



REVOLUTIONARY IDEALS



HISTORY

OF

PHILIP'S WAR

COMMONLY

THE GREAT INDIAN

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Table of Contents

> What is National History Day®?	3
> Editors' Note	4
> Staging a Revolution: The Complex History of Turning Thoughts into Actions C. Morgan Grefe, Executive Director, Rhode Island Historical Society	5
> Revolutionary Ideals and the Study of American History Abby Chandler, Associate Professor, University of Massachusetts Lowell	12
> Lesson Plans	
> Using Maps to Compare European Colonization in North America	21
> The Puritans and “Liberty of Conscience”: Conflicting Views on Religious Freedom in Colonial New England	23
> New Ideas in a New Land: Roger Williams’s and William Penn’s Quest for Autonomy and Freedom in Colonial America	26
> Metacom’s (King Philip’s) War: The Remaking of Colonial Identity	29
> The Regulators of North Carolina: Rebels with a Cause	32
> Rum and Revolution: Rhode Island’s Role in the Triangular Trade	35
> The Gaspee Raid: Prelude to the Boston Tea Party?	38
> Party in Philadelphia: Tea, Time, and Troubles	41
> Women’s Coverture: Unpacking the Historical Context of Abigail Adams’s Call to “Remember the Ladies”	44
> The Haudenosaunee (Iroquois) Great Law of Peace: A Precursor to the United States Constitution	47
> Founding Mothers: Women and the Spread of Revolutionary Ideals	49
> Free Press and its Limits in Colonial America	52
> Revolutionary Ideals and Native Nations: Taking Sides in the American Revolution	55
> Promises Made, Promises Broken: The Rhode Island First Regiment and The Struggle for Liberty	58
> Revolutionary Ideals in Action: Comparing the American, French, and Haitian Revolutions	61

What is National History Day®?

National History Day® (NHD) is an educational nonprofit organization that engages teachers and students in historical research. The mission of NHD is to improve the teaching and learning of history in middle and high school through an innovative framework of historical inquiry and research. Students learn history by selecting topics of interest, launching into year-long research projects, and presenting their findings through creative approaches and media. The most visible vehicle of NHD is the National Contest.

When studying history through historical research, students and teachers practice critical inquiry, asking questions of significance, time, and place. History students become immersed in a detective story. Beginning in the fall, students choose a topic related to the annual theme and conduct extensive primary and secondary research.

After analyzing and interpreting their sources and drawing conclusions about their topics' significance in history, students present their work in original papers, exhibits, performances, websites, or documentaries. These projects are entered into showcases and competitions in the spring at local, affiliate (U.S. states, territories, and participating countries), and national levels, where historians and educators evaluate them. The program culminates at the National Contest held each June at the University of Maryland at College Park.

Each year, National History Day selects a theme to provide a lens through which students can examine history. The annual theme frames the research for students and teachers alike. It is intentionally broad enough to allow students to select topics from any place (local, national, or global) and any period in history. Once students choose their topics, they investigate historical context and significance and develop the topic's relationship to the theme by researching in libraries, archives, and museums and by visiting historic sites.

NHD benefits students and teachers alike. It enables students to control their learning by selecting topics and modes of expression that match their interests and strengths. NHD provides program expectations and guidelines for students, but the research journey is unique to each project. Throughout the year, students develop essential skills by fostering intellectual curiosity and thinking critically and creatively. Through this process, they hone their skills to manage and use information now and in the future, including critical thinking, problem-solving, argumentation, writing and revising, and properly crediting sources.

Editor's Note

National History Day® (NHD) is excited to publish this teacher sourcebook as the launch of our celebration of the 250th Anniversary of the Declaration of Independence.

In the summer of 2022, NHD kicked off its semiquincentennial programming with a live teacher institute in Providence, Rhode Island. Partnering with the Rhode Island Historical Society, NHD developed this week-long institute, Revolutionary Ideals, engaging 30 teachers. The program focused on Revolutionary ideals, exploring the ideals of the time and considering how they were (or were not) practiced or applied fully. Working with scholars, repositories, museums, and historical societies, teachers studied the colonial and revolutionary eras through expert lectures, visits to museums, and research at various archives and libraries.

The teachers who participated in the 2022 summer teacher institute worked collaboratively to create lesson plans relating to the founding ideals of the revolutionary era.

This book is introduced by two essays and contains 15 lesson plans. The essays are written by Dr. C. Morgan Grefe, the Executive Director of the Rhode Island Historical Society, and Dr. Abby Chandler, Associate Professor at the University of Massachusetts Lowell.

All supporting materials (graphic organizers, rubrics, etc.) and primary source documents are available for free download on National History Day's website (nhd.org/RevIdeals).

NHD would like to thank Tom Lauer and the Dr. Scholl Foundation for their generous support of these programs and this resource.

Lynne M. O'Hara
Managing Editor

Staging a Revolution: The Complex History of Turning Thoughts into Actions

AUTHOR:

C. Morgan Grefe, Ph.D., Executive Director, Rhode Island Historical Society

Our ideals are our better selves. –Amos Bronson Alcott

In 2026 the United States will be marking its 250th anniversary. We will hear repeatedly about what happened in 1776. Those of us in New England might commonly start the story in 1773 with the Boston Tea Party. And some scholars might situate the events of the American Revolution into patterns of thought and action in the 1770s. All of this is very valuable, but it does not answer the question of when the origins of Revolutionary thought and ideals become recognizable.

By the time of the tea parties, which happened throughout the colonies, individuals and communities up and down the Eastern Seaboard had been experimenting with revolutionary, even radical ideas, since the days of the earliest colonial settlers. They built their homesteads on lands occupied from time immemorial by a complex collection of Indigenous nations. Perhaps nowhere was this experiment more on display than in the small colony of Rhode Island.

In 1636, Roger Williams was banished by the Massachusetts and Plymouth Bay Colonies and made his way south. Trudging through the winter weather on trading paths and uncleared forests, he made his first home on the bucolic eastern shore of a river that emptied into a large, protected bay. He did not realize that this land, which he believed to be in the hands of the Pokanoket, was claimed by Plymouth. English leaders counseled Williams to keep moving out of their jurisdiction or face return to England and likely death by hanging. Luckily, through years of farming and trading with local Indigenous peoples, he developed a facility with the Indigenous languages and dialects of the region. He counted members of the Pokanoket, and the even larger Narragansett Nation, as friends. The leaders of these communities welcomed him and allowed him to settle on the fertile lands along the riverfront in what would become the town of Providence.

If students learn anything about Roger Williams beyond his settlement of Providence, they might hear about the reasons for his banishment. He is often portrayed as being less religious than the Puritans of Massachusetts. This could not be further from the truth. Williams was not only deeply devout, but also committed to the idea of living what one believed. He had no stomach for what he saw as the hypocrisy of many Puritans who settled this land only to become a new version of the tyrants from which they had fled. His continued calls for a true break from the Church of England and from what he saw as an overstepping of the British crown made the Bay colonies politically vulnerable. They could not tolerate his presence if he did not fall into line.

The colony that he established with both like-minded and also otherwise-minded men and women was based on the ideal of tolerance. Williams, who had come of age during a time of religious unrest and persecution in England, held his faith dearly and wanted others to be able to do the same. It is in this small town, in a small colony, in which we see the separation of church and state and religious tolerance not merely espoused, but first practiced in the colonies. And the word “practice” is quite important. It was not easy, nor was it necessarily “natural,” to expect people of profound difference to live among one another; it took constant work and a willingness to learn and understand others’ languages and cultures. But it was a worthy ideal on which to base a colony, a “lively experiment.”¹

Nearly 400 years of practice have taught us that ideals are often at odds with reality. It is crucial to understand how revolutionary experiments unfolded differently for different peoples and to ask ourselves what we can learn from the mistakes and shortcomings of the past. We will see, repeatedly, that one group’s gain appears to require another’s loss. But need that be the case?

¹ C. Morgan Grefe, “Roger Williams and the Founding of Rhode Island,” *EnCompass*, Rhode Island Historical Society, accessed January 2, 2023. <http://library.providence.edu/encompass/roger-williams-and-the-founding-of-rhode-island/>.



The Banishment of Roger Williams, c. 1850. Painted by P. F. Rothermel over 200 years after Roger Williams' banishment from Massachusetts and Plymouth Bay Colonies, the artist has imagined Williams striding through dense woodland in winter. Rhode Island Historical Society (1943.3.1)

By examining moments of conflict, we can often best see ideals at work. Who were the true believers, and who used the rhetoric for personal gain? When ideals conflicted with economic prosperity, could a community bargain with or suspend its ideals and still claim them?

After spending four months reading, writing, and participating in classes online, educators from across the country came together in Providence in July 2022 to explore these questions with the help of some of the best scholars, public historians, and repositories in the region. What follows in this resource book are their explorations in the form of lesson plans. But first, let us look at the key elements of those revolutionary ideals with which we grappled in 2022.

RELIGIOUS LIBERTY

The migration of Puritan settlers across the Atlantic is often miscast as being a search for “religious freedom.” This was not the case for most. More properly seen as people fleeing from religious persecution, the migration was about establishing a colony or colonies in which the Pilgrims and Puritans could worship as they chose. This “freedom” was not, nor was it intended to be, extended to those who did not support the church created by these Separatists from the Church of England.

For a time, those who disagreed with the Puritans managed to live in the community, but for some individuals, this became problematic quickly. When Roger Williams arrived in 1634, settlers greeted him with much fanfare, expecting great things from this devout and well-educated man. It did not occur to them that his principles and determination might, in fact, outmatch theirs. Unlike his new neighbors, he *did* believe in the separation of the sacred church from the mundane role of government.

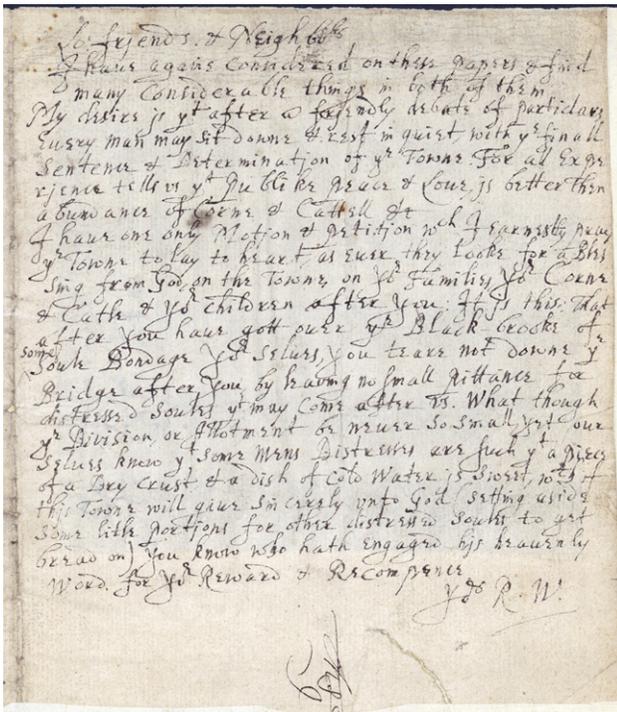
Within a year, Puritan leaders were calling Williams's actions into question, and indictments soon followed. He moved from Boston to Salem to Plymouth but still could not reconcile what he believed with the actions of local leaders. Nor could these same leaders tolerate Williams's outspoken dissent. Soon, they banished him for holding and espousing new and dangerous opinions.

Williams fought for religious tolerance and a codified separation of church and state, first by seeking and obtaining a parliamentary patent that addressed only civil life and, later, through publications, letters, and ultimately, the Royal Charter of 1663.

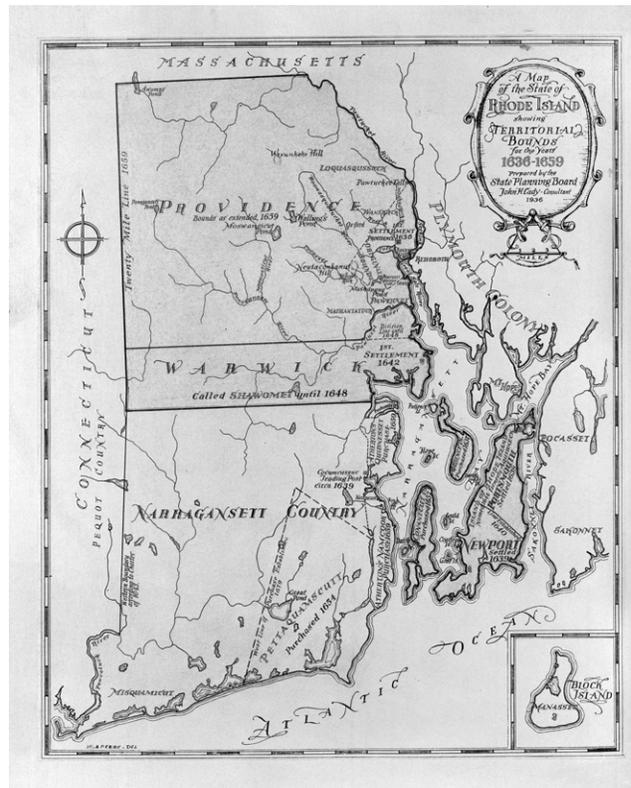
The 1663 Charter was a fundamental building block of Rhode Island and became a foundation for the new nation. It was an ideal that tested, and continues to test, individual and collective action in the United States. It is often questioned, sometimes reinterpreted, but always present in our understanding of our founding—far before the War for Independence.

COLONIAL SETTLEMENT AND INDIGENOUS NATIONS

Indigenous life on this continent occurred within a dynamic environment of exchange from time immemorial. Peoples forming different nations and cultures lived on these lands and cultivated particular ways of life that included specific beliefs, customs, practices, and governance structures. For decades, men of European ancestry fished the Atlantic, coming ashore to exchange goods with local Indigenous communities. Soon, others moved into the interior to trap game. All exploited what were once plentiful resources, often leaving behind material goods and, even more significantly, disease.



Letter from Roger Williams to the Town of Providence, urging the town meeting to not deny those seeking to purchase land rights, reminding them that Providence was supposed to be a place for all persons of distressed conscience, c. early 1661/62. Rhode Island Historical Society (MSS 808 Folder 20).



A map of the State of Rhode Island showing territorial bounds for the years 1636–1659, prepared by the State Planning Board, John H. Cady, Consultant, 1936. Rhode Island Historical Society (Cartography Collection).

The degree to which disease killed the Indigenous peoples of the Northeast coast is debated in the scholarship today, but it does appear that disease and dislocation reduced the strength of many Indigenous nations in the sixteenth and seventeenth centuries, even as more full-scale colonial settlements were formed by the British and Dutch.²

What is not open for debate is that the peoples of this land were here when Puritan settlement began and that members of these Indigenous Nations remain vital members of our communities today. As students of history, we must strive to learn the history of the complex Indigenous peoples of North America. And we must also study how the ideals brought and articulated by European settlers ignored, at best, and ravaged, at worst, the original peoples of this land.³

But, how do we reconcile this nation's founding ideals with its violent and painful past?

Moreover, as you explore these lessons, you will see that Indigenous ideals also influenced the thinking of these foreign settlers and subsequent generations. Should not the authors of those ideals be included in our compendium of revolutionary thought and practice?

RHODE ISLAND, THE TRANSATLANTIC SLAVE TRADE, AND ENSLAVEMENT

No matter how expansive or inclusive an ideal is, it can have unintended consequences. Some historians have argued that the absence of a state church in early Rhode Island that could levy a tithe on its residents led to individuals having more capital to invest in their other interests. This meant a greater accumulation of personal wealth and encouraged a culture of individualism in which people could focus more on their own interests than those of the community around them, which Williams spoke out against as early as the 1650s.⁴

² Pinar Durgun, "Before Rhode Island: Early Peoples and Archaeology," *EnCompass*, Rhode Island Historical Society, accessed January 2, 2023. <http://library.providence.edu/encompass/before-rhode-island-early-peoples-and-archaeology/>.

³ Lorén Spears, "Narragansett History," *EnCompass*, Rhode Island Historical Society, accessed January 2, 2023. <http://library.providence.edu/encompass/narragansett-history/>.

⁴ William G. McLoughlin, *Rhode Island: A History*, New York: W. W. Norton & Co., 1986, 33.

As such, beginning at the end of the seventeenth century, as Rhode Island sought to gain more financial stability, its merchants speculated in all aspects of trade, including what would become a defining feature of Rhode Island's economy: the transatlantic slave trade, the related activities of rum production, and the provisioning of the staple crop economies of the West Indies.

Enslaved people of African descent lived and worked in the colony of Rhode Island. In fact, for a time, Rhode Island had the highest percentage of enslaved people of any New England colony.⁵

These stark statistics show us the reality of an ideal turned on its head. With a foundation in tolerance and welcome, this "Lively Experiment" distorted into the ugliest forms of individualism. Its history of enslavement and the slave trade were a founding hypocrisy that, like the separation of church and state, would be passed down to the new nation.

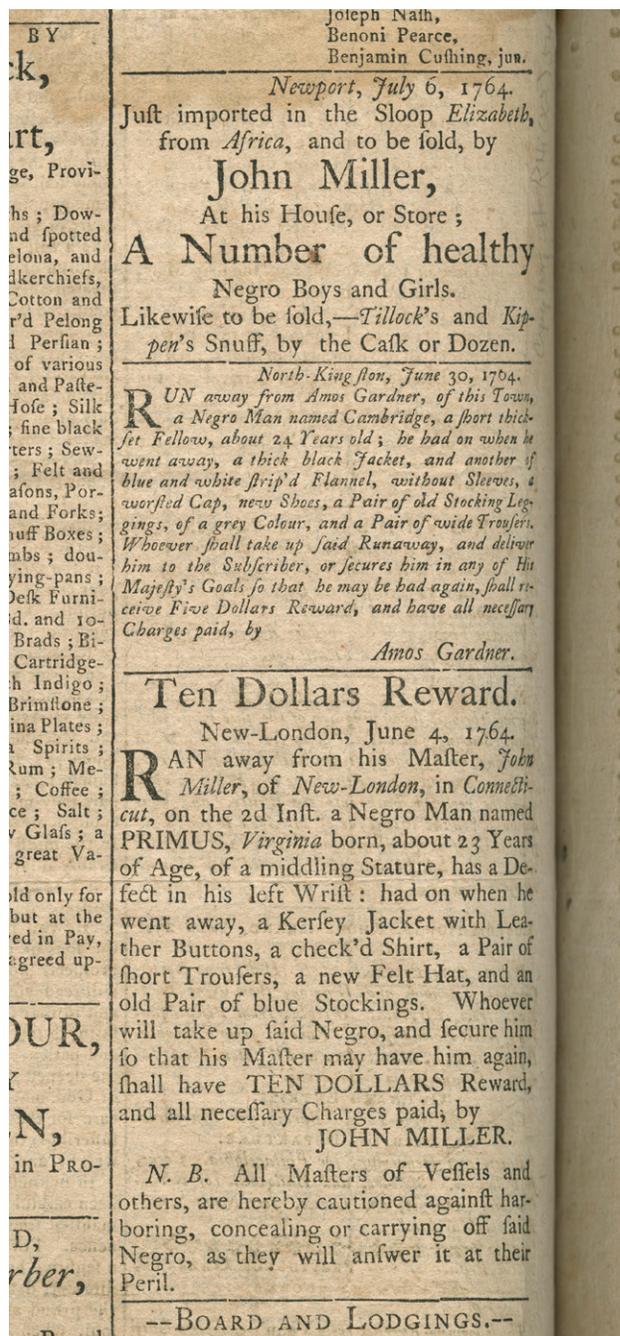
But does not living up to lofty ideals negate the exemplar? Rhode Island is, of course, not alone in its participation in this original sin, but its scale offers us the opportunity to understand more deeply and intimately what happens when ideals are placed into our profoundly imperfect human hands.

