

## CAUSES OF THE REVOLUTIONARY WAR UNIT

INCLUDED WITHIN:

### **Narratives:**

French and Indian War  
Join, or Die  
Royal Proclamation of 1763  
Stamp Act  
The Sons of Liberty  
Townshend Act  
Boston Massacre  
Crispus Attucks  
Why did John Adams Defend the Soldiers?  
The East India Company  
Boston Tea Party and Intolerable Acts  
Mob Etiquette

### **Activities:**

Join, or Die  
Rivals  
The Worst Rule Ever  
Stamp Act Vitriol: Symbols of Rage  
Sons of Liberty Reading Comprehension  
Keeping the Sugar, Stamp, and Townshend Acts Straight  
Propaganda in the Boston Massacre  
The Bloody Massacre Woodcut Coloring Page  
Crispus Attucks Reading Comprehension  
Fun with Acts and Taxes  
The "Tolerable Acts"

405 minutes of continuous instruction and work, all scripted out.

## **FRENCH AND INDIAN WAR INTRODUCTION (30 minutes)**

- Start the unit and, or, extended lesson plan by explaining that the first cause of the Revolutionary War is usually considered the French and Indian War, also called the Seven Years' War. Explain to students that this was the culmination of long-simmering tensions between France and England over territory, specifically, the Ohio River Valley, in the 1700s.
- Explain to students that England and France were long-time rivals who were often in conflict, specifically over colonizing the New World.
- Distribute the "Rivals" writing prompt and read the directions. Allow students to respond to the prompt and share their writing.

## **SYMBOLS OF THE FRENCH AND INDIAN WAR (45 min.)**

Then, explain that the French and Indian provided an opportunity for the colonies to become united over a cause. Up to this point in history, although the colonies were aligned under British rule, they more or less functioned independently of one another. Explained that the famous printer and scientist Benjamin Franklin thought colonial unity was very important, and created one of the most timeless symbols in American history.

- Read, distribute, or post the Join, or Die narrative to students and emphasize its symbolism.
- Distribute the Join, or Die activity and explain it to students. In the activity, students must draw corporate logos or symbols they know or encounter and try to explain the symbolism behind those logos.
- Allow them to share examples they came up with.

## **FRENCH AND INDIAN WAR / ROYAL PROCLAMATION OF 1763 (35 min.)**

- Read, distribute, or post the narrative on the French and Indian War and emphasize its causes and effects. Explain to students that the effects of the war had major implications for both American and world history as it meant (for the time being) England had near complete control over the New World. It also meant that the English government, Parliament, would soon make some fateful decisions regarding the colonies in order to recoup its financial losses in the war.
- Then, introduce one of the major effects of the war, the Royal Proclamation of 1763, by distributing "the Worst Rule Ever" writing prompt. Allow students to craft responses and to share. Students will have a lot of fun with this writing prompt.

- Read, distribute, or post the Royal Proclamation of 1763 Narrative. Discuss and explain that this was sort of like the first step on the road to Revolution and led to a lasting distrust between some colonists and colonies and Parliament.

### **STAMP ACT (35 min.)**

- Explain to students that following the French and Indian War, Parliament sought to recoup the money it spent protecting the colonies during the French and Indian War and hence, issued a “minor” tax on the colonists called the Stamp Act. The Stamp Act required colonists to buy a tax “stamp” on certain printed documents including newspapers and marriage licenses. To Parliament, it was a reasonable cause. In the colonies, however, specifically in Boston, it stoked considerable anger and prompted calls for independence, the formation of the revolutionary group known as the Sons of Liberty, and the timeless motto “No taxation without representation.”
- Read and discuss the Stamp Act narrative. Ask students whether or not England had the “right” to tax the colonists.
- Ask students what happened as a result of the implementation of the Stamp Act?
- Did it work?
- How did Parliament replace the Stamp Act?
- Distribute and explain the activity “Stamp Act Vitriol.” They will be creating their own “Stamp” to protest something they believe is unfair about school. Allow them to share their work when they’ve completed it.

### **SONS OF LIBERTY (35 min.)**

- Explain to students that one of the effects of the early British taxes was the formation of the Sons of Liberty in Boston and New York.
- The Sons of Liberty were formed to protect the rights of colonists and to keep Parliament’s power over the people in check.
- Famous Patriots such as John Hancock, Samuel Adams, and Paul Revere were among those who were part of the Sons of Liberty.
- Read the Sons of Liberty narrative and then distribute the Sons of Liberty Reading Comprehension passage and question set. This serves as a great opportunity to integrate reading and comprehension with history.
- Monitor while students work.
- When students have completed the activity, review answers.

### **TOWNSHEND ACT (40 min.)**

- Explain to students that despite the failure of the Stamp Act, Parliament was determined to collect money from the colonists, as well as to assert its power over the colonies. In 1768, it issued the Townshend Act as a replacement for the failed Stamp Act. The Townshend Act was even more encompassing than the Stamp Act and required Americans to pay taxes on a wide variety of items they purchased.
- Not surprisingly, the colonists were again enraged, particularly in Boston, which was the center of revolutionary rage toward England.
- Read the narrative on the Townshend Act and emphasize that the situation in Boston had grown so dangerous, that British soldiers known as “Redcoats” would begin patrolling the streets, which fueled even more anger. The situation in Boston was growing more tense by the day....
- Distribute the activity Specifics of the Sugar, Stamp, and Townshend Acts, and allow students to work. They will need colored pencils for this activity, which is a great way to distinguish the taxes on items in each act.

### **BOSTON MASSACRE - PROPAGANDA (45 min.)**

- Explain to students that they will be learning about an event before the revolution called the Boston Massacre.
- Ask students what defines a massacre. Solicit volunteer responses and tell them that a massacre is a deliberate attempt to kill many people.
- Tell students that after they learn about the Boston Massacre, you want to know if they think this event qualifies as an actual massacre.
- Introduce the term, **propaganda**, and ask students if they can define it. Tell students that propaganda is often printed documents, fliers, or media designed to use hyperbole to cause anger. This is a great opportunity to tie in critical literacy and fake news.
- Tell students that propaganda plays a role in the Boston Massacre.
- Distribute the “Propaganda” activity which features Paul Revere’s “Bloody Massacre” woodcut.
- Allow students to complete the activity, which asks them to describe what is depicted in the woodcut.
- Explain to students that they will see why this is propaganda after they learn the details of what happened in the “massacre”
- OPTIONAL - distribute the Bloody Massacre coloring page and allow students to color.

