. Use the excerpt from Patrick Henry's 1775 speech to answer the question.

Let us not deceive ourselves, sir. These are the implements of war and subjugation [oppression]; the last arguments to which kings resort. I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us: they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication [pleading]? What terms shall we find which have not been already exhausted? . . . Our petitions have been slighted; our remonstrances [protests] have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne! In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free—if we mean to preserve inviolate those inestimable privileges for which we have been so long contending . . . we must fight!

What does Patrick Henry suggest when he asks, "Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies?" **(6.6, 6.6.a, 6.6.b, 6.11.d)**

a) The British are preparing to pass more taxes.

b) The troops are there to oppress the colonists.

c) The British are preparing for another war with France.

d) The troops are there to support colonial governments.

5. Use the excerpt from the Stamp Act Congress's Declaration of Rights and Grievances to answer the question.

5th. That the only representatives of the people of these colonies, are persons chosen therein, by themselves; and that no taxes ever have been, or can be constitutionally imposed on them, but by their respective legislatures. . . .

8th. That the late act of Parliament, entitled, An act for granting and applying certain stamp duties, and other duties in the British colonies and plantations in America, etc., by imposing taxes on the inhabitants of these colonies, and the said act, and several other acts, by extending the jurisdiction of the courts of admiralty beyond its ancient limits, have a manifest tendency to subvert the rights and liberties of the colonists.

According to the excerpt, why do the colonists oppose the Stamp Act? **(6.6, 6.6.a, 6.11.c)**

a) It makes paper goods too expensive.

b) It was imposed without their consent.

c) It disrupts trade between the colonies.

d) It only raises a small amount of revenue.

6. What was the purpose of colonial militias? **(6.11.e)**

a) to organize a permanent standing army

b) to protect trade from British interference

c) to protect local communities from British attack

d) to quickly communicate information between cities

7. What were the effects of the Boston Tea Party? Select the **two** correct answers. **(6.11.c)**

a) Parliament passed the Intolerable Acts.

b) Delegates met at the First Continental Congress.

c) The colonists were required to pay a new tax on tea.

d) Colonists taunted and threw snowballs at British soldiers.

e) The Sons of Liberty organized the Committee of Correspondence.

8. Why is Crispus Attucks important to U.S. history? **(6.11.c)**

a) He organized numerous boycotts of British products.

b) He is believed to be the original organizer of the minutemen.

c) He distributed pamphlets that spoke out against British taxation.

d) He is considered the first person to die for American independence.

9. Why did the colonists oppose the Townshend Acts? **(6.11.c)**

a) They placed new taxes on sugar.

b) They denied the colonists' right to a trial by jury.

c) They made smuggling tea from the Dutch illegal.

d) They forced the colonists to house soldiers in their homes.

10. What was the main purpose of John Dickinson's *Letters from a Farmer in Pennsylvania*? **(6.11.d)**

a) to urge colonists to resist British taxation

b) to argue against the rights of Englishmen

c) to discourage colonists from boycotting British goods

d) to shape public opinion in favor of the Loyalist cause

B. On your own paper, write a well-organized paragraph in response to the following prompt:

The Sons of Liberty decreased the likelihood of war between Great Britain and the American colonies.

Using evidence from the chapter, support or refute this claim. **(6.6, 6.6.a, 6.6.b, 6.6.c, 6.7, 6.7.a, 6.7.d, 6.11.e)**

Assessment: Chapter 3—*The Course of the American Revolution*

A. On your own paper, write the letter(s) that provides the best answer.

Use the chart to answer questions 1 and 2.

American Advantages	British Advantages

1. Which detail belongs in the American Advantages column? **(6.11.g)**

a) ability to hire mercenaries

b) many seasoned generals

c) strong motivation to fight

d) a larger population

2. Which details belong in the British Advantages column? Select the **two** correct answers. **(6.11.g)**

a) small but effective navy

b) abundant access to funds

c) large and well-equipped army

d) alliances with France and Spain

e) had to ship materials long distances

3. Use the image to answer the question.

With which statement would this woman agree? **(6.6, 6.6.a, 6.6.b, 6.11.i)**

a) The American colonies should remain loyal to Britain.

b) African Americans should join the fight for American independence.

c) The American colonies should wait for Britain to grant independence peacefully.

d) Enslaved African Americans should side with the British in the fight for American independence.