WOMEN AND EARLY RADICAL THOUGHT

As is the case with peoples of Indigenous and African descent, the written record of women, even literate and monied women, is scant. Perhaps the best-known woman in colonial New England is Anne Hutchinson, widely considered to be the only female founder of a colony. And yet, no writings from Hutchinson survive. We must turn to court transcripts, defaming stories, and other private journal entries to piece together the pivotal year before Hutchinson came to Portsmouth.

As we seek Hutchinson's ideas through her actions and the words of others, we must ask if her gender worked, in some ways, to her favor. We can learn how women developed trust in one another and how they navigated a changing society that was simultaneously belittling of and threatened by them.

Rhode Island, as is likely clear by now, was a different sort of place. Those ideals espoused by Williams, which centered on the individual's right to worship as they saw fit, extended to women. And on this ideal, he was good to his word, as seen in the landmark case, *Joshua Verin v. Providence Plantations*. This early court case, related to a husband keeping his wife from her church, demonstrates that the commitment to any person's right to uninhibited worship trumped traditional gender norms.⁶



Advertisements in the newspaper announcing the sale of boys and girls into enslavement, as well as two men, Cambridge and Primus, who had each run away from his enslaver. *Providence Gazette and Country Journal*, July 28, 1764, Rhode Island Historical Society (Printed Collection).

⁵ Joanne Pope Melish, "Rhode Island, Slavery, and the Slave Trade," *EnCompass*, Rhode Island Historical Society, accessed January 2, 2023. <http://library.providence.edu/encompass/rhode-island-slavery-and-the-slave-trade/>.

⁶ Edward J. Eberle, "Rhode Island Interest: Another of Roger Williams Gifts: Women's Right to Liberty of Conscience: *Joshua Verin v Providence Plantations*," *Roger Williams University Law Review* 9, no. 2 (Spring 2004): 399–407. http://docs.rwu.edu/rwu_LR/vol9/iss2/5 and National Memorial Rhode Island, "Roger Williams: The Verin Case," National Park Service, last modified February 26, 2015, accessed January 2, 2023. <https://www.nps.gov/rowi/learn/historyculture/verincase.htm>.



Trial of Mrs. Hutchinson.

Engraving of the Trial of Mrs. Hutchinson from Scribner's *Popular History of the United States* by William Cullen Bryant, Sydney Howard Gay, and Noah Brooks.

So too, could a woman share the word of God, as did women like Hutchinson and Mary Dyer. Women acting surreptitiously was not a new occurrence, but in Rhode Island, such behavior was actually permitted. And yet, the freedoms of the 1643 patent and the 1663 charter did not extend to women any more than laws might in the Massachusetts Bay Colony or Connecticut, such as varying forms of property ownership or the right to vote. Rhode Island was a place of spiritual freedom and gender-blind religious leadership, if nothing else.

WRITING RADICALISM: ENSURING FREEDOM OF THE PRESS AND CODIFYING THE REVOLUTION

Revolutionary acts, of course, are not always violent. When Roger Williams began the Colony of Rhode Island, he and those who shared his vision made sure to codify religious tolerance, as well as the right to express thoughts related to one's beliefs, religious or otherwise. Laws were still in place against slanderous or treasonous speech, but speech that was simply in disagreement with the systems of power was protected.

Women's freedom to own property or businesses was in most ways similar across the colonies. In Rhode Island, however, women's right to hold their own beliefs and express them was protected. We should not be surprised, then, to see women early in Rhode Island's story taking the helm of their late husbands' printing presses, as was the case for Ann Franklyn (Franklin) and Mary Katherine Goddard. They became leading disseminators of political and legal knowledge, a role that had been almost exclusively filled by male business owners. In this instance, it is not just who was doing the work but what they were setting down in type.⁷

To our twenty-first-century eyes, it may be obvious that a free press is integral to the success of a democracy. However, in the eighteenth century, as men and women worked toward independence, they relied on brave printers who worked without such protection.

They risked their safety and livelihood to share the events, sermons, essays, and laws that shaped the thinking and actions of the period.

These printers had a great degree of power and influence in shaping the emerging republic. But, would it be possible that the press could use past events, even ones committed without explicit revolutionary intentions, to bolster the fight for independence?

BEYOND, OR BEFORE, THE BOSTON TEA PARTY

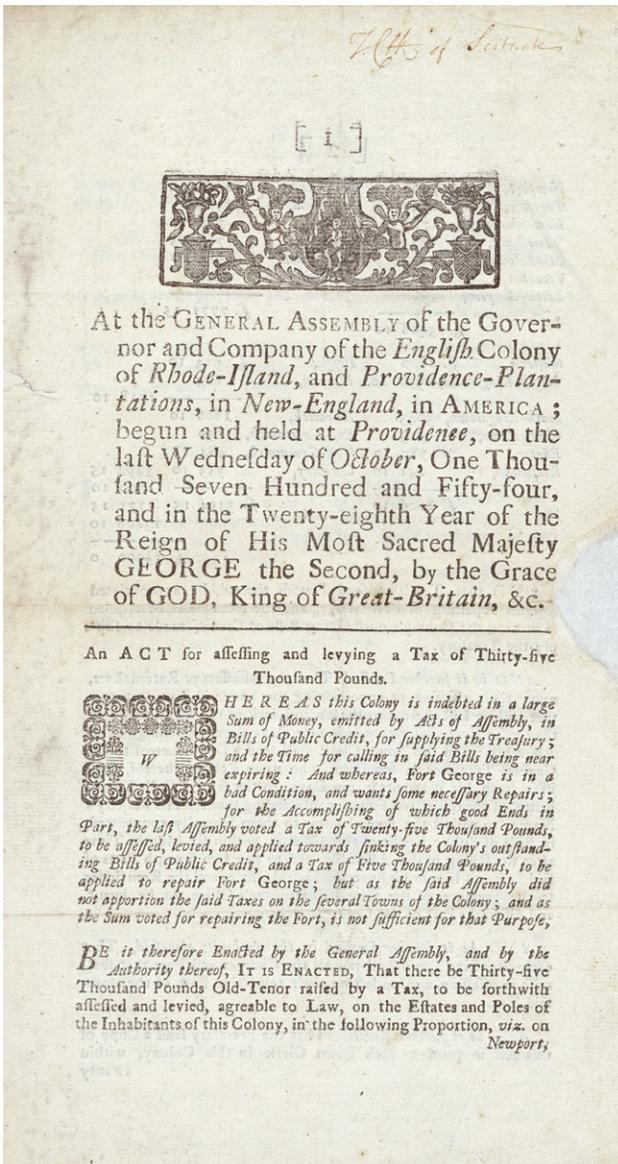
While the Boston Tea Party is perhaps the best-known protest leading to the American Revolution, it is far from the only one. The dissatisfaction spreading throughout the colonies took specific forms based on the socio-political and economic structures of each colony. The lessons in this collection include one that examines the Regulators of North Carolina and the *Gaspee* Affair in Rhode Island. Both took place well before the celebrated Boston event, and yet their relationship to revolutionary thought and ideals is not often shared in our textbooks and classrooms as crucial moments in national history, but rather as stories of local interest.⁸

Although these episodes have little in common regarding their ultimate actions, they are similar in that they were reactions of merchants and landholders trying to find safety and security in relation to the British Crown. One group, however, sided with the Crown and fought against the corruption of power-hungry local officials, leading to the question: are all forms of resistance revolutionary?

The other affair was led by wealthy men of influence who were tired of needing permission from Great Britain for their success, and the action was, at the time, a commercial dispute. Months later, it was celebrated as an act of revolution. So, who gets to decide? Does one need to have revolutionary intent to commit a revolutionary action? Or might there be accidental revolutionaries?

⁷ "Women in Printing History, Part 2: Women Printers in the American Colonies," International Printing Museum Blog, <https://www.printmuseum.org/blog-3/women-printers-2>.

⁸ Steven Park, "On the Burning of His Majesty's Schooner *Gaspee* in 1772," *EnCompass*, Rhode Island Historical Society, accessed January 2, 2023. <http://library.providence.edu/encompass/on-the-burning-of-his-majestys-schooner-gaspee-in-1772/>.



An act of the Rhode Island General Assembly, printed by Ann Franklyn (Franklin) and her son James Franklyn (Franklin), Jr., in Newport, 1754. In 1636, Ann Franklin began printing the acts and laws of the colony for the Rhode Island General Assembly. Rhode Island Historical Society (G 1157 Broad sides 1754 No.1).

Ideals are like the stars: we never reach them, but like the mariners of the sea, we chart our course by them. —Carl Schurz

As you use the resources here, you will repeatedly see that people's actions do not always match their stated ideals, individual or collective. Each step, each rebellion, each article printed, or a life lived in the face of oppression reinforced the ideals of tolerance, freedom, and democracy either by showing what expansion of these ideals looked like, or by demonstrating the profound inhumanity of their absence.

By exploring the steps, forward and back, that people took to reach the American Revolution, we hope you will see that having not yet lived up to the profound and foundational ideals examined here should not negate the ideals but rather inspire us to keep working toward them—to keep practicing this “lively experiment.”

And while many of these resources use Rhode Island's history as their basis, our hope is not only that you will incorporate more of this small state's fascinating history into your classrooms, but also that you will look at your community, your state, your region and find the moments in which the peoples there took actions to promote the ideals of tolerance and democracy and see them as part of an enduring legacy.

BOOK LIST FOR TEACHERS

- › **John Barry, Rhode Island and the Creation of the American Soul**
- › **Chris Beneke and Christopher S. Grenda, Editors, The Lively Experiment: Religious Toleration in America from Roger Williams to the Present**
- › **Mary Sarah Bilder, The Transatlantic Constitution: Colonial Legal Culture and the Empire**
- › **Lisa Brooks, Our Beloved Kin: A New History of King Philip’s War**
- › **Christy Clark-Pujara, Dark Work: The Business of Slavery in Rhode Island**
- › **Jay Coughtry, The Notorious Triangle: Rhode Island and the Slave Trade, 1700–1807**
- › **Christine M. DeLucia, Memory Lands: King Philip’s War and the Place of Violence**
- › **Cynthia Mestad Johnson, James DeWolf & The Rhode Island Slave Trade**
- › **Marjoleine Kars, Breaking Loose Together: The Regulator Rebellion in Pre-Revolutionary North Carolina**
- › **Eve LaPlante, American Jezebel: The Uncommon Life of Anne Hutchinson, the Woman who Defied the Puritans**
- › **Jill Lepore, The Name of War: King Philip’s War and the Origins of American Identity**
- › **William G. McLaughlin, Rhode Island: A History**
- › **Joanne Pope Melish, Disowning Slavery: Gradual Emancipation and “Race” in New England, 1780–1860**
- › **Edmond S. Morgan, Roger Williams: The Church and the State**
- › **Steven Park, The Burning of His Majesty’s Schooner Gaspee**
- › **Patricia Rubertone, Grave Undertakings: An Archaeology of Roger Williams and the Narragansett Indians**
- › **Eric B. Schultz and Michael J. Tougias, King Philip’s War: The History and Legacy of America’s Forgotten Conflict**
- › **James A. Warren, God, War, and Providence: The Epic Struggle of Roger Williams and the Narragansett Indians Against the Puritans of New England**
- › **Wendy Warren, New England Bound: Slavery and Colonization in Early America**

Revolutionary Ideals and the Study of American History

Abby Chandler, Ph.D., Associate Professor, University of Massachusetts Lowell

The causes and events of the American Revolution are interwoven with American identity. Socio-political movements, from mill girls striking in Lowell in the 1830s to the Civil Rights Movement in the mid-twentieth century to activists of all ideologies in the present day, continue to invoke a “fondness for liberty” in their rhetoric.¹ History teachers and librarians play an important role by introducing students to the documentary record.

The American Revolution drew audiences from across the Atlantic world in the late eighteenth century. Some were inspired by the Declaration of Independence’s promise that “all men are created equal,” while others hoped that a handful of colonies could curb the rising power and influence of the British Empire.² Since then, scholars have worked to understand the chain of events that led to the founding of the United States as an independent nation. Nevertheless, teaching the American Revolution can also raise questions in the classroom. Students are asked to balance the promise of a government built on the “consent of the governed” with the reality of a nation that legalized slavery and limited voting rights to a privileged few in its founding years. The evolution of scholarship on the revolutionary era demonstrates that these concerns are as central to the study of American history as the soaring rhetoric of the Declaration of Independence. By introducing the collective histories of the American Revolution, we provide teachers with lesson plans on how history is told and shaped while making students part of the process.

SOURCES ON THE AMERICAN REVOLUTION

History courses often begin with a discussion on the uses of primary and secondary sources when studying the past. Primary sources are created in the moment, such as battle dispatches, court proceedings, letters, or images. They offer first-hand knowledge of the events they describe. And, like newspapers in any generation, they are intended for contemporary audiences. Primary sources rarely provide contextual information, since their intended readers can generally be considered familiar with such details. By contrast, secondary sources are written years, decades, or even centuries later. Their purpose is to contextualize and analyze past events. Authors of secondary sources may not have experienced the events in question, but they often have access to a wide array of perspectives and viewpoints. Distinctions between most primary and secondary sources are clear-cut, and students easily become familiar with such conversations. These discussions are further supported by the vast array of surviving documents and the ever-evolving body of scholarship on the American Revolution.

TELLING THE REVOLUTION: 1765–1830

A handful of narratives about the American Revolution were begun long before the ink dried on the Treaty of Paris in 1783. Theologian and educator Ezra Stiles documented the story of the Stamp Act crisis in an unpublished notebook in the mid-1760s.³ Governor Thomas Hutchinson incorporated the early stages of the American Revolution into his *The History of Massachusetts Bay*.⁴

¹ Harriet Hanson Robinson, *Loom and Spindle or Life Among the Early Mill Girls with a Sketch of “The Lowell Offering” and some of its Contributors* (New York: Thomas Crowell & Co., 1898). <https://archive.org/details/loomspindleorlif0000robi>.

² See the Declaration Resources Project for the full text of the Declaration of Independence and suggestions for teaching it at declaration.fas.harvard.edu.

³ Abby Chandler, “‘The Basis of Alienation will never be healed’: The Historicity of Protest in Ezra Stiles’ Stamp Act Notebook” in Yvonne Fuentes and Mark Malin, eds., *Protest in the Long Eighteenth Century* (New York: Routledge, 2021).

⁴ See Liam Riordan, “A Loyalist Who Loved His Country Too Much: Thomas Hutchinson, Historian of Colonial Massachusetts,” *The New England Quarterly* 90, no. 3 (2017): 344–84.

Mercy Otis Warren worked on her *History of the Rise, Progress, and Termination of the American Revolution* (1805) throughout the war.⁵ Incorporating sources into the discussion can complicate lesson plans on the differences between primary and secondary sources. Stiles, Hutchinson, and Warren all experienced the Revolution firsthand, which suggests that their writings are primary sources. Their intent, however, was to contextualize and analyze the causes and events of the war for future audiences. Stiles and Warren believed that breaking away from Britain was the only way for the American colonists to preserve their rights and liberties, while Hutchinson believed such rights were inherently protected under British law. Writing their histories was a deliberate effort to establish narrative paths for the scholars who would, one day, seek to understand the causes of the American Revolution. Expanded access to the printing press in the eighteenth century created new avenues for commentary on current events in much the same way that access to the internet has transformed communication in our own time. Like us, they were writing in a period of political unrest with an unknown future. Though their language often seems archaic to students in the early twenty-first century, their desire to record their moment in time is instantly familiar.

THE CENTENNIAL GENERATION: 1830–1876

The writings of Stiles, Warren, and others became the first histories of the American Revolution in the early nineteenth century. During this period, accounts from Loyalist historians were relegated to an abandoned British past. Also ignored were post–Revolutionary War political revolts like Shays’ Rebellion and the Whiskey Rebellion, whose participants questioned whether the right to representative government was intended only for the wealthy in the newly formed United States. Instead, memoirs from veterans like Joseph Plumb Martin and George Robert Twelve Hewes in the 1830s emphasized their authors’ firsthand experiences during the war.⁶ Parson Weems and William Wirt created biographies of George Washington and Patrick Henry that drew equally from written records and half-remembered anecdotes.⁷ Historians like George Bancroft and John Fiske crafted a triumphant narrative of fortitude in the face of adversity for the centennial of the American Revolution in 1876.⁸ Like Abraham Lincoln’s Gettysburg Address some 12 years earlier, they invoked a “new birth of freedom” for the United States. The Civil War ended slavery, and the Fifteenth Amendment granted suffrage to African American men, though not to women or other people of color.



A portrait of Mercy Otis Warren (c. 1763) by John Singleton Copley and the cover page of her book, *The History of the Rise, Progress and Termination of the American Revolution*, 1805. The book was included in Thomas Jefferson’s Library, and donated to the Library of Congress. The portrait is from the Museum of Fine Arts Boston (31.212).

Questions about freedom and equality in the United States still lingered, though it would be decades before they became part of a national conversation.

POLITICAL IDEOLOGY AND THE BICENTENNIAL: 1915–1990

New generations of scholars began work on the American Revolution as the United States approached its bicentennial in 1976. Scholars before 1900 had largely agreed on the motivations and outcomes of the war. The twentieth century, however, saw the first major interpretive dissents among scholars of the American Revolution. Charles Beard and Arthur Schlesinger argued that the Revolution was the product of economic factors and the business interests of merchants in the British North American colonies.⁹

⁵ Eileen Hunt Botting, “Women Writing War: Mercy Otis Warren and Hannah Mather Crocker on the American Revolution,” *Massachusetts Historical Review* 18 (2016): 88–118.

⁶ Joseph Plumb Martin, *A Narrative of a Revolutionary War Soldier: Some Adventures, Dangers and Sufferings of a Revolutionary Soldier* (Hallowell: Glaziers, Masters & Co., 1830) and B. B. Thatcher, *Traits of the Tea Party: Being a Memoir of R. T. Hewes, One of the Last of its Survivors; With a History of that Transaction; Reminiscences of the Massacre, and the Siege, and Other Stories of Old Times* (New York: Harper and Brothers, 1835).