### **BOSTON MASSACRE - (60 min.)**

- Distribute the Boston Massacre narrative and call on volunteers to read portions of it aloud. Ask students what surprised them about the “massacre” and whether or not the Boston Massacre fit the definition of massacre?
- Further, ask students how propaganda, such as Paul Revere’s Bloody Massacre, may have inflamed the situation.

- Ask students if they think that the soldiers were guilty or not? Explain that while many in Boston wanted them executed, the future second president of the United States, John Adams, decided to defend them.
- Ask students why someone like John Adams, an ardent Patriot, would defend the soldiers?
- Read the narrative Why John Adams Defended the British Soldiers in the Boston Massacre. Ask students again why Adams defended the soldiers.
- Finally, explain to students that a Boston citizen named Crispus Attucks was the first African-American Patriot to be killed in the Revolutionary era. He was one of the five men killed by the British in the massacre.
- Distribute the Crispus Attucks reading passage and question set. Review answers when students have finished.

### **BOSTON TEA PARTY - (60 minutes)**

- Ask students if they've ever played the board game Monopoly? What is the ultimate goal of the game? Direct thinking toward - the goal is to dominate the game board.
- Further, explain that a monopoly, in modern terms, is a situation in which a single company is the only option for a good or service.
- Ask students why such a monopoly is harmful to consumers. Explain that it stifles competition, discourages innovation, and results in that company wielding a lot of power.
- Ask students which modern companies come closest to having monopolies?
- Next, explain to students that in 1773, one company, called the East India Company dominated much of the world and had monopolies in multiple products. It was by far the largest company in the world. It was so large that it had its own military.
- Read, distribute, or post the narrative about the East India Company.
- Next, read, distribute, or post the Boston Tea Party and Intolerable Acts narrative to students. Explain each of the five laws within the Intolerable Acts.
- Ask students to explain if they think that Parliament made a mistake with the Tea Act?
- Ask them which of the five Intolerable Acts they think was the worst?
- Distribute and explain the activity, the Tolerable Acts. Allow students to share their acts when completed.

### **CLOSING ACTIVITY - FUN WITH ACTS AND TAXES (20 min.)**

- This super fun activity allows students to play the role of a rogue principal to design unfair "acts" and taxes on the student body.
- Students will love sharing these!

# JOIN, or DIE NARRATIVE

## What was the Join, or Die Symbol?

Join, or Die was a political cartoon and woodcut created by Benjamin Franklin in 1754. It was designed to unite the American colonies against the French and their Native allies at the start of the French and Indian War. It is thought to be the first political cartoon that advocated unification of the colonies. It is believed that Franklin did not actually create the image of the snake cut into pieces, but the actual artist is unknown.

## Why the Snake?

The symbolism of a snake may have represented regeneration or renewal, since snakes shed their skins, or, may have drawn upon a legend of the time, which suggested that a snake that was cut into pieces could come back to life if its parts were assembled before sunset.

## What was its Purpose?

Franklin's *Join, or, Die* shows a snake cut into eight sections. Atop each section is a label representing the initials of a colony or group of colonies. Interestingly, the New England colonies of Massachusetts, New Hampshire, Rhode Island, and Connecticut are grouped together in one section labeled "N.E." Georgia and Delaware are absent from the woodcut. Some historians have theorized that Franklin included initials rather than the actual names of the colonies because many people of the time could not read. The design first appeared in an editorial by Benjamin Franklin for *the Pennsylvania Gazette*, on May 9, 1754, in which he urged colonial consensus on the decision to fight the French and their Native allies for control of the Ohio River Valley and lands to the west. He also argued for British support of a unified colonial government. Franklin's symbol, however, failed to have the intended effect in England, as British politicians likely saw the formation of colonial governments as a threat to their control.

**Symbols of the American Revolution and Today: Join, or Die and Corporate Logos**



The above symbol remains one of the iconic mages of the Revolutionary War. Originally made as a woodcut by Benjamin Franklin, it was intended to symbolize the need for unity among Britain’s North American colonies toward the efforts in the French and Indian War. According to superstition at the time, a snake cut into pieces would become whole again if assembled before sunset.

Similarly, today’s companies and corporations use symbols in their logos. Use the chart below to label and color three corporate logos that you are aware of and describe what you think each symbolizes.

	<p>The original “Golden Arches” logo was supposed to symbolize the architectural design of early McDonald’s restaurants. Contrary to popular belief, it has nothing to do with French Fries or food.</p>

# **French and Indian War Narrative**

## **Why did the French and Indian War Happen?**

The French and Indian War, also known as the Seven Years War, began in the Spring in 1754. The dispute arose over the presence of British and French settlers in the Ohio River Valley (in and around present day Pittsburgh, Pennsylvania), but resulted in battles that were fought far from there. Both the French and English wanted exclusive rights to the area because of its economic potential and plethora of fur-bearing wildlife. Despite attempts in Europe to solve the territory battle diplomatically, no compromise could be made. French settlers began building forts along the Ohio River to protect the land from the British. Meanwhile, Robert Dinwiddie, lieutenant governor of Virginia, had begun issuing land-grants in the region for members of his colony. French and British military forces were both authorized by their respective governments to take the necessary measures to remove the other.

## **George Washington's Men Fired the First Shots**

Upon hearing news of the French forts, Dinwiddie sent 21 year-old George Washington, to deliver a British ultimatum to French colonists. The French refused to leave and built a fort at the source of the Ohio River which they named Fort Duquesne. The following May, Washington, now promoted to lieutenant colonel, returned to the area with 160 armed Virginians. Washington then ambushed a French reconnaissance party at what came to be known as The Battle of Jumonville Glen. In preparation for a French counterattack, Washington ordered the construction of a makeshift stockade which he named Fort Necessity, south of present day Pittsburgh. Less than a month later, the French ambushed the fort, which resulted in Washington's surrender, and the capture of Fort Necessity. The French promptly burned the fort to the ground and gained control of the region.

## **Initial Success for the French**

For two years, the French controlled the region. When British Commander Edward Braddock and forces attacked Fort Duquesne in 1755, his army was routed and he was killed. While the French successfully defended their interests in the Ohio Valley, they were losing the battles elsewhere in North America especially in points along the shores of Lake Ontario.