Use the map to answer questions 4 and 5.

4. Based on the map, which physical feature would have been important to the battles at Saratoga and Albany? **(6.4)**

a) Charles River

b) Delaware River

c) Hudson River

d) St. Lawrence River

5. Which line of longitude were the Battles of Lexington, Concord, and Breed's Hill closest to? **(6.5)**

a) 40° N

b) 45° N

c) 75° W

d) 80° W

6. Use the timeline to answer the question.

April 19, 1775	Battles of Lexington and Concord
May 10, 1775	Meeting of the Second Continental Congress
June 16, 1775	**?**
July 4, 1776	Adoption of the Declaration of Independence
December 26, 1776	Battle of Trenton

Which event completes the timeline? **(6.1, 6.11, 6.11.h)**

a) Battle of Bunker Hill

b) Battle of Princeton

c) Battle of Saratoga

d) Battle of Lake Pontchartrain

7. Use the excerpt from a letter by George Washington to answer the question.

I am now convinced beyond a doubt, that unless some great and capital change suddenly takes place in that line this Army must inevitably be reduced to one or other of these three things. Starve—dissolve—or disperse, in order to obtain subsistence in the best manner they can. rest assured, Sir, this is not an exaggerated picture, and that I have abundant reason to support what I say. . . .

This brought forth the only Commissary in the purchasing line in this Camp, and with him this melancholy and alarming truth, That he had not a single hoof of any kind to slaughter, and not more than 25 Barrells of Flour! From hence form an opinion of our situation, when I add, that he could not tell when to expect any.

Which statement is best supported by this excerpt? **(6.6, 6.6.a, 6.6.b, 6.11.g)**

a) The Continental Army lacked sufficient resources.

b) American soldiers were more motivated than British soldiers.

c) The Continental Army was made up of professional soldiers.

d) The Americans had access to a constant supply of fresh soldiers.

8. Why was the Battle of Saratoga significant? Select the **two** correct answers. **(6.11.h)**

a) It was the first major American victory in the war.

b) It resulted in the British withdrawal from New Jersey.

c) It prevented a British attack on the port of New Orleans.

d) It expanded Spanish control over the Louisiana Territory.

e) It encouraged France to form an alliance with the United States.

9. Who was James Armistead Lafayette? **(6.11.k)**

a) a Native American leader who remained neutral during the war

b) an American general who accepted money from the British

c) a Loyalist who revealed the location of Samuel Adams

d) an American spy who posed as an escaped slave to the British

10. What provisions were included in the 1783 Peace of Paris? Select the **two** correct answers. **(6.11.h)**

a) Florida was returned from Spain to Great Britain.

b) Great Britain recognized American independence.

c) Great Britain was required to pay debts to France and Spain.

d) The United States gained control over the Louisiana Territory.

e) Hostilities between Great Britain and the United States officially ended.

11. Use the excerpt from Thomas Paine's *The American Crisis* to answer the question.

THESE are the times that try men's souls: The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of his country; but he that stands it NOW, deserves the love and thanks of man and woman. Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly:—'Tis dearness only that gives everything its value. Heaven knows how to set a proper price upon its goods; and it would be strange indeed, if so celestial an article as FREEDOM should not be highly rated. Britain, with an army to enforce her tyranny, has declared, that she has a right (not only to TAX) but "to BIND us in ALL CASES WHATSOEVER," and if being bound in that manner is not slavery, then is there not such a thing as slavery upon earth. Even the expression is impious [disrespectful], for so unlimited a power can belong only to GOD.