⁷ M. L. Weems, *The Life of Washington* (Cambridge: Harvard University Press, 1962) and William Wirt, *Sketches of the Life and Character of Patrick Henry* (Philadelphia: James Webster, 1817).

⁸ George Bancroft, *History of the United States of America: From the Discovery of the American Continent*, 10 vols. (Boston: Little, Brown & Co., 1870–1875) and John Fiske, *The American Revolution: Two Volumes in One* (Boston: Houghton Mifflin, 1891).

⁹ Charles Beard, *An Economic Interpretation of the Constitution of the United States* (New York: Macmillan, 1941) and Arthur Schlesinger, *The Colonial Merchants and the American Revolution* (New York: F. Ungar, 1966).

By contrast, Bernard Bailyn and Pauline Maier argued that the Revolution was the product of new conversations about the ideals of freedom and equality rooted in eighteenth-century Enlightenment thought and the older traditions of (limited) democracy from ancient Greece and Rome.¹⁰

Working at much the same time, Edmund Morgan argued that the freedom claimed by some eighteenth-century writers was rooted in the oppression of others.¹¹ His *American Slavery, American Freedom* (1975) was intended to examine the central paradox at the heart of the American experiment, but it reads now as a nod toward the next generation of scholarship on both the colonial period and the American Revolution.

Teaching the concept of historiography—the study of how history is written—can be challenging regardless of the students' grade level. The sharp contrasts between the arguments made by Charles Beard and Arthur Schlesinger and the arguments made by Bernard Bailyn, Pauline Maier, and Edmund Morgan are clear-cut examples of scholars working on the same area who came to very different conclusions about the causes of the American Revolution. In addition, tracing the paths of individual scholars from research to interpretation helps students acquire the skills needed to conduct their own analyses of historical documents.

SOCIO-POLITICAL MOVEMENTS IN THE UNITED STATES

The United States experienced multiple political and social movements in the second half of the twentieth century. As these movements have expanded, so has their broader impact on American society. Greater access to higher education brought new scholars and new perspectives to the history profession in the late twentieth century. Histories written in the nineteenth and early twentieth centuries were largely focused on military and political events, often through the lens of the men who led them. The actions of the Civil Rights Movement echoed those of the Abolition Movement of the nineteenth century, as do the actions of the dual Women's Rights Movements of the nineteenth and twentieth centuries, and many activists followed these stories into the archives. The first histories these scholars wrote became the building blocks for graduate education in the 1990s, but each rising generation of scholars has continued to ask new questions.



A 1778 political cartoon from Germany showing a perspective on the American Revolution. Library of Congress (97515166)

EXPANDING EARLY AMERICAN HISTORY: 1990–PRESENT DAY

The following examples from scholars of early American history are representative rather than a complete summary. Laurel Thatcher Ulrich's *Good Wives* (1991) and Kathleen Brown's *Good Wives, Nasty Wenches and Anxious Patriarchs* (1996) both considered the lives of women in the British North American colonies.¹² Like the mid-twentieth century historians who questioned whether the Revolution was the result of economic or ideological forces, Brown's work is another example of historiography in action. Her examination of the lives of African American women in Virginia was a deliberate response both to Ulrich and to Morgan—whose *American Slavery, American Freedom* (1975) focused on white British colonists. Working concurrently with Ulrich and Brown, Richard White's *The Middle Ground* (1991) and Daniel Richter's *The Ordeal of the Longhouse* (1992) highlighted Indigenous people's efforts to navigate a rapidly changing world in the seventeenth and eighteenth centuries.¹³

¹⁰ Bernard Bailyn, *The Ideological Origins of the American Revolution* (Cambridge: Harvard University Press, 1967) and Pauline Maier, *From Resistance to Revolution: Colonial Radicals and the Development of American Opposition to Britain, 1765–1776* (New York: Vintage Books, 1972).

¹¹ Edmund Morgan, *American Slavery, American Freedom: The Ordeal of Colonial Virginia* (New York: Knopf, 1975).

¹² Laurel Thatcher Ulrich, *Good Wives: Image and Reality in the Lives of Women in Northern New England, 1650–1750* (New York: Vintage Books, 1991) and Kathleen Brown, *Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia* (Chapel Hill: University of North Carolina Press, 1996).

¹³ Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650–1815* (New York: Cambridge University Press, 1991) and Daniel Richter, *The Ordeal of the Longhouse: The Peoples of the Iroquois League in the Era of European Colonization* (Chapel Hill: University of North Carolina Press, 1992).



A 1776 British political cartoon depicting a woman whose hair contains cannon, fortifications, and battle flags. Library of Congress (97514668)

Bicentennial celebrations in the 1970s revived interest in the revolutionary era. Just as Ulrich and Brown brought the lives of colonial women to life in the early 1990s, so did Holly Mayer's work on the women who followed their husbands and fathers to war during the Revolution.¹⁴ Rather than the traditional image of camp followers as prostitutes, Mayer demonstrated that both armies, British and American, heavily depended on paid female labor as cooks, laundresses, and seamstresses. Another source on women's lives in an army camp is the diary of Friederike Charlotte von Riedesel, a German woman who accompanied her husband during his military campaigns with the British Army in North America.¹⁵

Finally, the *Women Waging War in the American Revolution* essay collection (2022) highlights current research on women during the Revolution and offers a wide range of topics for discussion in the classroom.¹⁶

On November 7, 1775, months before the Declaration of Independence was signed on July 4, 1776, John Murray, the last royal governor of Virginia, signed a proclamation offering freedom to African Americans who ran away from Patriot families to join the British Army.¹⁷ "Dunmore's Proclamation" immediately raised questions on both sides of the Atlantic Ocean about Patriot enslavers who demanded political freedom for the British North American colonies. A starting place for this discussion in the classroom is the story of Boston King, who was born into slavery in South Carolina in the early 1760s but ran away to join the British Army in the hope of becoming free. After the war, King and his family moved first to Canada, then to Sierra Leone, and finally, to London, where he published an account of his experiences in 1798.¹⁸ The majority of African Americans who fled their enslavers during the war joined the British Army, but the Continental Army did make an equivalent offer to enslaved people in the late 1770s, and research has been done on both these groups.¹⁹

This same time period also saw Britain offering land to Native Americans who joined the fight against the United States. Most Indigenous peoples chose to ally with Britain, but some tribes fought with the Continental Army while others struggled to remain neutral. Colin Calloway's *The American Revolution in Indian Country: Crisis and Diversity in Native American Communities* (1995) examines these decisions.²⁰ The Revolution was particularly consequential for the long-standing Haudenosaunee (Iroquois) Confederacy, which consisted of six tribes who had been allied with one another for centuries when the war began in 1776. The Mohawk, Cayuga, Onondaga, and Seneca tribes continued their long-standing alliance with Britain, but the Oneida and Tuscarora tribes gambled on an alliance with the newly formed United States.²¹ The sudden break between the tribes of the Haudenosaunee (Iroquois) Confederacy can be used as a starting place for classroom discussions about why these tribes made their respective decisions and the resulting consequences for the Haudenosaunee peoples as a whole.

¹⁴ Holly Mayer, *Belonging to the Army: Camp Followers and Community During the American Revolution* (Columbia: University of South Carolina Press, 1996).

¹⁵ Marvin Brown, ed., *Baroness von Riedesel and the American Revolution: Journal and Correspondence of a Tour of Duty, 1776–1783* (Chapel Hill: University of North Carolina Press, 1965).

¹⁶ *Women Waging War in the American Revolution*, Holly Mayer, ed. (Charlottesville: University of Virginia Press, 2022).

¹⁷ *The Africans in America* series created by PBS has multiple resources for teaching Dunmore's Proclamation at pbs.org/wgbh/aia/part2/2h42.html.

¹⁸ The Black Loyalists: Our History, Our People website is a repository for memoirs from African Americans who fought with the British Army during the American Revolution: blackloyalist.com/cdc/index.htm.

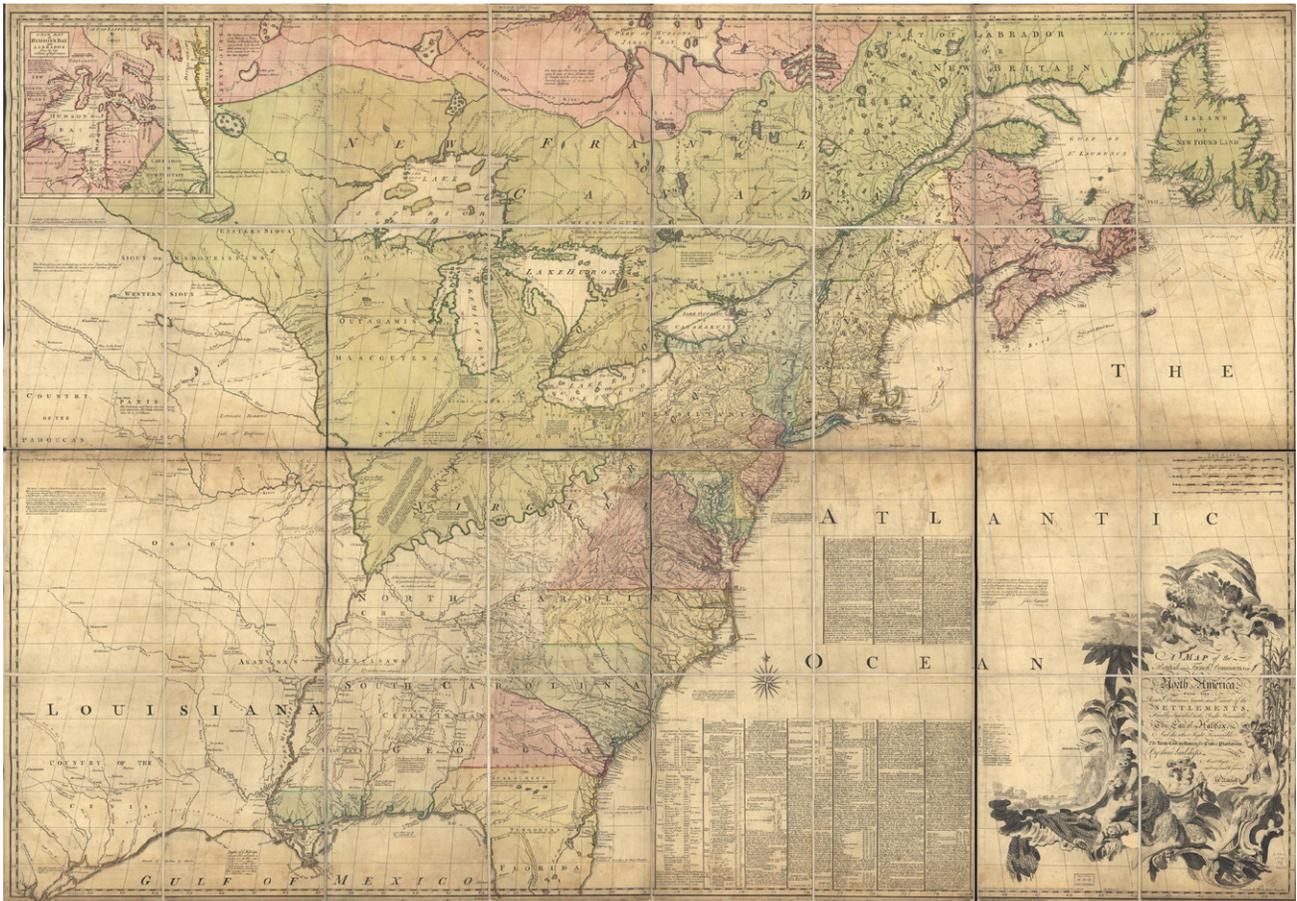
¹⁹ Gary Nash, *The Forgotten Fifth: African Americans in the Age of Revolution* (Cambridge: Harvard University Press, 2006); Douglas Egerton, *Death or Liberty: African Americans and Revolutionary America* (New York: Oxford University Press, 2009); Alan Gilbert, *Black Patriots and Loyalists: Fighting for Emancipation in the War for Independence* (Chicago: University of Chicago Press, 2012); and Judith Buskirk, *Standing in Their Own Light: African American Patriots in the American Revolution* (Norman: University of Oklahoma Press, 2018).

²⁰ Colin Calloway, *The American Revolution in Indian Country: Crisis and Diversity in Native American Communities* (New York: Cambridge University Press, 1995).

²¹ Alan Taylor, *The Divided Ground: Indians, Settlers, and the Northern Borderland of the American Revolution* (New York: Vintage Books, 2006); Joseph T. Glatthaar and James Kirby Martin, *Forgotten Allies: The Oneida Indians and the American Revolution* (New York: Hill & Wang, 2007).

Research on the experiences of peoples of color during the American Revolution is also part of a growing field of Loyalist studies. The first Loyalist histories of the Revolution were written by colonists who were forced to flee to Britain during the war. Like Thomas Hutchinson, Peter Oliver, and Joseph Galloway who began their histories in the 1770s, their accounts occupy that same middle ground between primary and secondary sources.²² These histories were disregarded for much of the nineteenth and twentieth centuries in favor of the less critical assessments of the Patriot cause from George Bancroft and others. Scholars did, however, become interested in Loyalist perspectives on the American Revolution in the late twentieth century. This research has produced a number of edited collections that are helpful for introducing students to a broad range of scholarship in a particular area. Like the histories of the Revolution from the mid-twentieth century, Robert Calhoun, Timothy Barnes, and Robert Davis' *Tory Insurgents: the Loyalist Perception and Other Essays* (2010) is primarily focused on the political side of the war.²³

Two essays from Calhoun and Davis on “Loyalist hinterlands” in northern New England and the southern frontier stand out for their emphasis on people at the geographic peripheries of the American Revolution. The essays in Jerry Bannister and Liam Riordan’s *The Loyal Atlantic: Remaking the British Atlantic in the Revolutionary Era* (2012) takes a broader approach, both geographically and demographically.²⁴ Closely detailed essays written in the 1990s regarding the experiences of the Abenaki tribe in Maine and Africans in the Caribbean add greatly to the scholarship on people of color during the Revolution. In addition, the final essays assess the long-term effects of the American Revolution on nineteenth-century Canadian politics.



A map showing British and French holdings in North America on the eve of the American Revolution. Library of Congress (74693177).

²² Joseph Galloway, *Historical and Political Reflections on the Rise and Progress of the American Rebellion* (London: G. Wilkie, 1780); Peter Oliver, *Origin and Progress of the American Rebellion: A Tory View* (Stanford: Stanford University Press, 1961).

²³ *Tory Insurgents: The Loyalist Perception and Other Essays*, Revised and expanded edition, Robert Calhoun, Timothy Barnes, and Robert Davis, eds. (Columbia: University of South Carolina Press, 2010).

²⁴ Jerry Bannister and Liam Riordan, *The Loyal Atlantic: Remaking the British Atlantic in the Revolutionary Era* (Toronto: University of Toronto Press, 2012).

THE AMERICAN REVOLUTION AND THE WORLD: 2000–PRESENT DAY

Karin Wulf, then the director of the Omohundro Institute of Early American History and Culture, published an essay in 2016 inviting scholars to take part in a “Vast Early America” approach to the field.²⁵ She called for histories that pushed beyond the thirteen British colonies to encompass the Spanish, French, and Dutch colonies that would also become nations in the Americas. This turn toward a “Vast Early America” is apparent in recent scholarship on the revolutionary era. Claudio Saunt’s *West of the Revolution* explores the rest of the North American continent in the opening year of the war.²⁶

Maya Jasanoff’s *Liberty’s Exiles* traces the paths of Loyalist refugees and the messages of liberty and equality that traveled with them around the globe.²⁷ *The American Revolution: A World War* details the alliances between the United States and various European nations, which made the eventual American victory possible.²⁸ By drawing on this research, teachers of American history can link their classes with world history classes, thereby encouraging their students to see connections across the curriculum.

The American Revolution is a continual wellspring in our collective memory, easily claimed by each new generation. Colonists tossing tea overboard in Boston Harbor and the minutemen in Lexington and Concord have always been part of the Revolution. However, new research has contributed many additions to their ranks: the women who followed their husbands to the battlefield; the people of color who struggled to decide which side might best support their own paths to freedom; the thousands more people whose lives were touched by the Revolution. By making the story of the Revolution a story of all Americans, we also make it a story with space for all our students to follow their own paths into the archives.

Students interested in the Revolutionary Era might consider the following topics for an NHD project:

- › Experiences of African Americans, both Patriot and Loyalist
- › Experiences of Native Americans, both Patriot and Loyalist
- › Maps from the American Revolution
- › Newspaper Coverage for the American Revolution
- › Political Cartoons from the American Revolution
- › Involvement of European Allies in the American Revolution
- › Women and Families in Military Encampments
- › Material Culture from the American Revolution

²⁵ Karin Wulf, “For 2016, Appreciating #VastEarlyAmerica,” Uncommon Sense—The Blog, January 4, 2016, <https://blog.oieahc.wm.edu/for-2016-appreciating-vastearlyamerica/>. Resources to help teachers explore “Vast Early America” in their classrooms can be found at blog.oieahc.wm.edu/researching-and-teaching-vastearlyamerica/ and guides.library.yale.edu/vastearlyamerica, though many of these source materials are behind paywalls.

²⁶ Claudio Saunt, *West of the Revolution: An Uncommon History of 1776* (New York: W. W. Norton, 2014).

²⁷ Maya Jasanoff, *Liberty’s Exiles: American Loyalists in the Revolutionary War* (New York: Knopf, 2011).

²⁸ David Allison and Larrie Feirrer, eds., *The American Revolution: A World War* (Washington, D.C.: Smithsonian Books, 2018).

OPEN-SOURCE DATABASES FOR THE AMERICAN REVOLUTION

› **American Archives: Documents of the American Revolution** | amarch.lib.niu.edu/

This database, hosted by Northern Illinois University, has documents from the years 1774–1776. While this is a very limited time frame, it includes documentation on Parliamentary debates during this period.

› **The Annotated Newspapers of Harbottle Dorr** | masshist.org/dorr/

This digital collection is helpful for anyone interested in looking at newspapers in Boston as well as studying Massachusetts history. Its website describes the collection as the “Revolutionary-era Boston newspapers and pamphlets collected, annotated, and indexed by Harbottle Dorr, a shopkeeper in Boston.”

› **Atlantic Canada Virtual Archives** | atlanticportal.hil.unb.ca/acva/en/

The Atlantic Canada Virtual Archives (ACVA) features collections of digitized documents and images, accompanied by learning activities and commentary of interest to a wide range of readers.

› **The Avalon Project** | avalon.law.yale.edu/subject_menus/amerrev.asp

The Avalon Project is an ongoing project hosted by the Yale University Law Library, which provides “digital documents relevant to the fields of Law, History, Economics, Politics, Diplomacy and Government.” The project’s documents can be accessed by searching by century and also by topic. It has an American Revolution page which includes links to documents from 1764 through 1783.