## **The British Strike Back**

In 1756, British Prime Minister William Pitt devised a comprehensive military plan to defeat the French, not only in the Ohio River Valley and North America, but in other regions of contention such as India, Africa, and the oceans. Pitt committed large numbers of troops to North America who had permission to garner supplies at will from civilians. Citizens were also forced to serve in the military. While his tactics were successful in driving back the French, he was forced to relent when a 1757 uprising concerning his laws nearly tore New York City apart. Nevertheless, the

British had the upper hand in North America. In 1758, they captured Lake Ontario and Louisbourg, Nova Scotia. The capture of Fort Frontenac on Lake Ontario effectively severed communications between the French headquarters in Montreal and their forces in the Ohio Valley. Louisbourg gave the British control of the Bay of St. Lawrence. That same year, British forces teamed up with local Indians to take Fort Duquesne from the French. It was renamed Fort Pitt.

## **The French Surrender**

The turning point in the war occurred on September 13, 1759, when British General James Wolfe defeated French forces at Quebec in a siege that lasted almost two months. Montreal and Detroit, the other two French strongholds would fall soon after. In 1760, the battered French Army surrendered at Montreal. The entire nation of Canada was relinquished to the British. As part of the 1763 Treaty of Paris, The French lost not only Canada but also all lands in America east of the Mississippi River.



## **Royal Proclamation of 1763 Narrative**

### **What was the Purpose of the Royal Proclamation of 1763?**

Issued on October 2, 1763, the Royal Proclamation of 1763 was intended to regulate the lands west of the Appalachian Mountains awarded to the British in the Treaty of Paris. In the proclamation, portions of the newly acquired land were organized into the large districts of Quebec, East Florida, West Florida, and Grenada. In these territories, Parliament encouraged the issuance of land-grants to veterans of the French and Indian War.

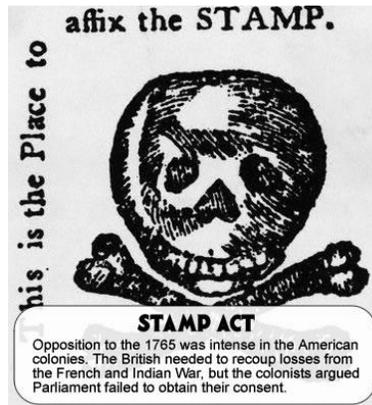
### **Settlement Forbidden in Newly Won Lands**

The Proclamation also called for conciliatory actions toward the Indians. Land-Grants were forbidden "beyond the Heads or Sources of any of the Rivers which fall into the Atlantic Ocean from the West and North West." In other words, British settlers were forbidden to settle west of the Appalachian Mountains. Those who had already settled in such lands were forced to relinquish their property. In addition, private purchases of the land from Indians were prohibited, and all issues involving land in the western territories were to be handled by Parliament.

### **Settlers Ignored the Proclamation**

The Proclamation of 1763 was extremely unpopular with the colonists and fur traders. Many simply ignored it. In 1768, Parliament acquired additional lands from the Iroquois Confederacy in modern-day western New York, Pennsylvania, West Virginia, and Kentucky as part of the Treaty of Fort Stanwix for the purposes of settlement.





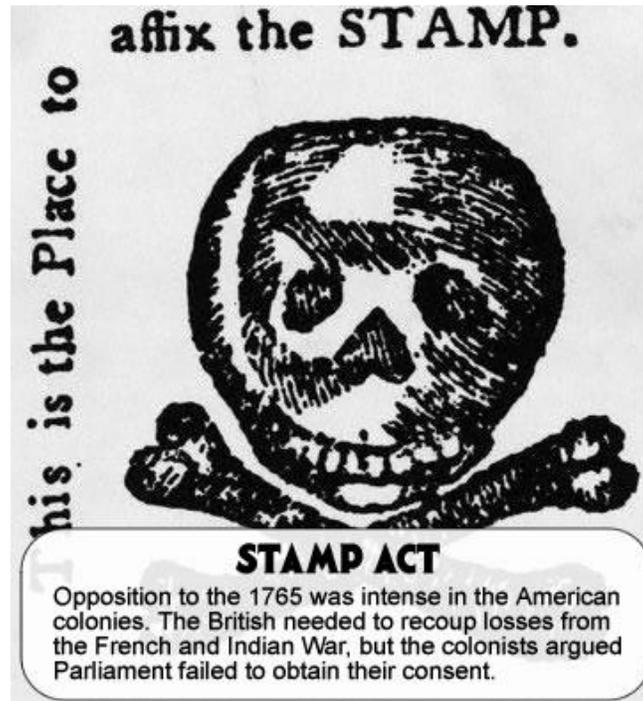
## STAMP ACT NARRATIVE

The French and Indian War proved extremely expensive. In fact, Prime Minister William Pitt nearly bankrupted Parliament to pay for fighting a war overseas. Parliament enacted the Sugar Act in 1764. The Sugar Act imposed new duties (taxes) on American commodities such as sugar, molasses, textiles, coffee and indigo. Unlike previous taxes, this tax was enforced and accused smugglers were prosecuted. American colonists were enraged by the Sugar Act because they did not think they should be taxed in the same way British residents were. For the first time, as the Virginia House of Burgesses asserted, the famous words, "no taxation without representation" were uttered. American colonists argued that they should not be subjected to taxes unless they had elected representatives in Parliament.

To make matters worse, Parliament passed the Stamp Act on March 22, 1765. The Stamp Act required Americans to purchase tax stamps for any printed documents including newspapers, legal documents, marriage licenses and more. On March 24th, Parliament passed the Quartering Act which required Americans to provide housing and provisions to British soldiers. Colonists wondered why troops were being sent to America after the French and Indian War. Many believed the troops were sent over to suppress freedoms Americans had enjoyed.

Opposition to the Stamp Act was universal. In 1765, the Massachusetts General Court organized opposition to the Stamp Act. Representatives from nine colonies drafted a petition calling for the repeal of the Stamp Act. Street mobs, calling themselves the Sons of Liberty, destroyed royal offices in Massachusetts and New York. When the Stamp Act was to be officially implemented, on November 1, 1765, all stamp agents sent over from England had been intimidated into resigning their posts. Meanwhile, Americans increasingly imported goods illegally which caused British merchants and manufacturers to lose business. Some, such as Samuel Adams, began to call for independence because Parliament had exceeded its authority. In March of 1766, Parliament agreed to repeal the Stamp Act, but passed the Declaratory Act which reaffirmed their right to pass any law in America.

## Symbols of Rage: Stamp Act



When Parliament passed the 1765 Stamp Act, colonists reacted with disbelief, scorn, and in some cases violence toward the hapless stamp agents assigned with the task of issuing stamps. Others chose to vent their anger in more creative ways. The above illustration known as *An Emblem of the Effects of the STAMP* appeared in American newspapers in October, 1765. As you can see, the artist who created the emblem was not particularly pleased with the Stamp Act.