What is Paine saying in this excerpt? **(6.6, 6.6.a, 6.6.b, 6.11.d)**

a) God will ensure victory for the colonists.

b) The fight for independence will be difficult.

c) Britain has unlimited power to enforce its will.

d) The war will be over before the end of the summer.

12. Why was the Declaration of Independence a significant document? Select the **two** correct answers. **(6.6, 6.6.a, 6.6.b, 6.11.d)**

a) It encouraged Loyalists to resist unfair laws passed by Parliament.

b) It motivated people toward the goal of freedom from Great Britain.

c) It inspired new ideas for how government should work.

d) It suggested putting an end to slavery in America.

e) It expanded the territory of the new country.

B. On your own paper, write a well-organized paragraph in response to the following prompt:

The winter at Valley Forge was essential for the American victory in the Revolutionary War.

Support or refute this statement with evidence from the chapter. **(6.6, 6.6.a, 6.6.b, 6.6.c, 6.7, 6.7.a, 6.7.b, 6.7.d, 6.11.h)**

Performance Task: *The Road to Independence*

Teacher Directions: The aftermath of the French and Indian War placed the American colonies and Great Britain on a collision course. The end of salutary neglect and deprivation of the colonists' rights of Englishmen unified Americans around the cause of independence. Eventually, the question was no longer would there be war with Great Britain, but when?

Activity Page

AP 1.3

Ask students to give a presentation in response to the following prompt. Encourage students to use information from their Student Reader and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.3) to organize their thoughts and plan their presentations.

Prompt:

At which point did the American Revolution become unavoidable? Support your claim with evidence from the unit readings and activities.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	The Boston Tea Party was the point at which the American Revolution became unavoidable.
Reason:	The Boston Tea Party encouraged and motivated the colonists to prepare for armed conflict with Great Britain.
Evidence:	Parliament passed the Intolerable (Coercive) Acts against Boston and the colonies, leading the colonies to rally in support of Boston and Massachusetts. The First Continental Congress convened to issue a Declaration of Rights. Many colonists began to see themselves as Americans instead of New Yorkers, Pennsylvanians, Virginians, etc. Colonial militias began to assemble and train in preparation for armed conflict.
Counterclaim and Answer:	The First Continental Congress reaffirmed its loyalty to King George III and Parliament. Despite this fact, the colonies were still preparing to fight Great Britain.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their presentation using the rubric.

Students should not be evaluated on the completion of the Claims and Evidence Activity Page (AP 1.3), which is intended to be a support for students as they think about their responses.

3	Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well-developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The presentation is clearly articulated and focused and demonstrates strong understanding of the road to American independence; a few minor errors may be present. Response may cite some or all of the following details: • Parliament's end of salutary neglect and the passage of numerous tax acts angered the colonists. • The Sons of Liberty and similar groups organized protests and boycotts of British goods. • The Boston Massacre ended in the deaths of five Americans and resulted in the creation of the Committees of Correspondence. • The Boston Tea Party resulted in the destruction of valuable tea and the passage of the punitive Intolerable (Coercive) Acts. • Parliament's passage of the Restraining Acts further infuriated the colonists. • The First Continental Congress convened to discuss the Intolerable Acts, to reaffirm their loyalty to Great Britain, and to assert their rights as British subjects. • The colonies organized militias, including the minutemen in New England, who were prepared to fight at a moment's notice. • The Battles of Lexington and Concord occurred after the British attempted to confiscate American arms and capture members of the Sons of Liberty. • The Second Continental Congress convened in spring 1775, during which the Battle of Bunker (Breed's) Hill was fought. The Congress established the Continental Army and named George Washington as its commander. • The Continental Congress adopted the Declaration of Independence on July 4, 1776, formally announcing its break from Great Britain.

2	Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the road to American independence, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The presentation is organized and demonstrates control of content, but some minor errors may be present.
1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant information or evidence. The response shows some understanding of the road to American independence, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The presentation may also exhibit issues with organization and/or focus.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the road to American independence. The presentation may exhibit major issues with organization and/or focus.

