
Chapter 4: Colonial Resistance to British Rule, the Declaration of Independence and the American Revolution

Chapter Objective:

After this section, the student will be able to trace the events that led to the issuance of the Declaration of Independence and the American Revolution. The student will be able to explain the origins of the American governmental system.

Chapter Topics:

Colonial Resistance

- 1) Wars of the Colonies
 - a) Native Imperial
- 2) The French and Indian War
 - a) Albany Congress
 - b) Combatant advantages
 - c) Military events
 - d) Treaty of Paris
 - e) Consequences
- 3) The Grenville Program
 - a) Proclamation of 1763
 - b) Tax program
 - c) Colonial opposition
- 4) The Townshend Program
 - a) Townshend Acts
 - b) Colonial opposition
 - c) Period of Calm
- 5) Consequences of the Tea Act
 - a) The Tea Act
 - b) Boston Tea Party
 - c) The Coercive (Intolerable) Acts
 - d) Quebec Act
 - e) First Continental Congress
- 6) The Declaration of Independence
 - a) Lexington and Concord
 - b) Second Continental Congress
 - c) Causes
 - d) The document
- 7) Fundamental Causes of the American Revolution

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The War for American Independence

- 1) Opposing Groups
 - a) Military comparisons
 - b) Financial and other comparisons
- 2) Military Campaigns
 - a) Bunker Hill to Princeton
 - b) British plan of 1777
 - c) The French Alliance
 - d) Final years of the war
- 3) Treaty of Paris
 - a) Negotiations & terms
- 4) Post-Revolution Issues
 - a) Political changes
 - b) Articles of Confederation
 - c) Problems with the Articles

Procedures:

The majority of this section will employ the lecture-discussion model.

Application/Reflection:

The student will be able to explain the main causes, events, and effects of the revolutionary period and evaluate the legacy of the Founding Fathers.

Materials List:

For Teacher: Teacher Lesson Plan and Video for Chapter 4 (selections can be found in the Recommended Resources). **For Student:** Student Workbook and notebook for taking notes from lecture.

Chapter 4: Day 1 (Slides 1-7)

Procedure:

On the first day of each new chapter, the teacher should return corrected tests from the previous chapter and review the correct answers with students. The objectives of the new chapter should be explained to the students, as well as an overview of the Chapter Topics as contained in the chapter outline given above, and approximate due dates for assignments. The first homework, Chapter 4: Vocabulary #1 (from the Student Workbook) should be assigned. The following material should be covered with lecture and discussion.

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Vocabulary:

List vocabulary words (*italic in the Content Background that follows*) on the board.

Homework:

Chapter 4: Vocabulary #1 (due on Day 3)

Original Source Paper:

Students will submit a one-page handwritten paper summarizing the *Resolutions of the Stamp Act Congress*. (due on Day 6)

Content Background and Lecture Support:

The American Revolution was not the first military experience for the American colonists. War and conflict had been commonplace in North America since the first colonies had taken root. These wars fell into one of two basic categories; wars of the colonists against the native tribes, or the colonists fighting with the British against Britain's European enemies in North America. The wars against the native tribes were most common in the Northern and Southern colonies. The Middle colonies enjoyed relatively good relations with Native Americans due the influence of Pennsylvania and their policy of fair treatment. The wars fought due to the colonies' political allegiance with Britain, were fought mostly against the French. Indeed, between the years of 1689 to 1815, the British and French Empires were engaged in an almost constant state of war. The largest of these would come to be known as *the French and Indian War*.

This was a war between the French and their Native American allies against the British and their colonists over ownership of the Ohio River Valley. It would bring an end to the French Empire in North America. By 1750, the British population in North America numbered two million, compared to a French population of about one hundred thousand. This, and the fact that British colonists were already making moves into the Ohio Valley, prompted the French to action. They built a series of forts along the Ohio River in order to keep any further intrusions at bay. British military leadership in the colonies needed to know the purpose of these forts, so an expedition was ordered to reconnoiter the area and return with a report. The British gave command of this unit to a young Virginia surveyor and militia member named *George Washington*. Upon nearing the forts, Washington stumbled into a French patrol and a skirmish broke out. The colonials were quickly beaten into a retreat, but this event led to a declaration of war from the French.

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Wars of the 18th century did not happen quickly. There was some time between the declaration and the shooting war. Before the actual fighting began, a well-known colonist named *Benjamin Franklin* proposed a colonial meeting to be held in Albany, New York. The idea was for representatives of all the colonies to meet and discuss preparations for the impending war. At this *Albany Congress*, Franklin proposed what he called *the Albany Plan*. It was to be an agreement between the colonies on how to raise a colonial army, how to collect taxes to maintain that army and how to create a colonial assembly to manage the war. Only seven of the colonies sent representatives, and between them there was little agreement. In the end the Albany Congress was a failure, but its purpose and goals would be remembered when it came time to unite against the British.

Chapter 4: Day 2 (Slides 8-15)

Procedure:

Class begins with a brief review of the assignments and material covered thus far, as well as a reminder that their first homework will be due on Day 3. The teacher should discuss the process of writing the Original Source papers (three in this chapter), the first of which will be due on Day 6. The teacher should engage students by asking for a brief review of the material covered during the preceding class, as well as the previous day's vocabulary. The teacher should offer a brief comment on the material to be covered in this class.