Design a Stamp that you think could serve as a creative protest on days when you think you get too much homework. Don't get carried away though. Remember to be respectful toward your teachers.



# Sons of Liberty Narrative

## Who were They?

The Sons of Liberty was a secret organization founded in response to the 1765 Stamp Act that required colonists to pay a tax on printed documents. The Stamp Acts was issued to help the British recoup the financial burden incurred for prosecuting the French and Indian War. The origins of the Sons of Liberty is unclear, but the organization worked in both Boston and New York. Its purpose was to protect the rights of colonists and to protest British taxes. Samuel Adams is often credited with founding the Sons of Liberty. The motto of the Sons of Liberty was “no taxation without representation.”

## Planning Chaos at the The Liberty Tree

The first known protest organized by the Sons of Liberty occurred on August 14, 1765. Under the “Liberty Tree,” a popular meeting place for the Sons of Liberty, supporters hung an effigy of tax collector Andrew Oliver from the tree. Those in attendance took turns punching it and stomping on it. Before long, the effigy was dragged through the streets of Boston while bystanders cheered and jeered. The mob next struck at Oliver’s home, which was thoroughly destroyed. Oliver resigned his position as a tax collector three days later. On August 26, the Sons of Liberty destroyed the home of the unpopular lieutenant governor, Thomas Hutchinson.

## Tar and Feathering

As the path to war became clear, the Sons of Liberty used mob rule and intimidation as powerful weapons against British agents and Loyalists. In some cases, members of the Sons of Liberty were reported to have tarred and feathered perceived enemies such as tax collectors and customs officers. Tarring and feathering involved pouring hot pine tar on a person before covering them in feathers. Although certainly painful and embarrassing, tarring and feathering was not fatal.

## Boston Tea Party

The Sons of Liberty are best known for staging the Boston Tea Party on December 16, 1773, in protest of the Tea Act, which allowed a British company a monopoly over the tea trade. In the Boston Tea Party, members of the Sons of Liberty dressed up as Indians, boarded a British tea vessel called Dartmouth, and flung its entire load of tea into Boston Harbor. The “party” and the resulting Intolerable Acts passed by Parliament as a punishment, were among the primary causes of the coming war.

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**1. What was the purpose of the Sons of Liberty? (Select all that apply)**

- A. To collect taxes from colonists
- B. To protect the rights of the colonists
- C. To protest taxes
- D. To use violence to intimidate their enemies

**2. For which of the following questions would “Andrew Oliver” be the answer?**

- A. What was the name of the lieutenant governor of Massachusetts in 1765?
- B. Who is credited with founding the Sons of Liberty?
- C. What British official was tarred and feathered?
- D. Who resigned his position as tax collector on August 17, 1765?

**3. What was the effect of the 1765 Stamp Act?**

- A. The passing of the Intolerable Acts
- B. The Boston Tea Party
- C. The formation of the Sons of Liberty and widespread violence
- D. The prosecution of the French and Indian War

**4. What does “effigy” mean in the following sentence?**

Before long, the effigy was dragged through the streets of Boston while bystanders cheered and jeered.

- A. Model
- B. Target
- C. Replacement
- D. Idol

**5. Which of the following is correct? (Select all that are true)**

- A. The cause of the Tea Act was the Boston Tea Party
- B. The effect of the Tea Act was the Intolerable Acts
- C. The effect of the Tea Act was the Boston Tea Party
- D. The effect of the Boston Tea Party was the Intolerable Acts

**6. How are the second and third paragraphs similar?**

- A. They both discuss methods used by the Sons of Liberty to intimidate enemies
- B. They both discuss methods in which people were injured
- C. They both discuss the role of the Sons of Liberty during the Revolutionary War
- D. They both discuss meeting places used by the Sons of Liberty

**7. What question is not answered in the passage?**

- A. What happened during the Boston Tea Party?
- B. Why did the British issue the Stamp Act?
- C. When did Andrew Oliver resign as a tax collector?
- D. How did the Intolerable Acts punish the colonists?



**Specific of Early Acts – Sugar, Stamp, and Townshend Acts**

Name \_\_\_\_\_

Directions: Following the French and Indian War, Parliament issued taxes on all sorts of things. Use the chart below to draw and color icons to note the specifics of the Sugar, Stamp, and Townshend Acts.