Name _____ Date _____

Performance Task Activity: *The Road to Independence*

At which point did the American Revolution become unavoidable?

Support your claim with evidence from the unit readings and activities.

Use the Claims and Evidence Activity Page (AP 1.3) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *The Road to Independence*, as well as from the sources and resources in the unit activities.

Name _____ Date _____

Activity Page 1.1 **Use with Chapter 1**

Letter to Family

During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about the road to American independence from Great Britain. They will learn about the causes and events of the French and Indian War, the end of salutary neglect, the growing discontent in the colonies relating to "taxation without representation," and events leading to war with Great Britain, as well as the major events and outcome of the American Revolution.

In this unit, students will study the physical and human geography of North America; explore historical events such as the battle at Fort Necessity, the Proclamation Line of 1763, the Boston Tea Party, the First and Second Continental Congresses, the Declaration of Independence, and the Battle of Yorktown; analyze primary sources; and evaluate claims and evidence.

As part of their exploration, students will learn a little bit about key events and battles of the American Revolution, including the Boston Massacre, casualties of specific battles, and the conditions at Valley Forge. Students will also learn about the relationship between Native Americans and colonists. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular action, culture, or group. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.

Name _____ Date _____

Primary Source Analysis

Describe the source.

Connect the source to what you know.

SOURCE:

Understand the source. Identify its message, purpose, and/or audience.

Draw a conclusion from or about the source.

Name _____ Date _____

Activity Page 1.3 **Use with Performance Task**

Claims and Evidence

STATE THE CLAIM *What opinion or position are you defending?*

STATE THE REASON *Why should someone agree with this claim?*

IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*

RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have? What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Name _____ Date _____

Activity Page 1.4 **Use with Chapter 1**

Geography of the French and Indian War

Use the map to answer the questions.

1. What was the first battle of the French and Indian War?

_____

2. Which detail from the map supports the conclusion that the British had a more effective fighting force than the French?

_____

_____

Name _____ Date _____

Activity Page 1.4 (*continued*) Use with Chapter 1

3. In what year did the battle at Fort Niagara happen?

_____

4. Which river was important to the Battle of Quebec?

_____

5. Approximately how far was the Battle of Quebec from Montreal?

_____

6. What is the location of Fort Duquesne relative to Fort Necessity?

_____

7. In which country's territory was Fort Ticonderoga located? Which country won the battle at this site?

_____

Name _____ Date _____

Activity Page 3.1 Use with Chapter 3

Geography of the American Revolution

Use the map to answer the questions that follow.

Name _____ Date _____

Activity Page 3.1 (*continued*) Use with Chapter 3

1. Where was the site of a battle directly west of Philadelphia? What other important site is located near here?

_____

2. When did the Battle of Yorktown take place?

_____

3. According to the map, in which colonial region did General Cornwallis focus most of his attention?

_____

4. Describe the movement of the British forces traveling by water to Yorktown. Based on the information in the map, what likely occurred?

_____

_____

5. Which battle took place outside of the colonies in British territory?

_____

6. About how many miles (as the crow flies) did the Continental Army have to cover when it marched south from Annapolis, Maryland, to Yorktown, Virginia?

_____

7. Which river did the Continental Army approach by crossing through Maine?

_____

8. What are the southernmost battles shown on the map?

_____

Name _____ Date _____

Activity Page 3.2 **Use with Chapter 3**

Domain Vocabulary: Chapters 1–3

For each term, write the letter of the definition.