› **Barbados Mercury and Bridge-town Gazette** | dataverse.fiu.edu/dataset.xhtml?persistentId=doi:10.34703/gzx1-9v95/WZZIWR

This database from Florida International University has the full print run of “the *Barbados Mercury and Bridge-town Gazette* [which] was established in 1762 in Bridgetown and depicted daily colonial life under British control. In addition to local news, the *Gazette* described news and events from throughout the British colonies in the Caribbean.”

› **Black Loyalists** | blackloyalist.com/cdc/index.htm

Part of the Atlantic Canada Virtual Archives, this database collects documents connected to the African American Loyalists who came to Canada during and after the American Revolution.

› **British History Online** | british-history.ac.uk/catalogue/colonial

British History Online is described as a “digital library of key printed primary and secondary sources for the history of Britain and Ireland, with a primary focus on the period between 1300 and 1800 . . . our collection currently contains over 1,280 volumes and is always growing.”

› **Colonial and State Records of North Carolina** | docsouth.unc.edu/csr/

This website is jointly hosted by the University of North Carolina and the North Carolina State Archives. It has thousands of digitized documents from colonial North Carolina, including the few surviving copies of the *North Carolina Gazette*.

› **Colonial North America at Harvard** | colonialnorthamerica.library.harvard.edu/spotlight/cna

Colonial North America at Harvard Library provides access to digitized manuscripts and archives documenting a wide range of topics related to seventeenth and eighteenth-century North America. These documents—written by the famous and the infamous, the well-known and unknown—reveal a great deal about the changing Atlantic world over two centuries.

› **Colonial Williamsburg Foundation** | colonialwilliamsburg.org/

Colonial Williamsburg’s digitized colonial manuscripts collection. colonialwilliamsburg.org/locations/john-d-rockefeller-jr-library/

The Virginia Gazette and other colonial newspapers can be found here. research.colonialwilliamsburg.org/DigitalLibrary/va-gazettes/

› **Declaration Resources Project** | declaration.fas.harvard.edu/

This is a project hosted by Harvard University with the intent of documenting all the different versions of the Declaration of Independence.

› **Founders Online** | founders.archives.gov

Hosted by the National Archives and Records Administration, this database contains over 178,000 searchable documents for the papers of George Washington, Benjamin Franklin, John Adams (and family), Thomas Jefferson, Alexander Hamilton, and James Madison. Franklin's papers are especially helpful because he corresponded with hundreds of people.

› **Georgian Papers** | gpp.royalcollection.org.uk

This is a new project jointly hosted by Royal Archives, Royal Library, and King's College London in England and the Omohundro Institute of Early American History & Culture in the United States. The project's goal is to digitize all material dating from the reigns of George III to William IV, including personal letters, diaries, account books, and records of the Royal Household. Some of the George III papers include a discussion of the American Revolution.

› **Library of Congress** | <https://www.loc.gov/collections/?q=%22American+Revolution%22>

The Library of Congress has many digitized collections and research guides on the American Revolution.

Digital Collection, *American Revolution and its Era: Maps and Charts of North America and the West Indies, 1750–1789*
loc.gov/collections/american-revolutionary-war-maps/about-this-collection/

Research Guide, *American Revolution: A Research Guide*
guides.loc.gov/american-revolution

Digital Collection, *Rochambeau Map Collection*
loc.gov/collections/rochambeau-maps/about-this-collection/

Digital Collection, *British Cartoon Prints*
loc.gov/collections/british-cartoon-prints/about-this-collection/

Digital Collection, *George Washington Papers*
loc.gov/collections/george-washington-papers/about-this-collection/

› **Loyalist Collection** | loyalist.lib.unb.ca/home

The Loyalist Collection “holds primary documents pertaining to the experiences of those supportive of the British cause during the American Revolution, including post-war resettlement. Predominantly, the material dates from 1750 to 1850 from the British Atlantic World: eastern parts of both present-day Canada and the United States, Great Britain, and the West Indies.”

› **Massachusetts Historical Society** | masshist.org/collections/online

The Massachusetts Historical Society is an amazing resource that has been building up its online collections. The site will introduce you to some of the sources available for studying the American Revolution.

› **National Archives (United Kingdom)**

The UK National Archives is in the process of digitizing its complete document collection.

American Revolution Resources
nationalarchives.gov.uk/help-with-your-research/research-guides/american-revolution/

Foreign and Colonial Colonial Records (partially digitized)
nationalarchives.gov.uk/help-with-your-research/research-guides/?research-category=foreign-and-colonial-history

› **National Archives and Records Administration (United States) | [archives.gov/research/military/american-revolution](https://www.archives.gov/research/military/american-revolution)**

› **Naval Documents of the American Revolution | ndar-history.org**

The Naval Documents of the American Revolution “contain the authentic words of actors in the drama of the Revolution, through diaries, letters, petitions, and ships’ logs, as well as muster rolls, orders, official reports, and newspaper accounts. The collection includes American, British, French, and Spanish points of view and gives voice to common seamen, civilians, women, and slaves as well as policy makers, political leaders, and naval and military officers.”

› **New York Public Library | <https://digitalcollections.nypl.org/collections/lane/early-american-manuscripts-project>**

The New York Public Library is in the process of digitizing its manuscript collection. This is a link to access their Early American Manuscripts Project.

› **On-Line Institute for Loyalist Studies | royalprovincial.com/index.htm**

“The material we have chosen to include here represents a sampling of manuscripts relating to the Loyalist military, including muster rolls, orderly books, regimental documents, courts martial and memorials. You will find genealogical information including links, sources of information, land petitions and post war settlement documents.”

› **Parliamentary Record | digital.bodleian.ox.ac.uk/collections/cobbetts-parliamentary-history/**

The Oxford University Library has digitized Cobbett’s *Parliamentary History*, which includes parliamentary debates and votes before 1803.

› **The Revolutionary War in Rhode Island: An Introduction | rihs.org/the-revolutionary-war-in-rhode-island-introduction/**

This is a collection of Revolutionary War manuscripts from the Rhode Island Historical Society focusing on Rhode Island Continental and state regiments from 1775 to 1783.

Using Maps to Compare European Colonization in North America

GUIDING QUESTION:

What can maps tell us about the similarities and differences among English, Spanish, and French colonies in North America?

CO-AUTHORS:

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► OVERVIEW

In the fifteenth century, European countries sailed west, searching for new trade routes to Asia. Before 1492, Europe had long suffered from scarcity and famine. As the voyages of Columbus and his successors revealed lands unknown to them, intense competition arose to exploit the resources of the Western hemisphere, and later to colonize it. Mapping the lands, coastlines, and seaways became crucial to this enterprise. In this lesson, students will analyze maps and explore student-generated thoughts and questions about the maps to compare and contrast European colonization in North America.

► OBJECTIVES

At the conclusion of this activity, students will be able to:

- › Learn how to observe, interpret, and analyze a historical map;
- › Analyze colonial maps to explore characteristics of European colonization in North America; and
- › Compare and contrast the British, French, and Spanish colonies.

► STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CONNECTIONS TO C3 FRAMEWORK

- › D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
- › D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

► DOCUMENTS USED

PRIMARY SOURCES

Map, Francesco Giuseppe Bressani, *An Accurate Depiction of New France*, 1657
Library of Congress (2021668642)
<https://www.loc.gov/item/2021668642>

Map, Gerhard Mercator, *Virginia [and Maryland]*, 1636
Map Collection, The John Carter Brown Library (3363)
<https://jcb.lunaimaging.com/luna/servlet/s/mzrw4z>

Map, Juan de Rivera, *Nova delineatio s[tr]ictissimae S. Didaci Provinciae in Nova Hispania*, 1682
Map Collection, The John Carter Brown Library (05868)
<https://jcb.lunaimaging.com/luna/servlet/s/Oe1xfh>

► TEACHER-CREATED MATERIALS

- › Map Analysis Chart
- › Exit Ticket

► ACTIVITY PREPARATION

- › Provide links so that each group can access the three maps (either via the original source or a downloaded image.) It will be helpful for students to zoom in and manipulate the images.
- › Make one copy of the Map Analysis Chart and Exit Ticket for each student.
- › Organize students into groups of three or four students each.
- › Arrange the classroom for group work.

► PROCEDURE

ACTIVITY ONE (30 MINUTES)

- › Distribute the Map Analysis Chart to each student.
- › Explain to students that they will be exploring primary source maps from the colonial period from England, France, and Spain.
 - › In the left column, students should list what they see and observe.
 - › In the middle column, students write what they think is happening on the map. This section is open to their possible interpretations. Encourage students to use the stem, “I think ___ because ___.”
 - › In the right column, students should write questions they have.
- › Organize students into groups of three or four students each.
- › Provide each group one of the three maps through links or downloaded images.
- › Tell students they will have eight minutes to complete the row for their starting map.
 - › **Teacher Tip:** Use a timer so students know how much time they have.
- › Repeat this process so that groups view all three maps.

Students interested in this topic might be interested in researching the following for an NHD project:

- › **Treaty of Tordesillas (1494)**
- › **Lost Colony of Roanoke (1585–1590)**
- › **Hudson Bay Company (1670)**
- › **American Colonization Society (1816–1913)**

ACTIVITY TWO (30 MINUTES)

- › Ask students to discuss similarities and differences among the three maps.
- › Instruct students to read through what they wrote in the middle and right columns on their graphic organizer and choose one or two items they would like to explore further. If a student chooses one item, instruct them to explore that same topic with more than one European country. If they choose two, have them choose from two different maps.
- › Tell students that they will now conduct some of their own research to investigate their thoughts and questions about the maps.
- › Instruct students to use their digital device or their textbook to research their own questions about the map.

ASSESSMENT OPTIONS

- › Ask students to share the answers to their questions with small groups or the full class.
- › Assign students the Exit Ticket to display their understanding of the impact of particular aspects of colonization. Address any gaps in student learning based on Exit Ticket feedback.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to: nhd.org/RevIdeals.

The Puritans and “Liberty of Conscience”: Conflicting Views on Religious Freedom in Colonial New England

GUIDING QUESTION:

How did differing views of religious freedom impact life in the New England colonies and the legacy of religious freedom in the United States?

CO-AUTHORS:

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► OVERVIEW

Many sources cite religious freedom as a primary motivator behind Europeans who settled in the Americas. Yet, colonists had very different interpretations of the meaning of religious freedom. In many cases, they wanted the freedom to practice their religions, but were not interested in letting others do the same. In New England, differing views on religion led to persecutions and banishments as well as the establishment of one of the first colonies to embody the concept of freedom of religion, Rhode Island. In this lesson, students look at this story through the lenses of critical figures—John Winthrop, John Cotton, Roger Williams, and Anne Hutchinson—and discuss how these leaders’ shaped freedom of religion in America.

► OBJECTIVES

At the conclusion of this activity, students will be able to:

- › Explain the meaning of religious freedom to Puritan leaders, and discuss how their concept impacted life in colonial Massachusetts;
- › Explain how Roger Williams and Anne Hutchinson challenged the dominant views of religious freedom, and explore how their views affected life in Rhode Island;
- › Consider how the views of each side in these cases shaped the long-term views of freedom of religion in America; and
- › Create a storyboard to illustrate these multiple perspectives.

► STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- › CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- › CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

CONNECTIONS TO C3 FRAMEWORK

- › D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

► DOCUMENTS USED

PRIMARY SOURCES

Letter, George Washington's Letter to the Hebrew Congregation of Newport, August 18, 1790 (excerpt)
Touro Synagogue National Historic Site
<https://touro synagogue.org/history/george-washington-letter/washington-seixas-letters/>

Letter, "Mr. Cottons [*sic*] letter lately printed, examined and answered [*sic*]," 1644 (excerpt)
Early English Books Online, University of Michigan
<https://quod.lib.umich.edu/e/eebo2/A96614.0001.001?rgn=main;view=fulltext>

Royal Charter of Rhode Island, 1663 (excerpt)
Rhode Island Department of State, Rhode Island State Archives
<https://www.sos.ri.gov/divisions/civics-and-education/for-educators/themed-collections/rhode-island-charter>

Sermon, John Winthrop, A Modell of Christian Charity, 1630 (excerpt)
Hanover Historical Texts Collection, Hanover College
<https://history.hanover.edu/texts/winthmod.html>

Trial Record, Transcript of the Trial of Anne Hutchinson, 1637 (excerpt)
Thomas Hutchinson, History of the Colony and Province of Massachusetts Bay
http://bcs.bedfordstmartins.com/WebPub/history/mckayunderstanding1e/0312668872/Primary_Documents/US_History/Transcript%20of%20the%20Trial%20of%20Anne%20Hutchinson.pdf

SECONDARY SOURCES

Richard Mather, *A Platform of church discipline . . .*, 1649
Early English Books Online, University of Michigan
<https://quod.lib.umich.edu/e/eebo/A55001.0001.001/1:2?rgn=div1;view=fulltext>

Students interested in this topic might be interested in researching the following for an NHD project:

- > Roger Williams and the Founding of Rhode Island (c. 1631–1663)
- > The Trial of Anne Hutchinson (1637)
- > Philadelphia Nativist Riots (1844)
- > Scopes Monkey Trial (1925)
- > *Engel v. Vitale* (1962)

► TEACHER-CREATED MATERIALS

- > Religious Belief Source Analysis Guide
- > Storyboard Instructions
- > Religious Freedom Storyboard

► ACTIVITY PREPARATION

- > Organize the class into pairs.
- > Make one copy of the Religious Belief Source Analysis Guide for each student.
- > Make one copy of the Storyboard Instructions for each student or pair (at teacher's discretion).
- > Arrange the classroom for group work.
- > Prepare technology (i.e., projector, computer, etc.), as needed.

► PROCEDURE

ACTIVITY ONE (10 MINUTES)

- › Project the quotation from George Washington’s Letter to the Hebrew Congregation of Newport. Ask students:
 - › *What essential freedom is Washington addressing in this letter?*
 - › *Was this a commonly held view in Washington’s time?*
 - › *How did the idea for this freedom emerge in America?*
- › Allow students to share their responses with the class.
- › Inform students that they will discuss debates over freedom of religion in the New England colonies.

ACTIVITY TWO (45 MINUTES)

- › Distribute one Religious Belief Source Analysis Guide to each student. Organize students into pairs. Allow students time to read through the excerpts provided and answer the accompanying analysis questions.
- › Bring the class back together as a group.
- › Facilitate a class discussion of the documents by allowing students to share their responses to the analysis questions.
 - › **Teacher Tip:** Allow students to debate their interpretations of the documents and clarify any misunderstandings. Guide the discussion as needed to ensure that students have a clear understanding of each document. Remind students that Roger Williams and Anne Hutchinson were exceptions to the rule. The majority of Puritans desired a religious community consistent with their beliefs.

ACTIVITY THREE (30 MINUTES)

- › Distribute a copy of the Storyboard Instructions to each student. Review the instructions and expectations.

ASSESSMENT OPTIONS

- › Allow students to complete the storyboard independently or with a partner.
- › Allow students to choose to complete their storyboard by hand or computer.

New Ideas in a New Land: Roger Williams’s and William Penn’s Quest for Autonomy and Freedom in Colonial America

GUIDING QUESTION:

How did the creation of Roger Williams’s Rhode Island and William Penn’s Pennsylvania demonstrate revolutionary ideals during the colonial period?

CO-AUTHORS:

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Kevin Wagner, Carlisle High School, Carlisle, Pennsylvania

► OVERVIEW

In addition to an opportunity to expand Christianity, England saw its colonies in North America as an economic venture and a chance to obtain natural resources. However, the individual founders had differing motives for creating their colonies. Roger Williams and William Penn challenged the period’s political, economic, and religious ideals. While Williams left Massachusetts Bay and founded Rhode Island out of necessity, Penn’s colony, founded a generation later, was planned (using lessons learned from earlier colonies). In this lesson, students will use their understanding of the various motives for settling the colonies to explore the unique positions of Williams and Penn. Students will analyze the foundational documents that established rights for the early Rhode Island and Pennsylvania settlers, identifying the revolutionary concepts that made them different from their colonial neighbors.

► OBJECTIVES

At the conclusion of this activity, students will be able to:

- › Discuss the meaning of “revolution(ary)” and “ideal” within the colonial context;
- › Examine the political, economic, and religious ideals found within the 1643 Parliamentary Patent and Penn’s 1701 Charter of Privileges; and
- › Compare and contrast how these two founders demonstrate revolutionary ideals.

► STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- › CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- › CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CONNECTIONS TO C3 FRAMEWORK

- › D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.
- › D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

► DOCUMENTS USED

PRIMARY SOURCES

Patent of Providence Plantations, March 14, 1643
(adapted excerpt)

Lillian Goldman Law Library, Yale Law School
https://avalon.law.yale.edu/17th_century/ri03.asp

William Penn, Charter of Privileges Granted by William Penn, esq. to the Inhabitants of Pennsylvania and Territories, October 28, 1701 (excerpt)

Lillian Goldman Law Library, Yale Law School
https://avalon.law.yale.edu/18th_century/pa07.asp

SECONDARY SOURCES

Painting, Alonzo Chappel, *The Landing of Roger Williams in 1636*, 1857

Rhode Island School of Design Museum (43.003)
https://risdmuseum.org/art-design/collection/landing-roger-williams-1636-43003#content__section--image--801286

Painting, Benjamin West, *Penn's Treaty With the Indians*, 1771–1772

Pennsylvania Academy of Fine Arts (1878.1.10)
<https://www.pafa.org/museum/collection/item/penns-treaty-indians>

► TEACHER-CREATED MATERIALS

- › Roger Williams and Rhode Island
- › William Penn and Pennsylvania

► ACTIVITY PREPARATION

- › Organize students into two groups of equal size.
- › Print copies of William Penn and Pennsylvania and the adapted version of Penn's Charter of Privileges for half of the class.
- › Print copies of Roger Williams and Rhode Island and the adapted version of the Parliamentary Patent, 1643 for the other half of the class.
- › Print or plan to project images of the two paintings.

► PROCEDURE

ACTIVITY ONE: THINK-PAIR-SHARE (10 MINUTES)

- › Project the words “revolutionary” and “ideals” as students enter the classroom.
 - › Ask students to define both words independently.
 - › Pair students with a partner to compare and contrast their definitions.
 - › Ask groups to collaborate as a class to create an agreed-upon definition for both terms.

ACTIVITY TWO: TALKING WITH TEXTS (20 MINUTES)

- › Organize students into two even groups. Distribute copies of the Roger Williams and Rhode Island handout to one group and copies of the William Penn and Pennsylvania handout to the other group.
- › Direct each student to read and analyze their background text independently.
 - › *Write down any questions as they think of them.*
 - › *Write down any connections to prior knowledge as you read.*
 - › *Clarify your understanding by writing ideas from the text in your own words.*
 - › *Describe the main idea of the text in one or two sentences.*
- › Bring the students together for a classroom discussion. As students discuss, create a T-chart on the board to record their findings and ask them:
 - › *What does each of the readings reveal about the two founders?*
 - › *What were the guiding principles of each founder?*
 - › *How do you believe these ideas might have helped to shape their colony?*

ACTIVITY THREE: PRIMARY SOURCE ANALYSIS (30 MINUTES)

- › Distribute the Patent of Providence Plantations (Rhode Island) and the William Penn Charter of Privileges (Pennsylvania) to each respective group. Instruct each group to collaboratively read the text, look for the founders' values, and complete the graphic organizer.