**The Sugar Act required colonists to pay taxes on:**

Coffee	Molasses	Textiles	Indigo	Sugar

**The Stamp Act required colonists to purchase a stamp for:**

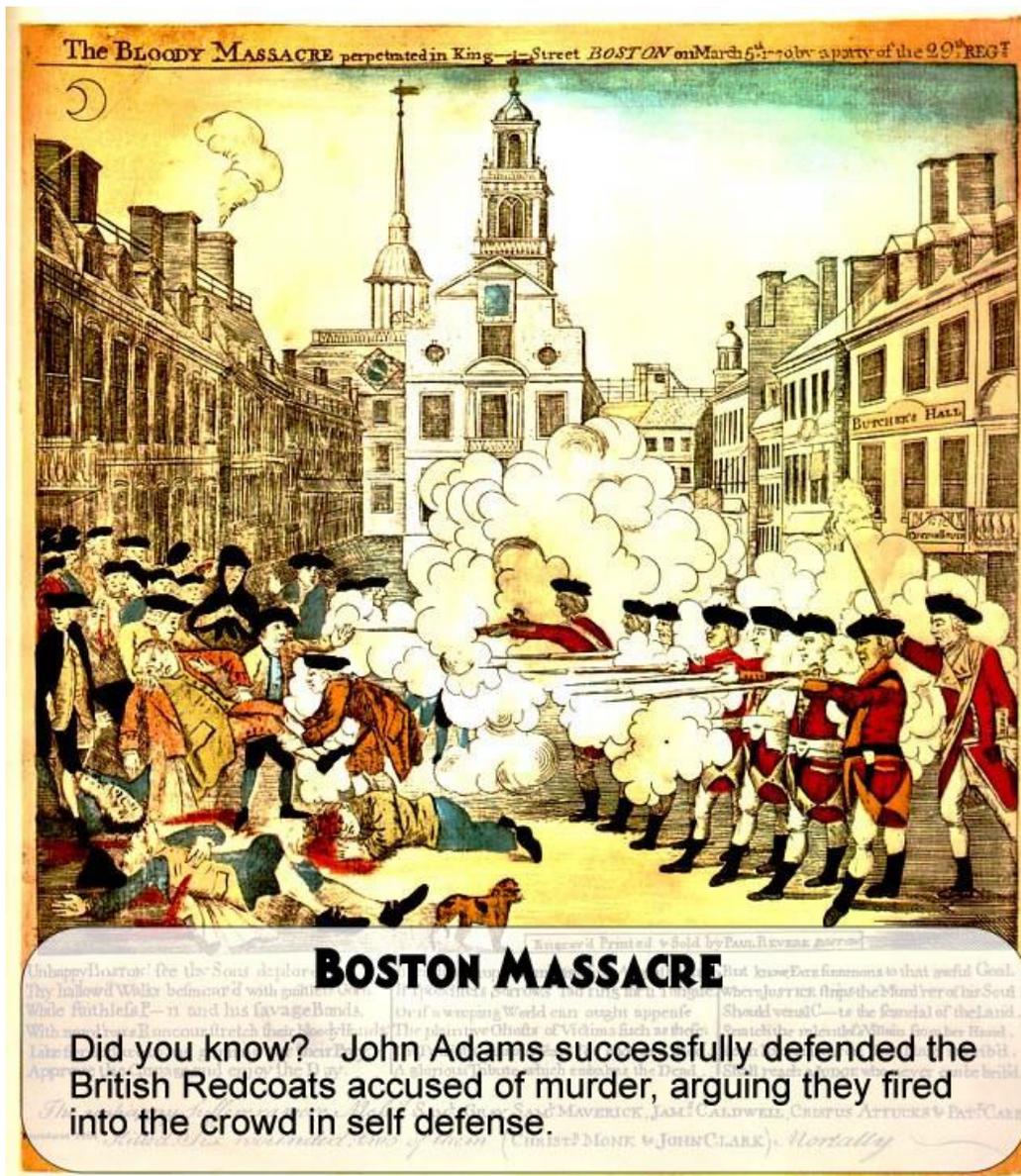
Newspapers	Marriage Licenses	Playing Cards	Legal Documents

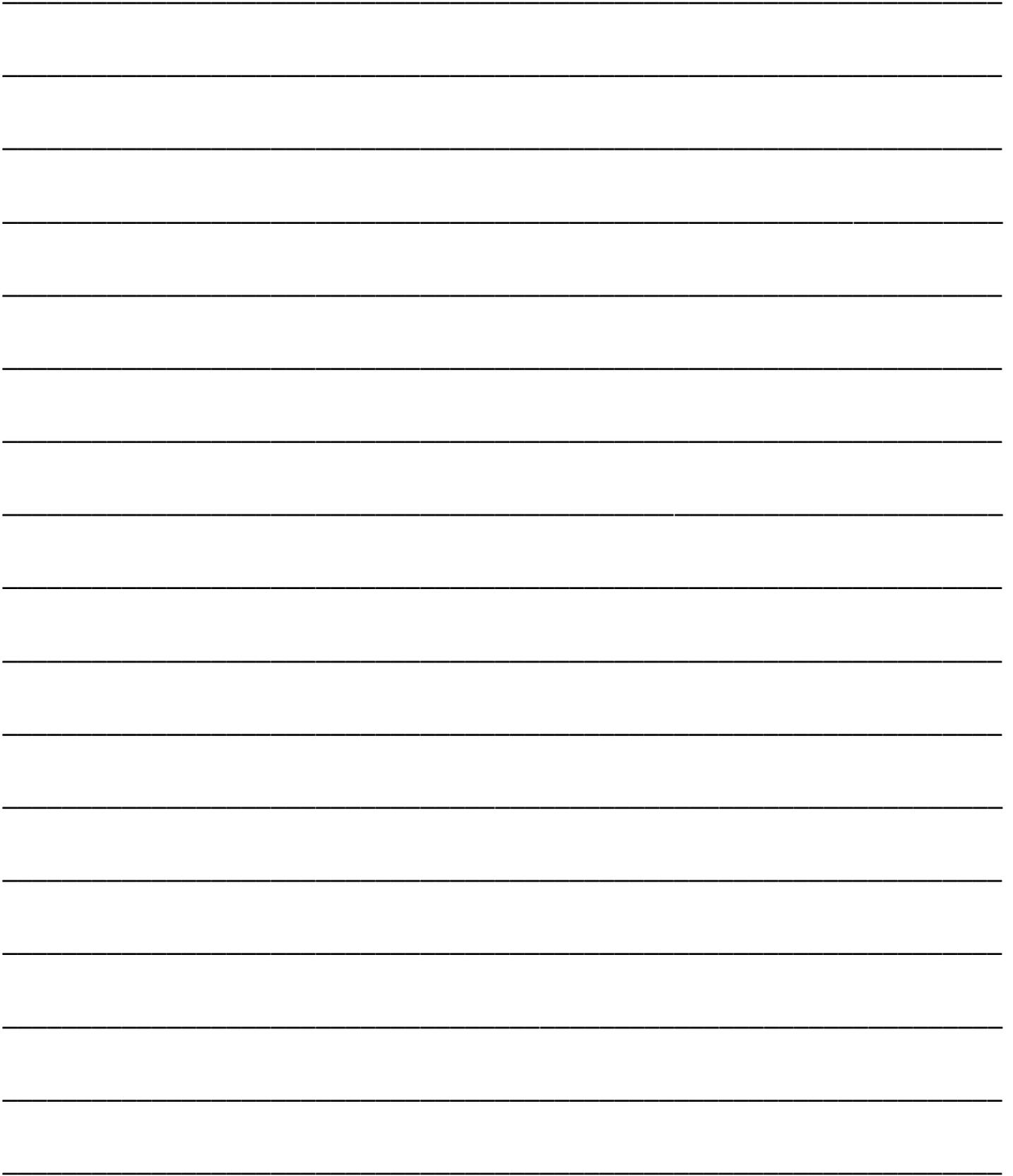
**The Townshend Acts required colonists to pay taxes on:**

Glass	Lead	Paper	Tea	Paint

## Propaganda

During the American Revolution, hostilities toward the British were sometimes driven by propaganda --- writings or depictions designed to provoke rage and anger through exaggeration. Below is a woodcut made by famous patriot Paul Revere after the Boston Massacre. View his depiction of this infamous event. If you were viewing this depiction in 1770, what conclusions would you come to about the Boston Massacre? What tone was he trying to convey?