_____ **1.** colonel

_____ **2.** formation

_____ **3.** prime minister

_____ **4.** alliance

_____ **5.** treaty

_____ **6.** proclamation

_____ **7.** salutary neglect

_____ **8.** tax

_____ **9.** rights of Englishmen

_____ **10.** burgess

_____ **11.** quarter

_____ **12.** trial by jury

_____ **13.** massacre

_____ **14.** intolerable

_____ **15.** militia

_____ **16.** self-determination

_____ **17.** mercenary

_____ **18.** encrypted

_____ **19.** treason

a) money that people are required to pay to support the workings of the government

b) an arrangement of people or things acting as one unit

c) to give temporary lodging and meals to soldiers

d) an important official announcement that is usually made to the public

e) traditional legal rights that all English subjects in England were guaranteed

f) a group of armed citizens prepared for military service at any time

g) a high-ranking military official

h) unbearable

i) a formal agreement between two or more groups, especially countries

j) the ability of people in a country to decide their own government

k) the head of the government in some countries

l) a case of law decided by a group of one's fellow citizens

m) an unofficial British policy of not enforcing rules and regulations in the colonies

n) a soldier paid to fight for a country or a cause that they are not native to or in support of

o) the violent killing of defenseless people

p) a representative to the legislature in colonial Virginia or Maryland

q) an agreement between two nations to help each other in wartime

r) a disloyal act against one's country, often by helping an enemy

s) coded or concealed

2022 Louisiana Student Standards for Social Studies:

Grade 6

6.1 Explain ideas, events, and developments in the history of the United States of America from 1580 to 1791 and how they progressed, changed, or remained the same over time.

6.2 Analyze connections between ideas, events, and developments in U.S. history within their global context from 1580 to 1791.

6.3 Compare and contrast events and developments in U.S. history from 1580 to 1791.

6.4 Use geographic representations and historical data to analyze events and developments in U.S. history from 1580 to 1791, including environmental, cultural, economic, and political characteristics and changes.

6.5 Use maps to identify absolute location (latitude and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.

6.6 Use a variety of primary and secondary sources to:

- **a)** Analyze social studies content.
- **b)** Evaluate claims, counterclaims, and evidence.
- **c)** Compare and contrast multiple sources and accounts.
- **d)** Explain how the availability of sources affects historical interpretations.

6.7 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:

- **a)** Demonstrate an understanding of social studies content.
- **b)** Compare and contrast content and viewpoints.
- **c)** Analyze causes and effects.
- **d)** Evaluate counterclaims.

6.8 Analyze European exploration and colonization of North America.

- **a)** Explain the significance of the land claims made in North America by European powers after 1600, including England, France, the Netherlands, Portugal, Russia, Spain, and Sweden and their effects on Native Americans.
- **b)** Compare and contrast the motivations, challenges, and achievements related to exploration and settlement of North America by the British, Dutch, French, and Spanish, including the search for wealth, freedom, and a new life.

6.9 Analyze the development of the settlements and colonies in the late sixteenth century through the seventeenth century.

- **a)** Explain the importance of the founding and development of Jamestown, including representative government established through the House of Burgesses, private ownership of land, introduction of slavery, and arrival of women and families.

b) Explain the importance of the founding and development of the Plymouth settlement, including practice of self-government established by the Mayflower Compact, religious freedom, and contributions of Native Americans, including Chief Massasoit and Squanto, the leadership of William Bradford.

c) Compare and contrast the New England, Middle, and Southern colonies, including their physical geography, religion, education, economy, and government.

d) Explain the contributions of key individuals and groups to the foundation of the colonies, including Pilgrims, Puritans, Quakers, John Smith, Roger Williams, Anne Hutchinson, William Penn, Edward Winslow, William Bradford, John Winthrop, John Rolfe, and Pocahontas.

e) Identify the locations of the colonies and lands inhabited by Native Americans, and explain how location, environment, and resources affected changes and development over time.

f) Analyze the causes, interactions, and consequences related to triangular trade, including the forced migration of Africans through the transatlantic trade of enslaved people and experiences of the Middle Passage.

g) Explain the experiences and perspectives of various people groups living in colonial North America, including large landowners, farmers, artisans, women, children, indentured servants, enslaved people, and Native Americans.

h) Analyze cooperation, competition, and conflict among groups in North America from the late 1500s to the mid-1700s, including Dutch, English, French, Spanish, and Native Americans including the 1621 Autumn Harvest Celebration, French and Native American trade of fur, Bacon's Rebellion, and King Philip's (Metacom) War.