Vocabulary:

List vocabulary words (*italic* in the Content Background that follows) on the board.

Content Background and Lecture Support:

In the French and Indian War, both sides enjoyed advantages over the other. The French held an alliance with many native tribes, which gave the French an advantage in movement and in the knowledge of native methods of warfare. The French also had a more loyal set of colonists. The French colonists tended to have a much stronger allegiance to France than to their individual colony. This was rarely true of the British colonists, but the British held the single greatest advantage of the time: the Royal Navy. With the Navy, troops and supplies could be brought to bear in a much quicker manner than the French could accomplish. Also, the British colonies were self-sufficient; they could feed and support not only themselves, but the British army as well. This was definitely not true of the French.

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The war itself was really part of a much larger European war, and therefore it was fought at a slow pace. *General Braddock* commanded the first two years of the war for the British. He fought along the rules of war that he had followed his entire career. Unfortunately for him, those rules rarely applied in North American wars. His refusal to use the tactics that the French had learned from the native allies cost him the loss of almost all the battles of the first two years of the war. He was replaced with the brilliant *William Pitt*. Pitt realized the simple truth that if Britain could gain control of the river systems, the French would be cut off from their supplies and would have to surrender. To this end, Pitt attacked and took Quebec in 1759 and Montreal in 1760 in the *Battles of Quebec and Montreal*. These victories, coupled with British victories in India and Europe, brought about French surrender.

With the *Treaty of Paris (1763)*, the French Empire in North America came to an end. Britain came into ownership of all the territory that the French had held, as well as the Spanish territory of Florida. Florida was taken because of the Spanish alliance with the French; the French compensated the Spanish by giving them the Louisiana territory.

Of more importance than the war itself was its impact on relations between Britain and its American colonists. The colonists were very proud of themselves for their efforts in the war. They had supplied troops and funds and believed that they had proven their worth to the Empire. The colonists also expected that with the removal of the threats in the West, massive amounts of new territory had opened up for possible settlement. The British felt quite the opposite. The mercantilist ideas for acquiring colonies were to make profits. The North American colonies had never been very profitable, and now they had dragged Britain into a war, the most expensive thing that nations do. The British also believed that the colonists had not held up their end in the war, and now the British had an even larger North America to manage. Thus, in 1763, we have a set of colonies expecting to be given better treatment and respect, and an Empire that is about to try to force these same colonies back into mercantilist profitability.

Chapter 4: Day 3 (Slides 16-19)

Procedure:

Class begins with a brief review of the assignments and material covered thus far, as well as collection of their first homework. (Answer sheets to all quizzes can be found in the Teacher's Edition of the workbook, assignment should be graded and returned to students the next day). The teacher should engage students by asking for a brief review of the material covered during the preceding class, as well as the previous day's vocabulary. The teacher should offer a brief comment on the material to be covered in this class. Homework (Chapter 4, Vocabulary #2) should be assigned, and students told that it is due on Day 6.

Vocabulary:

List vocabulary words (italic in the Content Background that follows) on the board.

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Homework:

Chapter 4: Vocabulary #2 (due on Day 6)

Content Background and Lecture Support:

In 1763 the new British Prime Minister, George Grenville would take over with the primary goal of bringing the colonies back in line. At about the same time, a Boston colonist named James Otis filed a lawsuit against the use of writs of assistance. Many colonists followed the case day by day, believing that this would be the opportunity for the Empire to pay the colonies their due respect. To the shock of the colonists, the British court upheld the legality of the writs, which brought about a wave of colonial protest. If that were not enough, Grenville was about to enact his first piece of controversial legislation apropos the American colonies.

The *Proclamation of 1763* was an attempt by the British to keep the American colonists hemmed in the area between the Atlantic coast and the Appalachian Mountains. This Proclamation simply drew a line dividing the original colonial area from that of the old French territories, and stated that the line was not to be crossed by the colonists, and that those colonists who had already gone were to come back. It also held that colonists would have to purchase a license to trade with Native Americans, and that there was to be no private purchases of lands beyond the line. British reasoning was again based on the profits of mercantilism, not on the reality of the colonial situation. The law was met with loud protests from the colonists and very little adherence. The expectations of mutual trust and respect between Britain and its colonies were beginning to wane.

Besides funding the imperial war chest, Britain did have real need for making profits from North America. With all of the new territory gained in the war, Britain would be forced to garrison even more troops for its protection. The tax burdens of British citizens were not enough to pay for the recent war, and so tax burdens needed to be assessed in the colonies as well. The timing of these taxes could not have been worse as they hit the colonies in the middle of a post-war recession.

Grenville's Tax Program consisted of a series of laws and taxes designed to make the colonies carry their own weight (in the eyes of the British), and to finally show a profit for the Empire. A number of new commercial laws were enacted to control colonial commerce. Most of these centered on an increased use of the writs of assistance. In 1764, the Sugar and Currency Acts were established. *The Sugar Act* was enacted to limit the colonial sugar market, and the *Currency Act* outlawed the use of any type of colonial currency. In 1765, Britain passed the *Quartering Act*, which held the colonies financially responsible for the housing and maintenance of 10,000 British troops. But of all of Grenville's initiatives, nothing brought about more protest than *the Stamp Act* of 1765.