## **BOSTON MASSACRE NARRATIVE**

On Monday night March 5, 1770, an American (patriot) began harassing a Redcoat named John Goldfinch standing guard. Another Redcoat nearby, named Hugh White, joined Goldfinch to defend him. White became agitated with the harassment and struck the patriot in the face with his musket. As the patriot cried out in pain, a mob of fifty or so Bostonians gathered. Goldfinch retreated to the nearby Custom House and pointed his musket toward the angry crowd.

The mob began throwing chunks of ice at White and shouted "Kill him!" Meanwhile, other mobs were forming on Boston's streets. Those mobs began pelting other Redcoats with chunks of ice. British officers on the scene ordered soldiers back to their barracks, and several had to be subdued by officers to prevent them from firing into the angry crowd. The mob surrounding Hugh White, however, grew until he was surrounded by over 400 angry Bostonians. White's shouts for reinforcements were answered by British Captain Thomas Preston and several other soldiers who entered the emotional mob.

Preston tried to march the British soldiers from the Custom House back to the Main Guard, but his path was blocked by the mob of patriots. Despite his demands for the dispersal of the crowd, the mob responded with more insults and ice chunks. When the British justice of the peace tried to read the Riot Act, which would subject all members of the mob to prosecution once it was read, the mob forced him to retreat by throwing snowballs and ice chunks at him.

The mob continued to provoke the soldiers and challenged them to fire. Members of the mob grew more and more violent and began striking the muskets and bayonets of the Redcoats with clubs. Despite his attempts to prevent bloodshed, Captain Preston was losing control of his soldiers who were growing increasingly threatened by the angry mob. Suddenly, someone in the crowd hurled a club which hit British soldier Hugh Montgomery and knocked him to the ground. Montgomery rose and fired into the crowd. Hearing the shot, the mob lunged at Preston and his men, wielding their clubs at them. For the next few minutes, the scene became a chaotic battle in which Preston's men fired into the crowd to avoid being beaten. The soldiers were able to fend off the mob which soon dispersed. When it did disperse, the bodies of several patriots lay dead or wounded on the ground. Preston and his soldiers formed a defensive line with guns drawn to protect themselves from another assault.

Later that evening, Preston and his soldiers were arrested and accused of murder. In the ensuing trial almost all were acquitted (judged not-guilty), as the deaths had occurred in self-defense. Additionally, Parliament repealed the Townshend Act, and removed all taxes except for the tax on tea. Despite the anger in Boston over the massacre, American merchants began importing British goods again and the push for independence seemed to fizzle.

## **WHY DID JOHN ADAMS DEFEND THE BRITISH SOLDIERS ACCUSED IN 'THE BOSTON MASSACRE NARRATIVE?'**

### **Fairness, First**

Following the Boston Massacre on March 5, 1770, Captain Thomas Preston, eight British soldiers, and five British civilians were indicted for murder, thus, facing possible execution. Unfortunately for the accused, it was very difficult to find a defense team that would agree to defend them in the very anti-British city of Boston. John Adams realized that much was on the line for colonial America, not the least of which was its international reputation. He realized it was critical for the accused to have a fair trial, lest other nations view colonial America as a place where justice and due process are not respected or applied to all. A fair trial might also prevent retaliation from the British. Furthermore, Adams had gained a personal reputation as incorruptible, and firmly believed that the accused had the right to a fair trial and a competent defense, even though he bitterly hated their cause.