ACTIVITY FOUR: CONNECTING TO ART (10 MINUTES)

- › Create mixed pairs between Williams and Penn groups.
- › Project or distribute copies of the two paintings.
- › Ask each pair to compare the paintings and identify political, economic, and religious factors visible in the painting.
 - › **Teacher Tip:** Make sure students are aware that the paintings were completed long after the events they portray. How can that affect the depiction of the event?

ASSESSMENT OPTIONS

- › Respond to the guiding question in a written paragraph. Students can respond to the question independently or in groups.
- › Use the class-created definitions of “revolutionary” and “ideals” to examine the extent to which either Williams or Penn fit them. Students can select one of the three areas studied (political, economic, or religious) and develop a visual representation to demonstrate how their selected founder fits the definitions.
- › Create a report card for either Williams or Penn based on the three areas of focus—political, economic, or religious. For each area, students should grade the founder on how well their ideas fit the two key terms, revolutionary and ideals, providing evidence and analysis for each category.

Students interested in this topic might be interested in researching the following for an NHD project:

- › **Pequot War (1736–1737)**
- › **Roger Williams, *A Key Into the Language of America*, 1643**
- › **The Treaty of Shackamaxon/ Great Treaty/Penn's Treaty (1682)**
- › **Conrad Weiser (1696–1760)**
- › **Paxton Boys' Massacre (1763)**

To access a PDF containing all of the sources and materials to complete this lesson plan, go to: nhd.org/RevIdeals.

Metacom's (King Philip's) War: The Remaking of Colonial Identity

GUIDING QUESTION:

How did colonial expansion during Metacom's (King Philip's) War shift the balance of power?

CO-AUTHORS:

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► OVERVIEW

Between 1675 and 1676, the Native Americans of southern New England engaged in armed conflict with colonial English settlers. Wampanoag leader Metacom, also known by the English name King Philip, was one of several Indigenous leaders who led revolts against the colonists in reaction to a growing number of settlers on Indigenous territory. In this lesson, students will examine maps and primary sources to analyze how colonial expansion leading to Metacom's (King Philip's) War also shifted the perception of identity and power

► OBJECTIVES

At the conclusion of this activity, students will be able to:

- › Evaluate how maps can influence the perception of identity and power; and
- › Analyze primary sources in order to summarize and think critically about perspective.

► STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CONNECTIONS TO C3 FRAMEWORK

- › D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.
- › D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Note: This event is known by various names. During the conflict, it was referred to as the Indian War. In later texts, it was referred to as King Philip's War, despite the fact that he was only one of the Indigenous leaders involved. Today, most scholars use the term Metacom's War.

► DOCUMENTS USED

PRIMARY SOURCES

Letter, Josiah Winslow, "Letter to Weetamoo and Ben, her husband," June 15, 1675

Our Beloved Kin: Remapping a New History of King Philip's War

Winslow Family Papers II, Massachusetts Historical Society
<https://ourbelovedkin.com/awikhigan/winslow-letter-weetamoo-doc-qr3jpg>

"Metacom Relates Indian Complaints about English Settlers," 1675

Printed in John Easton, "A Relation of the Indian War," *A Narrative of the Causes Which Led to Philip's Indian War*, 1858
History Matters, George Mason University
<http://historymatters.gmu.edu/d/6226>

SECONDARY SOURCES

Letter, Josiah Winslow, "Letter to Weetamoo and Ben, her husband," June 15, 1675 (transcription)

Our Beloved Kin: Remapping a New History of King Philip's War

<https://ourbelovedkin.com/awikhigan/right-relation>

Lorén Spears, "Narragansett History" (excerpt)

EnCompass, Rhode Island Historical Society
<http://library.providence.edu/encompass/narragansett-history/narragansett-history/>

Map, *Native Homelands of the Northeast*, 2019

Our Beloved Kin: Remapping a New History of King Philip's War

<https://ourbelovedkin.com/awikhigan/northern-front-full-view-map-pp6jpg>

Map, *New England Colonies in 1677*, 2007

National Geographic Society
<https://education.nationalgeographic.org/resource/massachusetts-1677>

► TEACHER-CREATED MATERIALS

- Primary Source Analysis Graphic Organizer

► ACTIVITY PREPARATION

- Make enough copies of the following for each student:
 - » Source Packet (maps and textual sources)
 - » Primary Source Analysis Graphic Organizer
- Organize students into groups of two or three students each.

► PROCEDURE

ACTIVITY ONE (10 MINUTES)

- Organize students into groups of two or three students each.
- Ask students to draw a map of a downtown or town center they know well.
- Compare their maps in small groups.
- As a whole class, discuss what was similar and what was different about their maps and why. Prompt students to consider how maps reflect priorities and perspectives of the person who created them.
- Explain that you will now be looking at historical maps.

ACTIVITY TWO (10 MINUTES)

- Distribute the map, *Native Homelands of the Northeast*, and project it on the board. Give students a moment to look at the map and consider the following questions quietly:
 - » *What does this map show?*
 - » *What do you notice?* If students need more guidance, suggest looking at the names, borders, and landforms.
 - » *What questions does this map raise?*
- Share answers with the class. Distribute the map, *New England Colonies in 1677*, and project it on the board. Repeat the process above.
- Ask students to compare and contrast the maps. *What do these maps tell us about how historical events influence our understanding of this region?*
- Explain that students will use this context to analyze documents from the era of Metacom's (King Philip's) War.

ACTIVITY THREE (40 MINUTES)

- › Distribute the Primary Source Analysis Graphic Organizer to all students.
- › Read the background and discuss the context of Metacom's War. Explain the context and perspective of each author's source and key figures. Write notes on the board that reference the key players and major events. Students can refer to these notes while working in their groups..
 - › John Easton: Deputy Governor of Rhode Island during the war
 - › Metacom (also known as King Philip): Sachem (Chief) of the Wampanoag
 - › Josiah Winslow: Governor of Plymouth Colony and leader of colonial forces during the conflict
 - › Weetamoo: Sachem (Chief) of the Pocasset, sister-in-law, and supporter of Metacom
- › Distribute the Primary Source Packet.
- › Direct students to analyze the first source with their partner(s), using the Primary Source Analysis Graphic Organizer to record their thoughts.
- › Come back together as a class to discuss the analysis of the first source.
- › Allow students time to analyze the second source with their partner(s). Discuss the second source as a class.
- › Give students time to complete the synthesis questions with their partner(s).
- › Lead a discussion about the connection between the primary sources and the maps students analyzed at the beginning of class. Questions may include:
 - › *How do the maps reveal the outcome of Metacom's (King Philip's) War?*
 - › *How can maps depict power and identity?*
 - › *Based on the documents you read, what was the importance of communication between parties?*
 - › *What is the role of trust in negotiation?*

ASSESSMENT OPTIONS

- › Students can complete a 3-2-1 activity (three things each student learned during the lesson, two questions they still have, and one aspect they enjoyed).
- › Ask students to respond to the question, "How did colonial expansion during Metacom's (King Philip's) War shift the balance of power?" through written or spoken responses.

Students interested in this topic might be interested in researching the following for an NHD project:

- › **Great Swamp Fight (Great Swamp Massacre), 1675**
- › **Weetamoo (c. 1635–1676)**
- › **Navajo Wars (c. 1600–1866)**
- › **Pontiac's War (1763–1766)**
- › **Tecumseh's War (1811–1813)**

To access a PDF containing all of the sources and materials to complete this lesson plan, go to: nhd.org/RevIdeals.

The Regulators of North Carolina: Rebels with a Cause

GUIDING QUESTION:

What were the grievances of the Regulator Movement, and how did the Regulators hope to fix them?

CO-AUTHORS:

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► OVERVIEW

In the late 1760s, a group of North Carolina farmers banded together to petition their locally elected legislators for reforms. Having suffered injustices of over-taxation, extortion in clerical fees, and oppression, they lost their homes and land. They also objected to the Stamp Act and Townshend Acts, enforced by Governor William Tryon and the colonial legislature. Despite these grievances, the Regulators did not oppose the authority of the King but opposed the practices of the locally elected legislature. While this is clearly a form of resistance, is it revolutionary? In this lesson, students will analyze the grievances of the Regulators and learn how the government redressed their concerns.

► OBJECTIVES

At the conclusion of this activity, students will be able to:

- › Decipher the meaning and intentions of a song written about the movement;
- › Understand the concepts of grievances and redresses; in modern terms;
- › Analyze the grievances and redresses of the Regulator Movement; and
- › Categorize the grievances and redresses of the 1769 petition based on similar themes.

► STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- › CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CONNECTIONS TO C3 FRAMEWORK

- › D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

► DOCUMENTS USED

PRIMARY SOURCES

Petition by the Regulators concerning legal redress for grievances, 1768
Colonial and State Records of North Carolina, Documenting the South, University of North Carolina at Chapel Hill
<https://docsouth.unc.edu/csr/index.php/document/csr07-0336>

Print, *Edmund Fanning*
New York Public Library Digital Collections (8b4e1f00-c559-012f-ea63-58d385a7bc34)
<https://digitalcollections.nypl.org/items/510d47df-a4e4-a3d9-e040-e00a18064a99>

Regulators of Aniston County, The Regulators Petition, October 9, 1769 (excerpts)
General Assembly Session Records, Documenting the South, University of North Carolina at Chapel Hill
<https://digital.ncdcr.gov/digital/collection/p16062coll36/id/2912/rec/9>
<https://teachingamericanhistory.org/document/petition-from-regulators-of-north-carolina/>

Song Lyrics, Rednal Howell, “When Fanning first to Orange came,” c. 1765
“Songs of the Regulators,” State Library of North Carolina
<https://www.ncpedia.org/anchor/songs-regulators>

► TEACHER-CREATED MATERIALS

- › The Regulators and their Redress of Grievances
- › The Regulators and their Redress of Grievances Answer Key

► ACTIVITY PREPARATION

- › Project the song lyrics, “When Fanning first to Orange came.”
- › Make one copy of The Regulators and their Redress of Grievances worksheet for each student.
- › Print one copy of The Regulators and their Redress of Grievances Answer Key for teacher reference.
- › Organize the class into groups of three to five students each. Mix groups to include students at different reading levels.

► PROCEDURE

ACTIVITY ONE (5 MINUTES)

- › Project the song lyrics to “When Fanning first to Orange came.” Ask students:
 - › *Who was Fanning?*
 - › *What is the author of the song trying to say about Fanning?*
 - › *What do you think Fanning might have done to have his coat “laced with gold”?*
- › Review with or explain to students the concepts of grievance and redress of grievance.
- › Explain to students that this song was written by a member of the Regulators in North Carolina named Rednal Howell. Tell students that they will analyze a petition this group made to the governor of the colony. The goal is to figure out what the Regulators grievances (or complaints) are and what redresses (or solutions) they wanted to see.

ACTIVITY TWO (15 MINUTES)

- › Project the 1768 Petition by the Regulators concerning legal redress for grievances. Give students time to read. Summarize the grievances and redresses in the source.
- › Distribute The Regulators and their Redress of Grievances worksheet to each student. Explain that the 1769 petition was more involved. Explain to students that as the movement increased in momentum, their writing also evolved, becoming more detailed in the reforms they were requesting of their colonial government.
- › Explain how students will read each bullet and re-write it in their own words.
- › Review the bullets already filled in to give students an idea of how the chart works and some key background on the Regulators.
- › Organize the class into groups to translate the remaining grievances and redress of grievances.
 - › **Teacher Tip:** To assist with differentiation,
 - ◆ Grievances 5 and 6 and redresses 1, 3, 7, 15, and 16 would be appropriate for students with lower reading levels.
 - ◆ Grievance 4 and redresses 2, 8, 9, 10, and 17 would be appropriate for students with on-grade reading levels.
 - ◆ Grievance 1 and redress 6 would be appropriate for students with advanced reading levels.
- › Observe each group’s interpretations as they work together to translate the source. Use the Answer Key as needed to assist or re-direct student groups.

ACTIVITY THREE (40 MINUTES)

- > Ask students to create three to five categories to synthesize the grievances and redresses.
- > Discuss what the Regulators were trying to accomplish.

ASSESSMENT OPTIONS

- > Collect The Regulators and their Redress of Grievances chart and categories list.
- > Ask students to write a justification for their category choices.

Students interested in this topic might be interested in researching the following for an NHD project:

- > **Bacon's Rebellion (1676)**
- > **Pontiac's Rebellion (1763)**
- > **The Quartering Act (1765) or the Declaratory Act (1766)**
- > **The Boston Tea Party (December 16, 1773)**
- > **The Intolerable Acts (1774) or the Olive Branch Petition (1775)**

To access a PDF containing all of the sources and materials to complete this lesson plan, go to: nhd.org/RevIdeals.

Rum and Revolution: Rhode Island's Role in the Triangular Trade

GUIDING QUESTION:

How were the economies of the New England colonies both dependent on the Triangular Trade and ultimately disrupted by the policies of Great Britain?

CO-AUTHORS:

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Christopher Stewart, North Lakes Academy Charter School, Forest Lake, Minnesota

► OVERVIEW

In the sixteenth century, the Spanish and Portuguese began to transport enslaved Africans to their colonies in the Americas, followed by other European nations. By the seventeenth and eighteenth centuries, molasses and rum were essential to the New England economy. Rhode Island controlled up to 60 percent of the slave trade to North America. Slave traders from New England, Portugal, the Netherlands, Spain, France, and England brought enslaved people to the Caribbean in exchange for molasses. New Englanders turned the molasses into rum and traded it across the Atlantic to purchase more enslaved Africans. Great Britain's 1733 Molasses Act levied a tax on molasses imported from non-British colonies in the West Indies. To avoid paying the tax, ships began smuggling molasses. In this lesson, students will explore Rhode Island's unique role in the Triangular Trade.

► OBJECTIVES

At the conclusion of this activity, students will be able to

- › Analyze how each leg of the Triangular Trade created global and local trade interdependence;
- › Explain the role of Rhode Island and the northern colonies in the Triangular Trade; and
- › Discuss the potential effects of the Molasses Act of 1733 on New England economies and in stimulating revolutionary sentiments towards the British colonial government.

► STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- › CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- › CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CONNECTIONS TO C3 FRAMEWORK

- › D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.
- › D2.Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.
- › D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.

► DOCUMENTS USED

PRIMARY SOURCES

Account Book, Stephen Mumford, July 1770 (excerpt and translation)
Rhode Island Historical Society (MSS 9001)

An Act of Parliament Passed in the Sixth Year of the Reign of His Majesty King George the Second, 1733 (Molasses Act of 1733)
Massachusetts Historical Society
https://www.masshist.org/database/viewer.php?item_id=212

Hand-colored print, William A. V. Clark, *Ten views in the island of Antigua*, 1823
British Art Center, Yale University Library
<https://collections.britishart.yale.edu/catalog/orbis:4515711>

Lithograph, William Clark, *Interior of a Boiling House*, c. 1833
John Carter Brown Library (75-199-5)
<https://jcb.lunaimaging.com/luna/servlet/detail/JCB~1~1~2013~3100005:Interior-of-a-boiling-house>

Narrative of Slave Revolt on Ship off Africa, 1730
Rhode Island Historical Society (MSS 17 Box 2, Folder 1730)
<http://library.providence.edu/encompass/wp-content/uploads/sites/8/2020/12/George-Scott-Testimony-with-transcription.pdf>

SECONDARY SOURCES

Essay, Kelvis F. Hernandez, “Account of the Slave Ship *Sally*”
EnCompass, Rhode Island Historical Society
<https://library.providence.edu/encompass/rhode-island-slavery-and-the-slave-trade/primary-sources/account-of-the-slave-ship-sally/>

Essay, Jennifer Galpern, “Narrative of Slave Revolt on Ship off Africa”
EnCompass, Rhode Island Historical Society
<https://library.providence.edu/encompass/rhode-island-slavery-and-the-slave-trade/primary-sources/narrative-of-slave-revolt-on-ship-off-africa/>

Essay, Joanne Pope Melish, “Rhode Island, Slavery, and the Slave Trade”
EnCompass, Rhode Island Historical Society
<https://library.providence.edu/encompass/rhode-island-slavery-and-the-slave-trade/rhode-island-slavery-and-the-slave-trade/>

Map, *Map of the Sally’s Voyage*
Center for Digital Scholarship, Brown University
<https://cds.library.brown.edu/projects/sally/gfx/triangletradelg.jpg>

Map, Raymond P. Stearns, *Triangular Trade, voyage of the Sanderson from Newport, RI, 1752, 1752*
University of Rhode Island
<https://digitalhistories.kennesaw.edu/items/show/65>

► TEACHER-CREATED MATERIALS

- › Triangular Trade Primary Source Packet
- › Triangular Trade Comparison Activity
- › Molasses Act of 1733 Activity

► ACTIVITY PREPARATION

- › Prepare to project the maps, *Map of the Sally’s Voyage* and *Triangular Trade, Voyage of the Sanderson from Newport, RI, 1752*.
- › Print one copy of the Triangular Trade Primary Source Packet for each group of three students.
- › Print one copy of the Triangular Trade Comparison Activity and the Molasses Act of 1733 Exit Ticket for each student.
- › Review the articles “Account of the Slave Ship *Sally*,” “Narrative of Slave Revolt on Ship off Africa,” and “Rhode Island, Slavery, and the Slave Trade” for background information.

► PROCEDURE

ACTIVITY ONE (10 MINUTES)

- › Project the map, *Map of the Sally’s Voyage*. Ask students to reflect on their current definition of the Triangular Trade. Ask:
 - › *How would you define Triangular Trade?*
 - › *What terms or concepts do you associate with the Triangular Trade?*
 - › *What groups of people were involved in the Triangular Trade?*
- › Tell students that this system affected three regions of the world in different ways, but it is traditionally studied broadly as a global topic without a local focus.
- › Project the map, *Triangular Trade, Voyage of the Sanderson from Newport, RI, 1752*. Explain that this map relates to a specific voyage of a Rhode Island ship in 1752.
- › Ask the students to identify the key differences between the two maps.

When teaching this topic, explain to students that historians now use the term “enslaved person” or “enslaved laborer” when describing those who experienced slavery and the slave trade. This recognizes that they were people experiencing slavery.

ACTIVITY TWO (10 MINUTES)

- › Organize students into groups of three students each.
- › Provide a brief overview of how rum is produced (when sugar cane is processed to produce sugar, molasses is a byproduct, which is fermented to create the alcoholic beverage).
- › Give each group a Triangular Trade Primary Source Packet, and assign each student one of the three sources.
- › Distribute one copy of the Triangular Trade Comparison Activity to each student.
- › Explain that in small groups, each student will be responsible for a document that represents local history connected to each leg of the Triangular Trade (colonial America, West Africa, or the Caribbean).
- › Students should look at their source independently first, and then share their answers to the questions with their group.
- › Give students time to analyze their sources and share their findings with their groups.
- › Select students to share the key takeaway for each document as it relates to the Triangular Trade.