6.10 Analyze the growth and development of colonial Louisiana.

a) Explain the significance of events that influenced pre-colonial and colonial Louisiana, including the founding of Natchitoches and New Orleans, the Treaty of Fontainebleau, and the Third Treaty of San Ildefonso.

b) Describe the factors that influenced migration within and to Louisiana by various groups, including French, Spanish, Africans, Acadians, Germans, Canary Islanders/Islenos, and Haitians, and explain how individuals and groups interacted and contributed to the development of Louisiana.

c) Describe the characteristics of colonial Louisiana, including physical geography, climate, economic activities, culture and customs, and government, and analyze their importance to the growth and development of Louisiana.

d) Explain the influence of France and Spain on government in Louisiana, with an emphasis on the Napoleonic Code, the Code Noir, and the contributions of Jean-Baptiste Le Moyne de Bienville, John Law, King Louis XIV, and Alejandro O'Reilly.

e) Describe the contributions and achievements of Gens de Couleur Libres in colonial Louisiana.

f) Compare and contrast French and Spanish colonial Louisiana and colonial Louisiana and British colonies.

6.11 Analyze the causes, course, and consequences of the American Revolution.

a) Analyze the historical and religious factors that influenced the development of government in the United States, including those from ancient Greece; the Roman Republic; the Judeo-Christian tradition; English rule of law and the Magna Carta; Enlightenment philosophies; and the Great Awakening.

b) Explain the causes and effects of the French and Indian War.

c) Analyze the role and importance of key events and developments leading to the American Revolution, including end of Salutary Neglect by King George III, French and Indian War, Proclamation of 1763, Acts of 1764–1773 (Sugar Act, Stamp Act, Quartering Act, Townshend Acts, Tea Act), Boston Massacre and the death of Crispus Attucks, Boston Tea Party, Coercive (Intolerable) Acts, First Continental Congress, Restraining Acts, the seizure of firearms, and Second Continental Congress.

d) Explain how key ideas expressed in historical works influenced the American Revolution, including "taxation without representation is tyranny" (James Otis), John Dickinson's Letters from a Farmer in Pennsylvania, Patrick Henry's "Give Me Liberty or Give Me Death" speech, Thomas Paine's Common Sense, and the Declaration of Independence: "all men are created equal, … endowed by their Creator with certain unalienable rights, … among these are life, liberty, and the pursuit of Happiness," and "the consent of the governed."

e) Explain efforts to mobilize support for the American Revolution by individuals and groups, including the Minutemen and Committees of Correspondence and Sons of Liberty (Samuel Adams, John Hancock, Paul Revere).

f) Compare and contrast viewpoints of Loyalists and Patriots, and evaluate their arguments for and against independence from Britain. Compare and contrast the American colonies and British in the American Revolution, including leadership, military power, recruitment, alliances, population, and resources, and evaluate their strengths and weaknesses.

g) Explain the significance and outcome of key battles and turning points during the American Revolution, including the Battles of Lexington and Concord (1775), creation of the Continental Army and appointment of George Washington as Commander in Chief (1775), Battles of Trenton and Princeton (1776–1777), Battle of Saratoga (1777), encampment at Valley Forge (1777–1778), Franco-American alliance (1778), Battle of Yorktown (1781), and the Treaty of Paris of 1783.

h) Explain the contributions of women to the American Revolution, including those of Abigail Adams, Mercy Otis-Warren, Mary Ludwig Hays, Deborah Sampson, Phillis Wheatly, and Betsy Ross.

i) Explain the role of Spain and Spanish colonial Louisiana during the American Revolution and effects of the conflict on the colony, including the roles of Bernardo de Galvez, Battle of Lake Pontchartrain (1779), and Battle of Baton Rouge (1779).

j) Explain the role of espionage during the American Revolution, including the actions of spies for the colonies (Nathan Hale, Culper Spy Ring, John Clark, Enoch Crosby, Nancy Hart, and James Armistead Lafayette) and spies for Britain (Benedict Arnold).