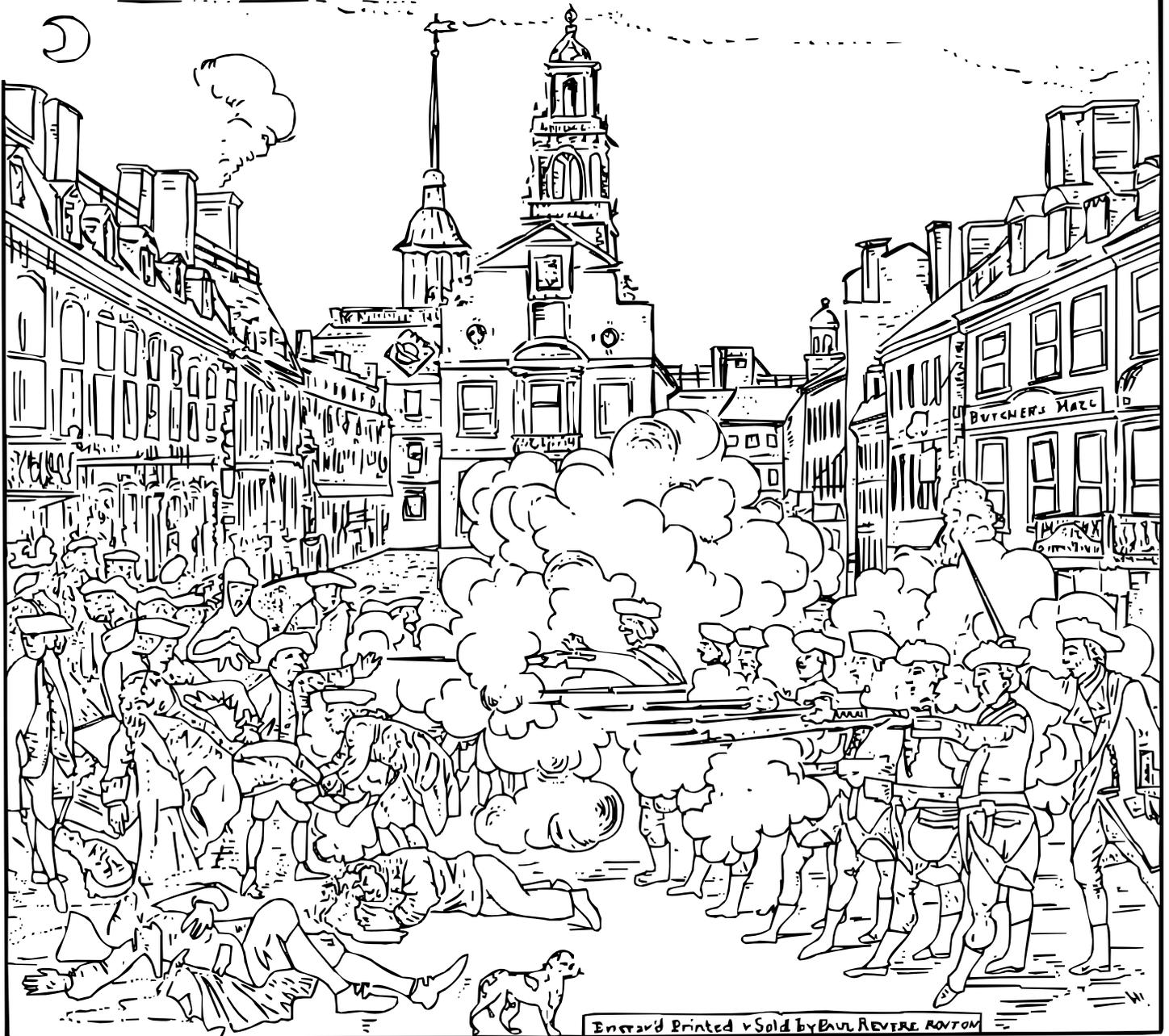
### **Branded on the Thumbs?**

In the trial that ensued, Adams argued that Captain Preston had never issued the order for his soldiers to "fire," and that those who had shot into the crowd did so entirely in self-defense. Adams called those within the mob that provoked the soldiers "outlandish Jack tarrs," among other things. Adams' persuasion won the day, and Preston and six of his soldiers were acquitted of all charges. Two soldiers were found guilty of manslaughter and were punished by having their thumbs branded.

Ultimately, Adams was proud of his service to the British soldiers. Later in his life he wrote:

"The Part I took in Defence of Cptn. Preston and the Soldiers, procured me Anxiety, and Obloquy enough. It was, however, one of the most gallant, generous, manly and disinterested Actions of my whole Life, and one of the best Pieces of Service I ever rendered my Country. Judgment of Death against those Soldiers would have been as foul a Stain upon this Country as the Executions of the Quakers or Witches, anciently. As the Evidence was, the Verdict of the Jury was exactly right. This however is no Reason why the Town should not call the Action of that Night a Massacre, nor is it any Argument in favour of the Governor or Minister, who caused them to be sent here. But it is the strongest Proofs of the Danger of Standing Armies."

The BLOODY MASSACRE perpetrated in King-Street BOSTON on March 5<sup>th</sup> 1806 by a party of the 29<sup>th</sup> REGT



Engraved Printed & Sold by PAUL REVERE BOSTON

Unhappy Boston! see Ur Sons deplore,  
Thy hallow'd Walks but ear'd with ghriels Gore.  
While faithless P— and his savage Bands  
With murderous Rancour stretch their bloody Hands;  
Like fierce Barbarians sniv'ling o'er their Prey,  
Approve the Coarage, and enjoy the Day.

if leading drops from Rage from Anguish Whung  
If speechless Sighs Jab'ring for a Tongue  
Or in woe'ing World can ought appease.  
The plain live Obols of Victims such as these:  
The Patriot's copious Tears for each are shed,  
A glorious Tribute which embanns the Dead.

But know that Fortune's to that awful Goal:  
When Justice flings the Murderer of his Soul:  
Should venal C— be the scandal of the Land,  
Snatch the venal Villain from his Hand,  
Keen Executions on this Plue infer'd,  
Shall reach a JUDIC who never can be brib'd.

The unhappy sufferers were Messrs SAUL GRAY SAND MAVERICK, JAMES CALDWELL, CRISPUS ATTUCKS & PATRICK CARROLL  
Killed. Six wounded: 6 sup of these (CHRISTOPHER MONK & JOHN CLARK) Mortally

# The BLOODY MASSACRE - Boston

## **Boston Tea Party and Intolerable Acts Narrative**

Despite the peace that temporarily reigned in Boston, the Sons of Liberty were continually trying to find ways to keep Parliament's power over them in check. Furthermore, the tax on tea became more and more irritating.

### **The Dreadful Monopoly!**

In 1773, Parliament authorized the Tea Act. Within the Tea Act, Parliament granted the East India company a monopoly (the only business in a specific trade or product) over the American tea trade. Although the monopoly decreased the price of tea, Americans realized that Parliament was only regulating American trade, and had the power to interfere in American business whenever it wanted. Public protest of the Tea Act grew quickly through the colonies. Fearing a revolt, several ships carrying tea destined for New York and Philadelphia returned to England without unloading tea.

### **Destruction of the Tea**

On December 16, 1773, the Sons of Liberty, led by Samuel Adams, planned to show Parliament how they felt about the Tea Act. They boarded the British ship *Dartmouth* docked in Boston Harbor, dressed up as Indians, and dumped the entire load of tea into the water. This event came to be known as the Boston Tea Party.

### **British Response: The Intolerable, or, Coercive Acts**

The historical significance of the Boston Tea Party is recognized more in the British response than in the event itself. As a result of the Boston Tea Party, Parliament passed the following laws designed to punish the Americans.

- 1.) The Boston Harbor Bill - This bill closed the harbor to all commercial traffic until Bostonians paid for the tea they dumped.
- 2.) The Administration of Justice Act - This act required the extradition (transfer) of all royal officials charged with capital crimes in America to courts in Great Britain.
- 3.) Massachusetts Government Act - This act ended self-rule in the colonies and made all elected officers in America subject to British appointment.
- 4.) Quartering Act - This was simply a new version of the 1765 Quartering Act which required Americans to provide accommodations (housing, food, clothing etc.) to British soldiers if necessary.
- 5.) Quebec Act - This act extended the Canadian border (British territory) into the Ohio River Valley and eliminated lands that were claimed by Massachusetts, Virginia and Connecticut.

These acts were called the Intolerable Acts in America and resulted in the formation of the Continental Congress.

# **EAST INDIA COMPANY NARRATIVE**

## **The World's Largest Company**

The East India Company was an important company in England that imported a wide variety of goods from Asia including tea, silk, cotton, salt, indigo, and even foreign land. It was authorized on the last day of the year 1600 by Queen Elizabeth I. It would eventually become a joint venture between England's wealthy aristocrats and Parliament. The company became so big, and so powerful, that it accounted for up to half of the trade conducted in the entire world in the 1700s and 1800s. The company itself would control much of India and would maintain an army of more than 260,000 soldiers - more than twice the size of the British army. Despite its colossal power, the East India Company often faced financial problems and dissolved in 1874.

## **Too Much Unsold Tea!**

The East India Company played an important role in the Boston Tea Party. In 1772, the Tea Act on the colonies was reauthorized, when the part of the 1767 Townshend Act that repealed the tax expired. Predictably, with the increased tax burden, fewer people in the colonies were willing to import British tea, causing sales to plummet. In the meantime, the East India Company continued to import tea from Asia into England, leaving a huge surplus of tea that could not be sold.