ACTIVITY THREE (40 MINUTES)

- › Project the map, *Triangular Trade, Voyage of the Sanderson from Newport, RI, 1752*.
- › Explain that many Caribbean colonies were under Spanish, French, or Dutch control. New England merchants wanted to trade with these colonies to purchase molasses.
- › Distribute the Molasses Act of 1733 Activity.
 - › **Teacher Tip:** This activity includes three versions, one with the original text, one with modern spelling, and one with a condensed summary version for differentiation. Choose the version(s) most appropriate for your students.

ASSESSMENT OPTIONS

- › Teachers may collect the Triangular Trade Comparison Activity for feedback.
- › Teachers may collect the Molasses Act of 1733 Exit Ticket.
- › Teachers may use the Molasses Act of 1733 Exit Ticket to introduce other pre-Revolution taxation policies, such as the Sugar Act of 1764.

Students interested in this topic might be interested in researching the following for an NHD project:

- › **Mercantilism and the Navigation Acts (1651, 1660)**
- › **South Carolina's Negro Act of 1735**
- › **The Sugar Act of 1764**
- › **Destruction of the HMS *St John* (1764)**
- › **James DeWolf and the sloop *Polly* (1789)**

To access a PDF containing all of the sources and materials to complete this lesson plan, go to: nhd.org/RevIdeals.

The *Gaspee* Raid: Prelude to the Boston Tea Party?

GUIDING QUESTION:

How important is the burning of the *Gaspee* to the American Revolution? Should it be included in the national narrative of events that caused American Independence?

CO-AUTHORS:

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Frank X. O’Grady, Menlo Park Academy, Cleveland, Ohio

► OVERVIEW

The narrative of the revolutionary era consists of a series of events that eventually led to the American Revolution. Using primary sources and an optional virtual reality immersive experience, students will analyze the effects of the burning of His Majesty’s Schooner *Gaspee* in 1772. Students will analyze critically and debate the importance of this event from Rhode Island’s history and place in the national narrative of the causes of the American Revolution.

► OBJECTIVES

At the conclusion of this activity, students will be able to:

- › Describe the chronology of the *Gaspee* Raid;
- › Analyze primary source documents to place the *Gaspee* Raid in the historical context leading to the American Revolution; and
- › Present an evidence-based conclusion about the importance of this historical event leading to the American Revolution.

► STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- › CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- › CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CONNECTIONS TO C3 FRAMEWORK

- › D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- › D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

► DOCUMENTS USED

PRIMARY SOURCES

Broadside, Joseph Wanton, A Proclamation, June 12, 1772
Rhode Island Historical Society (G1157 1772 No. 3)
https://rihs.minisisinc.com/SCRIPTS/MWIMAIN.DLL/144/BIBLIO/WEB_BIBLIO_DETAIL_REPORT?SESSIONSEARCH&exp=sisn%2021645

Map, Harding Harris, *A Map of the State of Rhode-Island taken mostly by Surveys by Caleb Harris*, 1795
Rhode Island Historical Society (RHIX174543)

Newspaper article, *Providence Gazette*, June 13, 1772
Rhode Island Historical Society

Newspaper article, *Providence Gazette*, December 26, 1772 (excerpt)
Rhode Island Historical Society

Oration, Reverend John Allen, *An oration, upon the beauties of liberty : or the essential rights of the Americans*, 1773 (excerpt)
Florida Atlantic University Digital Library (B2F13)
<http://purl.flvc.org/fau/fd/fauwsb2f13>

Painting, Charles De Wolf Brownell, *The Burning of the Gaspee*, 1892
Rhode Island Historical Society (1893.10.1)
https://www.rihs.org/collection_item/the-burning-of-the-gaspee/

Royal Decree, King George III, *Gaspee Proclamation*, June 12, 1772
Rhode Island Department of State, Rhode Island State Archives (C#00554)
https://rihs.minisisinc.com/SCRIPTS/MWIMAIN.DLL/144/BIBLIO/WEB_BIBLIO_DETAIL_REPORT?SESSIONSEARCH&exp=sisn%2021898

SECONDARY SOURCES

Book, Steven Park, *The Burning of His Majesty's Schooner Gaspee: An Attack on Crown Rule before the American Revolution*, 2016

Video, Adam Blumenbthal, *Burning The Gaspee—They Rowed to Revolution*, June 8, 2020
https://www.youtube.com/watch?v=-WCSCY_5REw

VR App, Adam Blumenthal, *Burning the Gaspee VR*, 2021
<https://apps.apple.com/us/app/burning-the-gaspee-vr/id1573343826>
<https://play.google.com/store/apps/details?id=com.NuccoBrain.GaspeeVR&hl=en&gl=US>

► TEACHER-CREATED MATERIALS

- > *Gaspee Primary Source Document Packet*
- > *Gaspee Document Analysis Form*

► ACTIVITY PREPARATION

- > Organize students into four groups.
- > Arrange the classroom into table groups (consider additional table groups in larger classes as needed).
- > Print one copy of the primary sources for all groups.
- > Print one *Gaspee Document Analysis Form* for each group.
- > Print one copy of the documents for each student in the group (one through four) from the *Gaspee Primary Source Document Packet*.
- > Project the video, *Burning The Gaspee—They Rowed to Revolution*.
- > If using the virtual reality option, have students download the app to their devices. Test the app to familiarize yourself with the content and options.

► PROCEDURE

ACTIVITY ONE (15 MINUTES)

- > Organize students into four groups.
 - » Using the virtual reality option:
 - ◆ Play the video, *Burning The Gaspee—They Rowed to Revolution* from 4:17–8:03 to set the event in historical context.
 - ◆ Provide students with instructions to use the app and give them time to experience the events of the burning of the *Gaspee*.
 - » If not using the virtual reality option, play the video, *Burning The Gaspee—They Rowed to Revolution* (11:35).

ACTIVITY TWO (20 MINUTES)

- > Review the timeline of events of the *Gaspee Raid*. Emphasize:
 - » The *Gaspee* was a British ship of His Majesty's Royal Navy aimed at stopping smuggling in the American colonies. It was lured onto a sandbar in central Rhode Island while chasing a smuggling ship, the *Hannah*.
 - » The attackers rowed out at night to board the *Gaspee*. They captured the captain and threw cargo off the ship.
 - » After all the people were removed from the ship, someone set it on fire. The fire reached a store of gunpowder, which caused an explosion.
 - » A Committee of Inquiry was commissioned by King George III to capture the leaders of the attack.
- > Instruct the groups to discuss and reflect on the guiding question:
 - » *How important is the burning of the Gaspee to the American Revolution? Should it be included in the national narrative of events that led to American independence?*

- › **Teacher Tip:** Remind students that they need to use evidence to support their group’s claim.
- › Explain that students will analyze primary sources from the raid. Allow students to select roles:
 - › Scribe (one per group): to document your table’s findings on the *Gaspee* Document Analysis Form.
 - › Facilitator (one per group): to manage time and keep their group on task.
 - › Reporters (two or three per group): to collaborate and report the table’s findings to the class.
- › Distribute the primary sources and the *Gaspee* Document Analysis Form to each group.
- › Set a timer for ten minutes. Circulate and provide support as needed.

ACTIVITY THREE (40 MINUTES)

- › Call on each group’s reporters. Give each group two to three minutes to share their group’s responses:
 - › Describe your primary source document(s) to the class.
 - › Explain its significance to the *Gaspee* Raid and its aftermath.
 - › Synthesize your group’s conclusion about the importance of the burning of the *Gaspee*.
- › Read the following reactions by Founding Fathers to the *Gaspee* raid and aftermath:
 - › Samuel Adams: “Such an event will assuredly go down to future ages in the page of history.”
 - › Benjamin Franklin: “If the [colonists are] unable to procure other justice, should attack the Aggressors, drub them and burn their boats, you are to call this High Treason and Rebellion, order Fleets and Armies into their country, and threaten to carry all of the Offenders three thousand Miles to be hang’d, drawn and quartered. O! this will work admirably!”
 - › Samuel Adams believed a Commission of Inquiry was a threat to colonial liberties, describing it as “a court of inquisition . . . a star chamber . . . within this colony.”
 - › Thomas Jefferson was alarmed by the threat of trial in England. He formed the Virginia Committee of Correspondence to get “first hand” accounts from other colonies.
 - › In response to the royal inquiry, Samuel Adams stated on December 25, 1772, “An attack on the liberties of one colony is an attack upon the liberties of all.”
 - › On June 10, 1774, George Washington attended fireworks in Williamsburg, Virginia, to commemorate the second anniversary of the burning of the *Gaspee*.¹

Students interested in this topic might be interested in researching the following for an NHD project:

- › **The Liberty Affair (1768)**
- › **Philadelphia Tea Party (December 25, 1773)**
- › **Battle of Golden Hill (January 19, 1770)**
- › **The Trent Affair (1861)**

To access a PDF containing all of the sources and materials to complete this lesson plan, go to: nhd.org/RevIdeals.

¹ This information is sourced from Stephen Park’s book, *The Burning of His Majesty’s Schooner Gaspee*.

Party in Philadelphia: Tea, Time, and Troubles

GUIDING QUESTION:

What were the ideals behind the Philadelphia Tea Party?

CO-AUTHORS:

Alan Birkemeier, Central Middle School, Columbus, Indiana
Paul Nadeau, Western Hills Middle School, Cranston, Rhode Island

► OVERVIEW

In 1773, desperate for funds, the British government passed the controversial Tea Act. A tax on an item found in everyone's home, on everyone's table, was more than many colonists could bear. Protests were rampant, but no action made as big a splash as the Boston Tea Party on December 16, 1773. Up and down the seaboard, tea was dumped in an act of protest against the tax. In this lesson, students will examine how the lesser-known Philadelphia Tea Party unfolded and how broadsides were used to promote political positions, not only in Philadelphia but also across the colonies.

► OBJECTIVES

At the conclusion of this activity, students will be able to:

- › Examine the ideals and objectives of the proponents of the tea party in Philadelphia in reaction to the Tea Act; and
- › Demonstrate how patriots used broadsides to communicate and orchestrate their goals.

► STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CONNECTIONS TO C3 FRAMEWORK

- › D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created.
- › D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.
- › D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.

► DOCUMENTS USED

PRIMARY SOURCES

Broadside, Philadelphia, Pennsylvania Committee For Tarring And Feathering, "To the Delaware pilots. . .," 1773
Library of Congress (rbpe1430330a)
<https://www.loc.gov/item/rbpe.1430330a/>

Broadside, Philadelphia, Pennsylvania Committee For Tarring And Feathering, "To the Delaware pilots. . .," 1773 (adapted transcription)
Library of Congress
<https://tile.loc.gov/storage-services/service/rbc/rbpe/rbpe14/rbpe143/1430330a/1430330a.pdf>

The Philadelphia Resolutions, October 16, 1773
Lillian Goldman Law Library, Yale Law School
https://avalon.law.yale.edu/18th_century/phil_res_1773.asp

► TEACHER-CREATED MATERIALS

- › The Philadelphia Resolutions Answer Key

► ACTIVITY PREPARATION

- › Project the broadside, "To the Delaware pilots . . ."
- › Make one copy of The Philadelphia Resolutions for each student.
- › Print one copy of The Philadelphia Resolutions Answer Key for teacher use.
- › Gather poster-making supplies (blank paper, colored pencils, markers).
- › Establish partners for the activity.

► PROCEDURE

ACTIVITY ONE: INTRODUCTION (10 MINUTES)

- › Project the broadside, "To the Delaware pilots . . ."
- › Read and analyze the broadside as a class. Explain that broadsides were printed and posted around towns as a way to distribute news and engage the public in civic action. Ask students:
 - › *Who signed this document?*
 - › *What is being asked of the reader?*
 - › *What is being threatened?*
- › **Teacher Tip:** Help students understand that resolution five is a reference to the Tea Act (May 1773).

Students interested in this topic might be interested in researching the following for an NHD project

- › **The Gaspee Affair (June 9, 1772)**
- › **The Charleston Tea Party (December 3, 1773)**
- › **The Boston Tea Party (December 16, 1773)**
- › **Propaganda of the American Revolution**

ACTIVITY TWO: THE PHILADELPHIA RESOLUTIONS (15 MINUTES)

- › Write or display, "November 1773" on the board.
- › Explain to the class that they are colonists in Philadelphia in 1773. They are assembled at the meeting of the Sons of Liberty. Tell students: *"As you know, the British have imposed upon us the unfair, unjust, evil Tea Act, which has made our most beloved drink too expensive for many of us to enjoy and undermined our ability to have a say in the taxation of ourselves and our colonies. This has been done by the hated tea monopoly, the British East India Company. While we can purchase tea from the French, this act forbids it. Before the group are eight resolutions. However, we must make our intent clear. We will now split into partners and simplify our beliefs for our educated public."*
- › Organize students into partners and distribute copies of the Philadelphia Resolutions.
- › Stagger the group so that partners start at different resolutions.
- › Reconvene the class and share the answers, using The Philadelphia Resolutions Answer Key as a guide. Explain that these resolutions were accepted by a large group who gathered in Philadelphia and by the Sons of Liberty in Boston.

ACTIVITY THREE: BROADSIDE CREATION (20 MINUTES)

- › Return to the projection of the broadside, “To the Delaware pilots . . .”
- › Change the date on the board to December 1773.
- › Tell students, “*Welcome to the December meeting of the Philadelphia Sons of Liberty. A week ago in Boston, the Sons of Liberty entered Boston Harbor and raided several ships. This is our first act of liberty! We will not allow the Redcoats to bring their blood-soaked tea into our harbor! This broadside clearly warns the British of our intent if they come here. However, we still must win over and educate the people about our resolutions. We must create broadsides to show the people the way to liberty. Choose which of our Resolutions you wish to show to the public and create a broadside sheet that will inform the public of our glorious cause. Choose the tenet that you are the most passionate about.*”
- › Explain to students that each broadside should contain the following elements:
 - › an interpretation of the resolution written in their own words;
 - › a bold title and imagery designed to intimidate the pilots and crews of trading vessels; and
 - › a clear message that the Sons of Liberty would have supported.
- › Return to the partners from the previous activity and distribute materials to create the broadside. The broadsides may be completed by hand or electronically (at teacher discretion).
- › Reconvene the class.
- › Change the date to January 1774.
- › Tell the students, “*Brothers and Sisters of liberty, we have struck a blow for independence and freedom. As a result of our work rallying the people to action, we have turned back the tea ship and driven the tea back to England. None of the tea was sold in the colonies and the 697 chests of tea are still sitting in the hold of the Polly. Not a shilling of our money is going to support this evil oppressive regime! We are on the road to liberty my brothers and sisters and we shall prevail! Cheer with me if you too feel the triumph felt by the colonists not just in Boston but throughout the Colonies.*”

ASSESSMENT OPTIONS

- › Have students share their broadsides with the class.
- › Ask students to react to the broadsides from the perspective of a Loyalist.
- › Allow students to post the broadsides around the school.
- › Create a counter broadside from the perspective of a Loyalist.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to: nhd.org/RevIdeals.

Women’s Coverture: Unpacking the Historical Context of Abigail Adams’s call to “Remember the Ladies”

GUIDING QUESTION:

What was coverture? How did it affect women’s social and legal status or position before the American Revolution?

CO-AUTHORS:

Kris Hart, Ardsley High School, Ardsley, New York
Deanna McDaniel, Genoa Middle School, Westerville, Ohio

► OVERVIEW

In colonial America, when a woman married she became almost entirely dependent on her husband through the principle of coverture. In this lesson, students will examine primary sources that illustrate the extent to which women’s social and legal position adhered to this principle of coverture. Using Abigail Adams’s famous letter in which she implored her husband, John, to “remember the ladies,” students will analyze women’s social and legal status and discuss how women challenged the system leading up to the American Revolution.

► OBJECTIVES

At the conclusion of this activity, students will be able to:

- › Describe the legal principle of coverture that existed in colonial America;
- › Explain women’s social and legal position in colonial America before the Revolution using at least one example of coverture; and
- › Analyze how women challenged the system of coverture in America before the Revolution.

► STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-Literacy.RH.9-10.3 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- › CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CONNECTIONS TO C3 FRAMEWORK

- › D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

► DOCUMENTS USED

PRIMARY SOURCES

Advertisement, *Providence Gazette*, August 29, 1795
Rhode Island Historical Society

Advertisements, *Newport Mercury*, September 1765
Rhode Island Historical Society

Announcement, Henry Fulcker, *South-Carolina Gazette and Country Journal*, September 15, 1767
American Antiquarian Society
<https://adverts250project.org/2017/09/15/september-15-2/>

Letter, Abigail Adams to John Adams, March 31, 1776 (excerpt)
Adams Family Papers, Massachusetts Historical Society
<https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa>

Petition, Ann Franklyn, Petition to the General Assembly, Vol.3 #82, 1736
Rhode Island State Archives
https://sosri.access.preservica.com/uncategorized/IO_1fcd6fba-8d24-463f-bfa4-c2b12256b1c4/

► TEACHER-CREATED MATERIALS

- › Overview of Coverture and Women’s Legal Status Handout
- › Sample “Graffiti” Analysis
- › Primary Source Packet

► ACTIVITY PREPARATION

- › Read the Overview of Coverture and Women’s Legal Status Handout.
- › Gather the supplies needed for graffiti activity (colored pencils or pens).
- › Review the Sample “Graffiti” Analysis for teacher use.
- › Print one copy of the Primary Source Packet for each student.
- › Organize students into four groups (one for each primary source).

Students interested in this topic might be interested in researching the following for an NHD project:

- › **Ann Franklyn (Franklin), American colonial newspaper printer and publisher (1696–1763)**
- › **Phillis Wheatley (1753–1784)**
- › **Women’s suffrage gained and lost in New Jersey (1776–1807)**
- › **Mercy Otis Warren (1728–1814)**

► PROCEDURE

ACTIVITY ONE (20 MINUTES)

- › Project for the class the letter from Abigail Adams to John Adams.
- › Model the “graffiti” strategy of interacting with the primary source. As you work through this as a class, ask students:
 - › *Who are the “ancestors” that Abigail Adams refers to?*
 - › *How much power was in the “hands of husbands?”*
 - › *Why did Abigail Adams write this letter?*
- › Project and read the Overview of Coverture and Women’s Legal Status with the class.
- › Explain the concept of coverture and how it originates from English Common Law and was a commonly held legal and social construct in colonial America before the American Revolution.
- › Ask students: *What does this document reveal to us about women’s legal status in the English colonies before the American Revolution? How do you think coverture affected the lives of women in this era?*
- › Moderate a brief discussion.