6.12 Analyze the development of the U.S. political system through the ratification of the U.S. Constitution.

a) Explain the purpose and importance of the Articles of Confederation.

b) Describe the development of various state Constitutions, and the effects of early abolitionists on the development of state government, including Olaudah Equiano, Benjamin Banneker, and Elizabeth Freeman.

c) Explain the ideas and events leading to the ratification of the Constitution of the United States, including inadequacies of the Articles of Confederation and Shays Rebellion.

d) Evaluate the major issues debated at the Constitutional Convention, including the key characteristics and features of the Articles of Confederation, the division and sharing of power between the federal and state governments (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).

e) Explain how the ideas of leading figures and Founding Fathers contributed to the Constitutional Convention and development of the U.S. government, including John Adams, Benjamin Franklin, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, William Patterson, Roger Sherman, George Washington, and James Wilson.

f) Explain the importance of ideas expressed in the Preamble to the Constitution of the United States, including the purpose and responsibilities of government and the concept of self-government.

g) Explain the significance of the Commerce Clause, including its role in establishing a constitutional relationship between Native Americans and the U.S. government.

h) Evaluate the arguments of Federalists and Anti-Federalists on the ratification of the Constitution expressed in the Federalist Papers and the writings of the Anti-Federalists. i. Explain how and why the Constitution of the United States was amended to include the Bill of Rights, and analyze the guarantees of civil rights and individual liberties protected in each of the first ten amendments.

Answer Key: *The Road to Independence*

Chapter Assessments

Chapter 1

A. **1.** b **2.** c **3.** a **4.** b **5.** a **6.** a **7.** d **8.** c, d **9.** a, d, e **10.** a

B. Students should clearly and accurately support or refute the claim using evidence, such as William Pitt understood the importance of the colonists in defeating the French and their Native American allies; William Pitt had a clear strategy to gain control of the St. Lawrence and Niagara Rivers; William Pitt sent additional soldiers to maintain control of Britain's North American colonies. Answers should include explanations of how the evidence supports the claim.

Chapter 2

A. **1.** a **2.** b **3.** d **4.** b **5.** b **6.** c **7.** a, b **8.** d **9.** b **10.** a

B. Students should clearly and accurately support or refute the claim using evidence, such as the Sons of Liberty organized protests, petitions, and boycotts against British policies and taxes; the Sons of Liberty organized the Committee of Correspondence to quickly share information between colonies following the Boston Massacre; the Sons of Liberty played a role in organizing the Boston Tea Party. Answers should include explanations of how the evidence supports the claim.

Chapter 3

A. **1.** c **2.** b, c **3.** b **4.** c **5.** c **6.** a **7.** a **8.** a, e **9.** d **10.** b, e **11.** b **12.** b, c

B. Students should clearly support or refute the claim about the winter at Valley Forge and support it with relevant evidence, such as the troops learned under Frederick von Steuben; they were well-trained for the first time since the start of the war; many soldiers died due to starvation and cold. Answers should include explanations of how the evidence supports the claim.

Activity Pages

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature

Describe the source: The source is an account by a Choctaw leader, Alibamo Mingo, on his views of British control over territory once controlled by the French. He describes his experience with the French and his expectations of the British.

Connect the source to what you know: The French and Indian War was fought between Great Britain and France for control over the Ohio River valley and other parts of North America. Native Americans fought on both sides of the conflict and were impacted by the terms of the 1763 Treaty of Paris.

Understand the source: The purpose of the source is to reassure the Choctaw and other Native American peoples about the British presence on their lands. The audience is Alibamo Mingo's people.

Draw a conclusion from or about the source: Alibamo Mingo assumes that the British will act in ways similar to the French and that the British presence may ultimately benefit the Choctaw.