## **Parliament Awards it a Tea Monopoly**

Soon, it became clear that unless Parliament intervened, the East India Company could face bankruptcy. After considering a number of options, Parliament concluded that forcing it upon the American colonists, at a price that would undercut American tea smugglers, was the best solution. In 1773, it issued the Tea Act on the Colonies, specifically designed to bail out the East India Company from its financial crisis. As part of the act, the East India Company was granted a total monopoly on the colonial tea trade, while colonists would pay a tax of three cents on each pound of imported tea. The monopoly put the legitimate colonial tea merchants out of business and threatened the viability of smuggled tea as the East India Tea was less expensive. Colonists also started to believe that if Parliament was willing to issue a tea monopoly to one of its companies, that other British companies would receive monopolies for additional goods or services.

On December 16, 1773, the Sons of Liberty in Boston made it perfectly clear how the colonists would respond to the Tea Act, by staging the Boston Tea Party.

## **CRISPUS ATTUCKS NARRATIVE**

Crispus Attucks was thought to be the first person of African-American descent to be killed in the American Revolution. He died on March 5, 1770, during the Boston Massacre.

### **Who was Crispus Attucks?**

Crispus Attucks was born sometime in 1723 in or near Framingham, Massachusetts. His cultural heritage is the subject of much debate. Some historians believe Attucks was of African and Native American descent. Although his mother was a slave, it is not clear whether Attucks was considered a free black man, or was a runaway slave himself. Although details of his life are largely unknown, Attucks spent many years as a sailor and working the docks of various colonial ports. Historians who claim he was a runaway slave believe he used the name "Michael Johnson" to elude capture.

### **Background on the Boston Massacre**

Following the 1768 issuance of the Townshend Act, and the subsequent unrest in Boston, British soldiers patrolled Boston's streets, leading to resentment and bitterness among the citizens. On the night of March 5, 1770, tensions finally boiled over when a British soldier assaulted a Boston man who was harassing him. Tensions quickly escalated as a mob of Bostonians gathered with ice chunks, bottles, and other objects. Several British soldiers were cornered. When someone within the mob hurled a club at a soldier, gunshots rang out. When the mob finally dispersed, five Bostonians were left dead including Crispus Attucks, who was thought to be the first killed.

### **Not Everyone Saw Attucks as a Hero**

While Attucks and the other dead were hailed as heroes in Boston, future president John Adams thought otherwise. Adams blamed Attucks for trying to be the "hero of the night" and by helping to fan the flames of the riot with his "mad behavior." Adams defended the British soldiers in the ensuing trial and most were acquitted of wrongdoing, having acted in self-defense. Attucks was buried with the four others who died during the Boston Massacre in the Granary Burying Ground, where many other Boston heroes such as Samuel Adams and John Hancock are buried.

Long after his death, Crispus Attucks remains a hero and symbol of freedom. Schools, parks, roads, and theaters across America bear his name.

**Crispus Attucks**

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**1. What is DEFINITELY known about Crispus Attucks?**

- A. He was a runaway slave
- B. He was of African and Native descent
- C. His exact birthdate
- D. His mother was a slave

**2. Why may have Crispus Attucks used a different name?**

- A. Because he was of Native descent
- B. Because he may have been eluding capture
- C. Because he was trying to fit into Boston society
- D. Because details of his life are largely unknown

**3. Which of the following best describes the Boston Massacre?**

- A. The Boston Massacre was a situation that quickly escalated until the cornered Bostonians fired at British soldiers
- B. The Boston Massacre was a situation in which five British soldiers were killed
- C. The Boston Massacre was an instance in which the British fired into an innocent and unarmed mob of Bostonians
- D. The Boston Massacre was a situation that quickly escalated until the cornered soldiers fired at the Bostonians

**4. What event happened first?**

- A. Crispus Attucks was killed
- B. A club was hurled at a British soldier
- C. The mob of Bostonians dispersed
- D. March 4, 1770

**5. Which of the following best describes the mood of the third paragraph?**

- A. tense
- B. celebratory
- C. uncertain
- D. historic

**6. John Adams... (circle all that are true)**

- A. did not view Crispus Attucks as a hero.
- B. defended British soldiers charged in the Boston Massacre.
- C. would eventually become a president.
- D. defended members of the Boston mob charged in the Boston Massacre.

**7. To which of the following questions would “ after a British soldier assaulted a Bostonian” be the answer?**

- A. What happened after the club was hurled at a British soldier?
- B. When did the mob disperse?
- C. How did the Boston Massacre start?
- D. Why was a Bostonian harassing a British soldier?



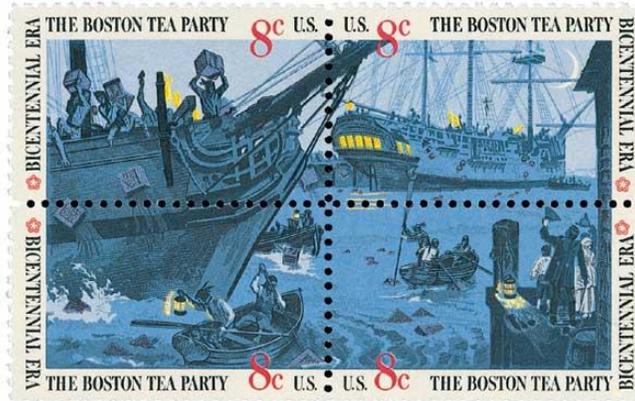
Name \_\_\_\_\_

### Inexcusable Acts!

One of the reasons war broke out between America and Britain was because of the acts and taxes Parliament issued to the colonists without their consent.

What if your school decided to issue acts against the students? Use your imagination to create the details of such acts, and then make up your own act that the school could use against its students.

Act	Details
Example: The Cafeteria Act	All students are required to buy school lunches and to make no noise whatsoever. Lunches will consist of two slices of bread and a small cup of water. Bread crusts must be eaten!
The Homework Act:	
The Recess Act:	



### Boston Tea Party: The TOLERABLE ACTS!

To many Americans, the Intolerable Acts represented not only a great injustice, but also the tyranny of Parliament. The acts were meant to punish Americans for the audacity of the Boston Tea Party. Suppose you were a member of Parliament that had serious concerns about it issuing such acts. Instead, you argued that England should make immediate peace with the colonies by issuing a set of acts designed to reward them called the “Tolerable Acts.” In the chart below, name each of the “Tolerable Acts” and describe how each would reward the Americans. The first one is completed for you.

Name of Act	Description
The George Washington Act	This act requires Parliament to build statues of George Washington in every major city in the colonies and in England.