ACTIVITY TWO (30 MINUTES)

- › Explain to students that they are now going to take a look at how coverture worked in practice in the colonial and pre-Revolutionary era by examining four primary sources provided in the Primary Source Packet.
- › Organize students into four groups and assign a different primary source to each group. Distribute the Primary Source Packet.
- › Read and graffiti each source. As student groups graffiti their primary source, encourage them to work together using the model.
- › Have each group share their document with the class. Project each document as students share their analysis and have the class record the findings in their packets. Ask groups:
 - › *What did you discover about the woman referred to in your document?*
 - › *What does your document reveal about the status or treatment of women during this time period?*
 - › *Is the woman in this document accepting or resisting coverture?*
- › Discuss the extent to which coverture impacted women's lives and status with the class.
 - › *What were the expectations that women were living under in British North American colonies during this time period?*
 - › *What strategies did seventeenth and eighteenth century women employ to challenge coverture?*
 - › *How were these principles deployed across various racial, ethnic, or class groups?*
 - › *Do you think that women's social or legal status will change after American independence?*

ASSESSMENT OPTIONS

- › Write a letter to your congressional delegate or local newspaper describing the principle of women's coverture, and explain how this has impacted women's social and legal position in the colonial era. Each letter should include two or more lesson-specific vocabulary and examples from at least two primary sources.
- › Create a social media post or poster that explains and challenges women's coverture using one or more primary sources from the lesson. Students should include #remembertheladies and two or more additional content-specific vocabulary words from the lesson.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to: nhd.org/RevIdeals.

The Haudenosaunee (Iroquois) Great Law of Peace: A Precursor to the United States Constitution

GUIDING QUESTION:

How did the Haudenosaunee Great Law of Peace influence the Constitution of the United States of America?

CO-AUTHORS:

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Joe Russell, Ph.D., Plano East Senior High School, Plano, Texas

► OVERVIEW

Benjamin Franklin was an early proponent of unity among the American colonies and an advocate for the Albany Plan of Union. In 1751, the colonies faced crises on the western frontier that led to the French and Indian War. Franklin wrote a letter to a printer, James Parker, extolling the virtues of a governmental structure similar to that of the Haudenosaunee (hoe-dee-no-SHOW-nee) Confederacy, referred to at the time as the Iroquois Confederacy. Many scholars believe that Franklin's promotion of the principles of the Great Law of Peace influenced other founders and framers, which ultimately led to these principles finding their way into the United States Constitution. In this lesson, students will analyze portions of the Great Law of Peace and discuss the Indigenous roots of the United States Constitution.

► OBJECTIVES

At the conclusion of this activity, students will be able to:

- › Explain how the Great Law of Peace influenced the U.S. Constitution; and
- › Compare and contrast the Great Law of Peace and the U.S. Constitution.

► STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-Literacy.RH.9-10.3 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

- › CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CONNECTIONS TO C3 FRAMEWORK

- › D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
- › D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

► DOCUMENTS USED

PRIMARY SOURCES

Dekanawidah and Ayonwatha, The Great Law of Peace (excerpt)

Modern History Sourcebook, Fordham University
<https://sourcebooks.fordham.edu/mod/iroquois.asp>

Letter, Benjamin Franklin to James Parker, March 20, 1751
Founders Online, National Archives and Records Administration

<https://founders.archives.gov/documents/Franklin/01-04-02-0037>

The United States Constitution
National Constitution Center

<https://constitutioncenter.org/media/files/constitution.pdf>

SECONDARY SOURCES

Haudenosaunee Guide for Educators
Smithsonian's National Museum of the American Indian
<https://americanindian.si.edu/sites/1/files/pdf/education/HaudenosauneeGuide.pdf>

The United States Constitution for Kids
Center for Civic Education
https://www.civiced.org/images/stories/downloads/United_States_Constitution_for_Kids.pdf

► TEACHER-CREATED MATERIALS

- › Compare and Contrast: The Great Law of Peace and the U.S. Constitution

► ACTIVITY PREPARATION

- › Organize students into groups of three or four students each.
- › Make one copy of The Great Law of Peace and the U.S. Constitution for each student. Based on the level of your students, you may choose to use the original text from the National Constitution Center or segments of the adapted text from the Center for Civic Education.
- › Make one copy of the Compare and Contrast: The Great Law of Peace and the U.S. Constitution for each student.
- › Review the letter from Benjamin Franklin to James Parker and the Haudenosaunee Guide for Educators.

► PROCEDURE

ACTIVITY ONE (30–40 MINUTES)

- › Organize students into groups of three or four students each.
- › Distribute one copy of the Compare and Contrast: The Great Law of Peace and the United States Constitution to each student and one copy of the The Great Law of Peace and the U.S. Constitution to each group.
- › Explain to students that Benjamin Franklin was an important Founding Father of the United States. His ideas about government and how it should work were highly influential in the crafting of the republic.
- › Franklin was both a Founding Father and a Framer of the U.S. Constitution. He was one of the few people who helped craft the Declaration of Independence and the U.S. Constitution.
- › Franklin wrote a letter in 1751 discussing his admiration of the way the Haudenosaunee (Iroquois) people organized their confederacy. The confederacy was an organization of five Native Nations, including the

Students interested in this topic might be interested in researching the following for an NHD project:

- › **The Haudenosaunee Confederacy**
- › **The French and Indian War (1754–1763)**
- › **Pontiac's Rebellion (1763–1765)**
- › **French Revolution (1789–1799)**
- › **Haitian Revolution (1791–1804)**

Mohawk, Oneida, Onondaga, Cayuga, and Seneca Nations. Later the Tuscarora Nation joined the confederacy. Many scholars believe the Great Law of Peace influenced the U.S. Constitution through Franklin.

- › Using the prompts on the Compare and Contrast sheet, facilitate groups through a discussion of the U.S. Constitution and Great Law of Peace.
- › Further the discussion by asking:
 - › *Does the U.S. government have anything like the Pine Tree Chief described in section 35 of the Great Law of Peace?*
 - › *How are the rules on property rights in paragraphs 42–44 of the Great Law of Peace similar to those in the U.S. Constitution, and how do they differ?*
 - › *In what ways do paragraphs 96–97 reflect the principles of federalism?*
 - › *What new questions do you have? What would you like to investigate further?*

ASSESSMENT OPTIONS

- › Ask students to write two additional questions connected to specific passages of the text.
- › Ask students to respond to the guiding question, *How did the Haudenosaunee Great Law of Peace influence the Constitution of the United States of America?*

To access a PDF containing all of the sources and materials to complete this lesson plan, go to: nhd.org/RevIdeals.

Founding Mothers: Women and the Spread of Revolutionary Ideas

GUIDING QUESTION:

To what extent did female publishers spread revolutionary rhetoric and ideas, and how did this both contradict and corroborate existing gender stereotypes?

CO-AUTHORS:

Meghan FitzGerald
Laura Quindlen, Freedom High School, South Riding, Virginia

► OVERVIEW

While an uncommon occurrence, some women in colonial America operated print shops. Often these women were widows, who took over the business after their husbands died. Female publishers increasingly disseminated rhetoric and spread political ideas in the 1760s and 1770s. In this lesson, students will examine primary sources to draw conclusions about the role of women during the Revolutionary period and explore how their roles both contradicted and supported traditional gender roles.

► OBJECTIVES

At the conclusion of this activity, students will be able to:

- › Draw conclusions about the role of women in the press;
- › Examine gender stereotypes and expectations for women in the eighteenth century; and
- › Evaluate the extent to which female publishers can be considered “Founding Mothers.”

► STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-Literacy.RH.9-10.3 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- › CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CONNECTIONS TO C3 FRAMEWORK

- › D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
- › D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

► DOCUMENTS USED

PRIMARY SOURCES

Declaration of Independence, 1777
Maryland State Papers, Archives of Maryland <http://www.msa.md.gov/msa/stagser/s1259/153/html/0044/womenhist/mkgdecl.pdf>

Petition, Ann Franklyn, Petition to the General Assembly, 1736
Rhode Island State Archives
https://sosri.access.preservica.com/uncategorized/IO_1fcd6fba-8d24-463f-bfa4-c2b12256b1c4/

Print, Philip Dawe, *A society of patriotic ladies, at Edenton in North Carolina*, 1775
Library of Congress (96511606)
<http://www.loc.gov/pictures/item/96511606/>

SECONDARY SOURCES

Article, Lyndsey Claro, “Women in the Gentleman’s Career of Publishing,” March 6, 2020
Princeton University Press
<https://press.princeton.edu/ideas/women-in-the-gentlemans-career-of-publishing>

Article, Erik Trickey, “Mary Katherine Goddard, the Woman who Signed the Declaration of Independence,” November 14, 2018
Smithsonian Magazine
<https://www.smithsonianmag.com/history/mary-katharine-goddard-woman-who-signed-declaration-independence-180970816/>

► TEACHER-CREATED MATERIALS

- › Primary Source Activity Sheet

► ACTIVITY PREPARATION

- › Make one copy of the print, *A society of patriotic ladies, at Edenton in North Carolina*, and the Primary Source Activity Sheet for each student.
- › Print one copy of the other two primary sources for each group of four to five students.
- › Organize students into groups of four or five students each.
- › Arrange the classroom for group work.
- › Provide links so students can access the two secondary source articles.

Students interested in this topic might be interested in researching the following for an NHD project:

- › **Lowell Factory “Turn Outs” by “Mill Girls” (1834–1836)**
- › **The Seneca Falls Convention (1848)**
- › **Nellie Bly and Investigative Journalism (1887)**
- › **The Battle for the Nineteenth Amendment (1920)**
- › **National Women’s Conference (1977)**

► PROCEDURE

ACTIVITY ONE (15 MINUTES)

- › Distribute one copy of the print, *A society of patriotic ladies, at Edenton in North Carolina*, to each student. to students.
- › Project the print for the class.
- › Give students several minutes to examine the cartoon, labeling and annotating what they see and what they think about the image, reminding them to consider context and audience.
- › Ask students to share what they see and what they think is happening in the image. Annotate student’s ideas on the board to model visual analysis strategies.
- › Explain to students that this cartoon is attributed to a London cartoonist in response to political participation by women in North Carolina in 1775, where 51 women signed a pledge to boycott British goods. Ask students:
 - › *What is the artist’s opinion on these women’s political participation?*
 - › *What gender stereotypes or ideas are present in the cartoon?*
 - › *What role did women play in colonial America? We have heard about the Founding Fathers, but what about Founding Mothers?*

ACTIVITY TWO (45 MINUTES)

- › Organize students into groups of four or five students each.
 - › Give each group access to the two secondary-source articles. Have students read the articles and discuss the content in their small groups.
- › Give each group a copy of Ann Franklyn's Petition to the General Assembly and the Declaration of Independence printed by Mary Katherine Goddard.
- › Distribute the Primary Source Activity Sheet and assist students in applying their knowledge from the secondary sources to help analyze the primary sources and complete the chart. Encourage students to work together to discuss the documents and questions to facilitate their understanding of the document and how other students might view the same document.
- › Facilitate a whole-class discussion of the sources and the topics. Ask students what their group discovered about each document and how it gave them insight into women in politics and publishing during the colonial period. Ask students:
 - › *What circumstances or factors caused or allowed women to become printers? What does this tell us about gender expectations and women's roles? Does that make these particular women exceptional?*
 - › *How important do you think the press was to the American Revolution?*
 - › *Does this participation in the press make these women active participants in the Revolution? Why or why not?*
 - › *How do these documents corroborate or contradict the ideas in the cartoon? What does that tell us?*

ASSESSMENT OPTIONS

- › Ask students to respond to the guiding question: *To what extent did female publishers spread revolutionary rhetoric and ideas, and how did this both contradict and corroborate existing gender stereotypes?*
- › Ask students to respond to the question: *Should these female publishers be considered "Founding Mothers"?*

To access a PDF containing all of the sources and materials to complete this lesson plan, go to: nhd.org/RevIdeals.

Free Press and Its Limits in Colonial America

GUIDING QUESTION:

When does freedom of the press become seditious?

CO-AUTHORS:

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Michelle Zaia, Brookfield Central School, Brookfield, New York

► OVERVIEW

A fundamental revolutionary ideal that emerged in the early American republic is the concept of a free press, but free speech is not an absolute right. In this lesson, students will learn the definitions of free press, libel, slander, and sedition to analyze and evaluate three primary sources from the colonial era. Students will debate whether each document represented protected free speech, libel, or sedition.

► OBJECTIVES

At the conclusion of this activity, students will be able to:

- › Define freedom of the press, libel, slander, and sedition;
- › Analyze primary sources and argue whether they demonstrate freedom of the press, sedition, or libel and argue whether the author should be protected or punished for publishing the document; and
- › Share their conclusions to the guiding question through a poster or debate.

► STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- › CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- › CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CONNECTIONS TO C3 FRAMEWORK

- › D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

► DOCUMENTS USED

PRIMARY SOURCES

Book, Roger Williams, *The Bloudy Tenent* . . . , 1644 (excerpt)
Rhode Island Historical Society (ESTC R210620)
https://rihs.minisisinc.com//SCRIPTS/MWIMAIN_DLL/144/BIBLIO/WEB_BIBLIO_DETAIL_REPORT?SESSIONSEARCH&exp=sisn%2023179

Pamphlet, Thomas Paine, *Common Sense* . . . , 1776 (excerpt)
The John Carter Brown Library (36575)
https://archive.org/details/commonsenseaddre00pain_0/page/26/mode/2up

Speech, John Allen, *An Oration, Upon the Beauties of Liberty: Or the Essential Rights of the Americans*, 1773 (excerpt)
Florida Atlantic University Library (fauwsb2f13)
<http://fau.digital.flvc.org/islandora/object/fau%3A44888#page/6/mode/2up>

► TEACHER-CREATED MATERIALS

- › Freedom of the Press in England Background Reading
- › Primary Source Packet
- › Freedom of Speech or Sedition Chart
- › Assessment Options

► ACTIVITY PREPARATION

- › Make one copy of the Freedom of the Press in England Background Reading, Primary Source Packet, Freedom of Speech or Sedition Chart, and Assessment Options for each student.
- › Organize students into groups of three to five students so that the groups can be rearranged for a jigsaw activity.
- › Provide blank paper and colored pencils, pens, or markers for students to use with assessment option one.

► PROCEDURE

ACTIVITY ONE: STUDENTS AND FREE SPEECH (15 MINUTES)

- › Ask students the following question: *Should schools be able to punish students for the statements they make on social media?*
 - › **Teacher Tip:** Use a tech tool to pose the question to your class to encourage participation from all students.

Students interested in this topic might be interested in researching the following for an NHD project:

- › **John Peter Zenger Trial (1734)**
- › **The Gaspee Affair (1772)**
- › **Debs v. United States (1919)**
- › **Tinker v. Des Moines (1968)**

- › Use the following questions to guide a discussion:
 - › *What is the difference between saying something to a group of people and posting the same statement on social media?*
 - › *Do you think the school's power to punish a student is dependent on the content and potential impact of the statement? In other words, can a school punish for some statements but not others?*
 - › *What type of statements, if any, do you think are punishable?*
- › Define the following terms for students. Encourage students to add an illustration to their notes to represent each term next to the definition.
 - › **Freedom of Speech:** the legal right to express one's opinions freely.
 - › **Freedom of the Press:** the right to gather, publish, and distribute information or ideas without interference by the government.
 - › **Libel:** a written or oral statement or representation that conveys an unjustly unfavorable impression.
 - › **Slander:** a false oral statement that damages someone's reputation.
 - › **Sedition:** incitement of resistance to or insurrection against lawful authority.

ACTIVITY TWO: PRIMARY SOURCE ANALYSIS (30 MINUTES)

- › Read and discuss the Freedom of the Press in England Background Reading.
- › Organize students into groups of three to five students each.
- › Assign each group to analyze one of the primary sources in the packet.
- › Use the analysis questions at the end of the source to guide the group's discussion.
- › Circulate among the groups and use the following questions to help students broaden their understanding of the essential question:
 - › *Is freedom of the press important? Why or why not?*
 - › *Does the publication of this source represent the triumph of the free press or the failure of the British government to enforce its own laws?*
- › Re-organize students into groups with representatives from each primary source.
- › Distribute the Freedom of Speech or Sedition Chart to each student.
- › Ask students to work together to complete the chart. They can discuss whether the quote is an example of freedom of speech or sedition, and each student can make an independent decision.
- › Call on groups to briefly share their judgment on whether each document should be viewed as seditious or as protected speech.

ASSESSMENT OPTIONS

- › Distribute the Assessment Options and review the directions with the students. Students may complete:
 - › A graffiti poster: a one-page poster that combines words and images to respond to the lesson's guiding question.
 - › A debate: a short written or recorded debate between a British official and one or more of the authors of the primary sources to respond to the lesson's guiding question.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to: nhd.org/RevIdeals.

Revolutionary Ideals and Native Nations: Taking Sides in the American Revolution

GUIDING QUESTION:

Why did many young members of Native Nations challenge or defy their elders' orders to remain neutral or support a particular side during the American Revolution?

CO-AUTHORS:

Amy Boehning, Mililani High School, Hawai'i

Sandra E. Garcia, Theodore Roosevelt Middle School, Glendale, California

► OVERVIEW

A key component of exploring the history of Native Nations is to help students understand why Native Nations chose to ally themselves with either the British or the American colonists or decided to remain neutral before and during the American Revolution. Like all groups of people, Native Nations discussed and dissented from some decisions made by their elders. In this lesson, students will learn more about the context of alliances between Native Nations and European colonists and explore the reactions to the American Revolution from an Indigenous perspective.

► OBJECTIVES

At the conclusion of this activity, students will be able to:

- › Understand why Native Nations created alliances with the British;
- › Analyze reasons why some Indigenous youth challenged or defied their elders' positions during the American Revolution; and
- › Identify some of the concerns and needs of individual Native Nations during this time from the perspective of each Native Nation.

► STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- › CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- › CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CONNECTIONS TO C3 FRAMEWORK

- › D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- › D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- › D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

► DOCUMENTS USED

PRIMARY SOURCES

Act creating the 1st Rhode Island Regiment, also known as the “Black Regiment,” 1778
Rhode Island Department of State, Rhode Island State Archives
<https://docs.sos.ri.gov/documents/civicsandeducation/teacherresources/Black-Regiment.pdf>

“Conference of the Commissioners for Indian Affairs with the Six Nations of Indians, at German-Flats, in August, 1776,” August 1776
Northern Illinois University Digital Library
<https://digital.lib.niu.edu/islandora/object/niu-amarch%3A97432>

Letter, “Letter to the Rev. Mr. Hawley at Onebughquageu, the Honorable William Johnson,” December 27, 1755 (excerpt)
Printed in *An account of conferences held, and treaties made, between Major-General Sir William Johnson, Bart. and the chief sachems and warriors [sic] of the . . . Indian nations in North America*
John Carter Brown Library
<https://archive.org/details/accountofconfere00grea/page/12/mode/2up?ref=ol>

Letter, “We are Told that the Americans have 13 Councils . . .,” July 28, 1783 (excerpt)
George Mason University
<http://historymatters.gmu.edu/d/7441>

Speech, Thayendanega (Joseph Brant), “The Disturbances in America give great trouble . . .,” 1776 (excerpt)
George Mason University
<http://historymatters.gmu.edu/d/8071/>

SECONDARY SOURCES

Article, Nadia Dean, “A Demand of Blood: The Cherokee War of 1776,” Winter 2013 (excerpt)
American Indian
<https://www.americanindianmagazine.org/story/demand-blood-chokeee-war-1776>

Article, Joseph Lee Boyd, “Native Americans at Valley Forge,” November 10, 2020 (excerpt)
Journal of the American Revolution
<https://allthingsliberty.com/2020/11/native-americans-at-valley-forge/>

Students interested in this topic might be interested in researching the following for an NHD project:

- › Pontiac’s Rebellion (1763)
- › French and Indian War (1756–1763)
- › Battle of Newtown (1779)
- › Treaty of Holston (1791)
- › Battle of Timbers (1794)

► TEACHER-CREATED MATERIALS

- › History of Native American Relations and Alliances with Europeans and Colonists Reading
- › Native Nations Taking Sides Primary Source Packet
- › Taking Sides Document Analysis Chart
- › Taking Sides Document Analysis Chart Answer Key
- › Perspective and Position Graphic Organizer

► ACTIVITY PREPARATION

- › Make one copy of the following for each student:
 - › History of Native American Relations and Alliances with Europeans and Colonists Reading
 - › Native Nations Taking Sides Primary Source Packet
 - › Taking Sides Document Analysis Chart
 - › Perspective and Position Graphic Organizer
- › Gather highlighters or pens for student use if needed.
- › Print one copy of the Taking Sides Document Analysis Chart Answer Key for teacher use.
- › Organize students into pairs.

► PROCEDURE

ACTIVITY ONE (60 MINUTES)

- › Organize students into pairs. Distribute the History of Native American Relations and Alliances with Europeans and Colonists Reading to provide a brief historical context.
- › Direct students to underline or highlight key idea as they read.
- › Ask students to read silently, then conduct a quick review of key points with the class.
- › Explain to students they will be analyzing primary sources to explore the topic of Native Nations taking sides during the American Revolution. Their job will be to analyze the reasons why some Indigenous youth challenged or defied their elders' orders to remain neutral or support a particular side during the American Revolution.
- › Distribute the Native Nations Taking Sides Primary Source Packet and Taking Sides Document Analysis Chart to each student. Give each student a highlighter or pen to mark and annotate key information.
- › Project a copy of the Taking Sides Document Analysis Chart on the board.
- › Model the process using source one.
 - › Read the historical context aloud and the text of the primary source. Help students recognize and highlight the key ideas in the text.
 - › Help students infer meaning based on textual evidence and add it to the chart.
 - › Ask students what questions they have based on reading this source.
- › Direct pairs to repeat this process using sources two, three, and four.
- › Ask students to share their answers with the class, and complete the organizer on the board.
- › Ask students to respond to the guiding question, *Why did many young members of Indigenous Nations challenge or defy their elders' order to remain neutral or support a particular side during the American Revolution?*

ASSESSMENT OPTIONS

- › Distribute one copy of the Perspective and Position Graphic Organizer to each student.
 - › Allow each pair to select one of the Native Nations featured in the Primary Source Packet.
 - › Ask students to research the role these Native Nations played in the American Revolution and what happened immediately after the war ended.
 - › Ask students to complete the organizer to reflect on the experiences of their selected Native Nation.
- › Ask students to research the challenges that a particular Native Nation faced during the period before and immediately following American independence.
- › Conduct a class discussion of the different perspectives presented in this lesson.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to: nhd.org/RevIdeals.

Promises Made, Promises Broken: The Rhode Island First Regiment and The Struggle for Liberty

GUIDING QUESTION:

What is the meaning of “liberty,” and how do different narratives challenge our understanding of freedom for formerly enslaved soldiers who fought for Rhode Island in the American Revolution?

CO-AUTHORS:

Dianne E. Johnston, University Academy Charter School, Panama City, Florida
Sarah R. Woltring, Murphy High School, Mobile, Alabama

► OVERVIEW

The 1778 act creating the 1st Rhode Island Regiment, also known as the “Black Regiment,” was passed to address the shortage of men fighting for the Continental Army in the American Revolution. The Act, which promised freedom and pensions for enslaved men who enlisted if they fought and survived the war, was repealed by the General Assembly three months later. The Rhode Island First distinguished themselves in major battles for American independence and then fought for their rights promised by the state of Rhode Island. In this lesson, students will explore ideas and perspectives about liberty and freedom from an African heritage perspective in the Revolutionary period.

► OBJECTIVES

At the conclusion of this activity, students will be able to:

- Explore and analyze primary sources from Rhode Island during the Revolutionary War;
- Discuss the meaning of freedom and liberty to enslaved people, through the passage of the Act creating the 1st Rhode Island Regiment, also known as the “Black Regiment,” and the experience of Thomas Nichols; and
- Integrate evidence from primary sources to support new ideas and perspectives about liberty and freedom in the Revolutionary period.

► STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

CONNECTIONS TO C3 FRAMEWORK

- D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.
- D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

► DOCUMENTS USED

PRIMARY SOURCES

Letter to Benjamin and Phoebe Nichols, dictated by Thomas Nichols, January 18, 1781
Varnum Memorial Armory Museum, East Greenwich, Rhode Island
<http://smallstatebighistory.com/amazing-letter-discovered-from-a-black-soldier-of-the-first-rhode-island-regiment-containing-a-shocking-request/>

Painting, Jean Baptiste Antoine De Verger, *Soldiers in Uniform*, c. 1781–1784
Library of Congress (2021669876)
<https://www.loc.gov/item/2021669876/>

Painting, John Trumbull, *George Washington and William Lee*, 1780
The Metropolitan Museum of Art (24.109.88)
<https://www.metmuseum.org/art/collection/search/12822>

Rhode Island General Assembly, Act allowing slaves to enlist in the Continental Battalion, February 1778
Rhode Island Department of State, Rhode Island State Archives
<https://docs.sos.ri.gov/documents/civicsandeducation/teacherresources/Black-Regiment.pdf>

SECONDARY SOURCES

Article, Cameron Boutin, “The 1st Rhode Island Regiment and Revolutionary America’s Lost Opportunity,” January 17, 2018
Journal of the American Revolution
https://allthingsliberty.com/2018/01/1st-rhode-island-regiment-revolutionary-americas-lost-opportunity/#_edn10

Illustration, *Peter Salem shoots Major Pitcairn at Bunker Hill*, 1894
Schomburg Center for Research in Black Culture, New York Public Library (b11216895)
<https://digitalcollections.nypl.org/items/510d47df-a121-a3d9-e040-e00a18064a99>

Painting, Frank Quagan, *Soldiers in the 1st Rhode Island Regiment*, c. 1976
Designed for the Rhode Island Black Heritage Society and the 1st Rhode Island Regiment
Varnum Armory Museum, East Greenwich, Rhode Island
<https://varnumcontinentals.org/2020/01/featured-exhibit-frank-quagans-rendition-of-varnums-black-regiment/>

► TEACHER-CREATED MATERIALS

- › Revolutionary War Images Primary Source Packet
- › Document Analysis Graphic Organizer

► ACTIVITY PREPARATION

- › Review the article, “The 1st Rhode Island Regiment and Revolutionary America’s Lost Opportunity” for background information.
- › Prepare to project the Revolutionary War Images to the class.
- › Make one copy of the following for each student:
 - › Primary Source Packet (use originals or transcriptions as preferred)
 - › Document Analysis Organizer
- › Organize students into groups of two to five students each.

Students interested in this topic might be interested in researching the following for an NHD project:

- › **Caesar Babcock’s Revolutionary War Pension Application (1834)**
- › **The 54th Massachusetts Regiment (1863–1865, 2008–present)**
- › **The Reconstruction Amendments (1865–1870)**
- › **Buffalo Soldiers (1866–1951)**
- › **Double V Campaign (1942–1945)**

► PROCEDURE

ACTIVITY ONE (15 MINUTES)

- › Organize students into groups of two to five students each and designate students to be the group recorder and presenter to the class. Rotate these tasks as needed.
- › Explain that you will project four images from or about the American Revolution. Ask each group to discuss each image and make observations. The designated recorder should write a list of at least five observations from the group for each image.
 - › **Teacher Tip:** This activity will work best with limited guidelines for observations.
- › Project the four Revolutionary War Images to the students. Give students one to two minutes to view each image.
- › Return to the first image and share observations as a class.
- › Ask the students:
 - › *When you think of images of other battles or wars, how are the ones examined in this activity similar? How are they different?*
 - › *How are African American soldiers depicted in these images?*
 - › *How might someone in the Revolutionary period have reacted to these images? In the North? In the South? In Great Britain?*

ACTIVITY TWO (30 MINUTES)

- › Distribute one copy of the Rhode Island General Assembly, Act allowing slaves to enlist in the Continental Battalion and one Document Analysis Graphic Organizer to each student.
- › Project the transcript of the primary source and read aloud as a whole class or in smaller groups. Direct students to underline or highlight key words and phrases while reading or listening.
- › Work in small groups to identify five to ten key words from the document. Allow students to work in groups to write a two- or three-sentence summary of the document, in their own words. Circulate to check for understanding. Direct students to complete the Document Analysis Graphic Organizer. Monitor progress and answer questions.
- › Discuss the source with the whole class:
 - › *What stood out to you? What did you notice about the source?*
 - › *Who or what does the source's author(s) seem most concerned about? Why?*
 - › *Do you think the Rhode Island government upheld the promises made in the document? Why or why not?*
 - › *What are some of the questions your group generated? Where might you go to find the answers?*

ACTIVITY THREE (30 MINUTES)

- › Distribute and project the transcription of the Letter to Benjamin and Phoebe Nichols.
- › Read, in groups, the letter by Thomas Nichols, while underlining or highlighting key words and phrases. Repeat the process above and have students complete the Document Analysis Graphic Organizer.
- › Discuss the source with the whole class:
 - › *Why would Thomas Nichols write to his former enslavers?*
 - › *What difficulties might previous enslaved soldiers, like Thomas Nichols, have faced that might be different from white soldiers?*
 - › *How does this source connect to the previous source? Could Thomas Nichols have been re-enslaved? Who was supposed to provide care for Thomas Nichols?*

- › Ask students to consider both primary sources, as well as the greater context of the Revolutionary War and ideas of freedom and liberty in this time period.
- › Ask students, *How do the primary sources studied today complicate our understanding of liberty and freedom in the Revolutionary period?*

ASSESSMENT OPTIONS

- › Ask students to propose an idea for how the Rhode Island First could best be commemorated and remembered for their bravery and fight for individual freedom, aside from a monument or memorial. Ask students how they could incorporate multiple perspectives into their commemoration.
- › Ask students to brainstorm a list of perspectives from the Revolutionary Era that are less commonly known or discussed.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to: nhd.org/RevIdeals.

Revolutionary Ideals in Action: Comparing the American, French, and Haitian Revolutions

GUIDING QUESTION:

Which revolutions stayed true to their revolutionary ideals?

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► OVERVIEW

At the end of the eighteenth century, three revolutions occurred in the Western Hemisphere that shook the existing political order to its core and changed the way that governments function. Enlightenment ideas emboldened different groups of people to transform their governments, beginning with the American Revolution, which was followed by the French and Haitian Revolutions. What were these revolutionary ideals, and how did they inspire change? How well did the new governments that emerged from the ashes of the old reflect the ideals for which they fought? In this lesson, students will answer these questions by examining the context and outcomes of these revolutions.

► OBJECTIVES

At the conclusion of this activity, students will be able to:

- › Identify the Enlightenment ideals that inspired revolutionaries in the American colonies, France, and Saint-Domingue;
- › Examine the causes and effects of one of the three revolutions; and
- › Analyze and justify the extent to which each of the three revolutions stayed true to its revolutionary ideals.

► STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-Literacy.RH.9-10.3 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- › CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- › CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

CONNECTIONS TO C3 FRAMEWORK

- › D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.
- › D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- › D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

► DOCUMENTS USED

PRIMARY SOURCES

Alexander Hamilton on the French Revolution, 1794 (excerpt)
Liberté, égalité, fraternité: Exploring the French Revolution
<https://revolution.chnm.org/d/593>

Au nom de la République [In the Name of the Republic], 1794 (excerpt)
Library of Congress (2021670754)
<https://www.loc.gov/item/2021670754/>

Code Napoleon [The French Civil Code], 1804 (excerpt)
Liberté, égalité, fraternité: Exploring the French Revolution
<https://revolution.chnm.org/d/509>

Code Noir [The Black Code], 1687 (excerpts)
Liberté, égalité, fraternité: Exploring the French Revolution
<https://revolution.chnm.org/d/335/>

Constitution of the United States, 1787 (excerpts)
Bill of Rights, 1791 (excerpt)
National Archives and Records Administration
<https://www.archives.gov/founding-docs/constitution-transcript>

Declaration of Independence, July 4, 1776 (excerpt)
National Archives and Records Administration
<https://www.archives.gov/founding-docs/declaration-transcript>

Declaration of the Rights of Man and Citizen, 1789 (excerpt)
Lillian Goldman Law Library, Yale Law School
https://avalon.law.yale.edu/18th_century/rightsof.asp

Etching, George Cruikshank, *The Radical's Arms. (No God! No Religion!! No King! No Constitution!!)*, 1819
Library of Congress (2002715338)
<https://www.loc.gov/item/2002715338/>

Essay, James Otis, “The Rights of the British Colonies Asserted and Proved,” 1764 (excerpt)
Teaching American History
<https://teachingamericanhistory.org/document/the-rights-of-the-british-colonies-asserted-and-proved/>

Essay, Stephen Hopkins, “The Rights of the Colonies Examined,” 1764 (excerpt)
Teaching American History
<https://teachingamericanhistory.org/document/the-rights-of-the-colonies-examined/>

François-Marie Arouet, Voltaire’s Understanding of Inequality, 1765 (excerpt)
Liberté, égalité, fraternité: Exploring the French Revolution
<https://revolution.chnm.org/exhibits/show/liberty--equality--fraternity/item/490>

George Washington, Last Will and Testament, July 9, 1799 (excerpt)
George Washington’s Mount Vernon
<https://www.mountvernon.org/education/primary-sources-2/article/george-washingtons-last-will-and-testament-july-9-1799/>

Students interested in this topic might be interested in researching the following for an NHD project:

- > **Mexican War of Independence (1810–1821)**
- > **Venezuelan War of Independence (1810–1823)**
- > **War of Independence of Brazil (1822–1824)**
- > **The Revolutions of 1848**

John Locke, *Second Treatise of Government*, 1690 (excerpt)
Project Gutenberg
<https://www.gutenberg.org/files/7370/7370-h/7370-h.htm>

Letter, From George Washington to the Hebrew Congregation in Newport, Rhode Island, August 18, 1790 (excerpt)
Founders Online, National Archives and Records Administration
<https://founders.archives.gov/documents/Washington/05-06-02-0135>

Pamphlet, Abbe Sieyès, “*What Is the Third Estate?*,” 1789 (excerpt)
Liberté, égalité, fraternité: Exploring the French Revolution
<https://revolution.chnm.org/d/280>

Pierre Joseph Laborie, “The Coffee Planter of Saint Domingo,” 1798 (excerpt)
World History Commons
<https://worldhistorycommons.org/coffee-planter-saint-domingo-london-1798>

Political Cartoon, *People under the Old Regime*, 1815
Liberté, égalité, fraternité: Exploring the French Revolution
<https://revolution.chnm.org/d/215>

Sermon, John Allen, *An Oration on The Beauties of Liberty . . .*, 1772 (excerpt)
Monticello Digital Classroom
<https://classroom.monticello.org/media-item/an-oration-on-the-beauties-of-liberty/>

Speech, Frederick Douglass, *Lecture on Haiti*, January 2, 1893 (excerpt)
Library of Congress (02012340)
<https://www.loc.gov/item/02012340/>

A Woman’s Cahier, 1789 (excerpt)
Liberté, égalité, fraternité: Exploring the French Revolution
<https://revolution.chnm.org/d/630>

SECONDARY SOURCES

Translation by Karen Offen, *A Woman's Cahier*, 1789 (excerpt)

Translation by Mitchell Abidor, *Au nom de la Republique* [In the Name of the Republic], 1794 (excerpt)

► TEACHER-CREATED MATERIALS

- › Revolutionary Ideals Quotations
- › American Revolution Overview and Primary Source Reading
- › French Revolution Overview and Primary Source Reading
- › Haitian Revolution Overview and Primary Source Reading
- › Comparing Revolutions Graphic Organizer

► ACTIVITY PREPARATION

- › Provide students with a background of the Enlightenment either through a previous lesson or a flipped classroom reading or video.
- › Make enough copies of each of the following sources for one-third of the class:
 - › American Revolution Overview and Primary Source Reading
 - › French Revolution Overview and Primary Source Reading
 - › Haitian Revolution Overview and Primary Source Reading
- › Make one copy of the Comparing Revolutions Graphic Organizer for each student.
- › Organize students into groups of three to six students each.
- › Arrange the classroom for group work.
- › Prepare to project the Revolutionary Ideals Quotations to the class.

► PROCEDURE

ACTIVITY ONE (10 MINUTES)

- › Organize students into groups of three to six students each.
- › Project the Revolutionary Ideals Quotations. Read each one with the class and ask student groups, *What makes these ideas revolutionary?*
- › Review answers with the class.

ACTIVITY TWO (60 MINUTES)

- › Distribute one copy of the Revolutionary Cause and Effect Graphic Organizer to each student.
- › Divide the Overview and Primary Source Reading documents (American, French, and Haitian) so that each group has one or two students covering each revolution.
- › Allow teams to read and complete Part A of the graphic organizer.
- › Direct each student or pair to share with the rest of their group what they discovered in their reading and complete Part B graphic organizer as a group.
- › Challenge students to discuss and debate the question in their groups, *Which of the three revolutions best lived up to its ideals? Provide evidence to support your claim.*
- › Ask the class for a volunteer to make a case as to which revolution was the most revolutionary.
 - › Allow groups to build on each other's ideas or make a counter argument for another revolution.
- › Ask the class to make an argument for which revolution(s) held true to their starting ideals.
 - › Allow other groups to extend on others ideas or make a counter argument for another revolution.

ASSESSMENT OPTIONS

- › Collect and evaluate the Revolutionary Cause and Effect Graphic Organizer.
- › Prompt students with an exit task (choose one):
 - › The _____ Revolution was built on revolutionary ideals because (shows what makes this statement true).
 - › The _____ Revolution was built on revolutionary ideals, but (shows a shift in direction).
 - › The _____ Revolution was built on revolutionary ideals, so . . . (what happened as a result?)

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