Geography of the French and Indian War (AP 1.4)

1. Fort Necessity
2. The map shows the British won more battles than the French.
3. 1759
4. St. Lawrence River
5. 150 miles (241 km)
6. Fort Duquesne is northwest of Fort Necessity.
7. British territory; France

Primary Source Analysis (AP 1.2): Chapter 2 Primary Source Feature, Patrick Henry's Speech to the Second Virginia Convention (1775)

Describe the source: The source is a speech given by Patrick Henry. In it, he makes arguments in favor of American independence.

Connect the source to what you know: In 1775, the Virginia General Assembly met to discuss whether the colony should prepare for war against Great Britain. Patrick Henry supported going to war.

Understand the source: The purpose of the source is to rally support for the Patriot cause.

Draw a conclusion from or about the source: Patrick Henry was a firm believer that the relationship between the American colonists and Parliament was beyond repair. His statement "give me liberty or give me death!" explains that he would rather die than continue to live under oppressive British rule.

Primary Source Analysis (AP 1.2): Chapter 2 Primary Source Feature, Excerpts from Resolutions of the Stamp Act Congress (1765)

Describe the source: The source is a document written by the colonists explaining their grievances about the Stamp Act to Parliament. It includes logical arguments against taxation without representation.

Connect the source to what you know: The Stamp Act was passed to raise revenue for the British government. The colonists were required to pay for a stamp on all paper products they purchased.

Understand the source: The purpose of the source is to calmly and rationally explain to Parliament why the colonists oppose the Stamp Act, including the fact that they are not represented in government and the tax hurts the prosperity of the colonies and, by extension, the British Empire.

Draw a conclusion from or about the source: The colonists were still loyal to Great Britain and wanted to be treated as British citizens; they hoped to reach an accommodation that was beneficial to both sides of the debate.

Primary Source Analysis (AP 1.2): Chapter 3 Primary Source Feature, Letter from George Washington to Henry Laurens, 23 December 1777

Describe the source: The source is a letter written by George Washington to Henry Laurens, the president of the Continental Congress. Washington wrote this letter while commanding the Continental Army.

Connect the source to what you know: Although the Continental Army had won the Battle of Saratoga in late 1777, the winter of 1777–78 was very hard. Supply issues and illness threatened to cause the army to break apart. Washington had to keep them together.

Understand the source: The purpose of the source is to give an honest picture of the army's status to the civilian leaders and to request support for the army and the war effort.

Draw a conclusion from or about the source: George Washington was pessimistic about the condition of his army at the end of 1777. He did not disguise the army's problems, hoping to get more support from the Continental Congress.

Primary Source Analysis (AP 1.2): Chapter 3 Primary Source Feature, Excerpt from Thomas Paine's *The American Crisis* (No. 1)

Describe the source: The source is a pamphlet written by Thomas Paine that urges Americans to fight to gain their freedom from the British.

Connect the source to what you know: Thomas Paine was an Enlightenment thinker who strongly supported the cause of liberty. He wanted the American Revolution to succeed and wrote his pamphlets to build support for the cause.

Understand the source: The purpose of the source is to build support for the Revolution and to encourage people to bear the hardships of conflict because liberty is worth the sacrifice.

Draw a conclusion from or about the source: Thomas Paine strongly supported the Patriot cause because he believed in the ideals of liberty. He believed that liberty was such a strong motivation that it would ultimately triumph, no matter how hard the British tried to resist.

Geography of the American Revolution (AP 3.1)

1. Brandywine, Valley Forge
2. Sept. 28–Oct. 19, 1781
3. the South
4. The British forces traveled south along the coast from Delaware before turning northeast into the Atlantic Ocean. This is likely because they were prevented from getting close to Yorktown by Continental forces.
5. Ticonderoga
6. about two hundred miles (322 km)
7. St. Lawrence River
8. Charleston, South Carolina, and Savannah, Georgia

Domain Vocabulary: Chapters 1–3 (AP 3.2)

1. g
2. b
3. k
4. q
5. i
6. d
7. m
8. a
9. e
10. p
11. c
12. l
13. o
14. h
15. f
16. j
17. n
18. s
19. r

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