



THE SECOND CONTINENTAL CONGRESS AND INDEPENDENCE

A re-creation of the conflict between Loyalists and Patriots, debating whether or not the American Colonies should declare independence from England

STEVE DENNY, the author of THE SECOND CONTINENTAL CONGRESS AND INDEPENDENCE, graduated from Gonzaga University and did graduate work at the University of Portland. For Interact he has also written four other re-creations on Congressional sessions for this series as well as two simulations—WORLD and STATEHOOD—and an individual learning project—LOCALITY. Currently Steve teaches history in Evergreen High School, Vancouver, Washington.

Copyright ©1992, 1980

Interact

10200 Jefferson Boulevard

P.O. Box 802

Culver City, CA 90232

ISBN 978-1-57336-145-3

Samples are provided for evaluation purposes. Copying of the product or its parts for resale is prohibited. Additional restrictions may be set by the publisher.

All rights reserved. Only those pages of this simulation intended for student use as hand-outs may be reproduced by the teacher who has purchased this teaching unit from **Interact**. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, photocopying, recording—without prior written permission from the publisher.

PURPOSE

Why were about one-third of the colonists Moderates in 1776?

During this historical re-creation of the Second Continental Congress and the American thrust for independence, students participate in the decision and problem-solving processes experienced by the delegates in 1775 and 1776. Students continually encounter alternatives, compromises, and conflicts as Radicals, Tories, and Moderates. In the process, the very conscience of a nation is bared as delegates take sides, state views, and pledge their very honor and existence to the cause of rebellion or compromise. The result will be three groups of students arguing the revolutionary issues of the 1770s. Specifically your students will experience the following:

Knowledge

1. The growth of a nation is a long, slow process characterized by continual challenge and compromise.
2. Individuals must cooperate with each other in order to reach compromise or decision.
3. The process of declaring independence was not unanimous; powerful arguments existed on both sides.
4. The decision to break away from the Mother Country was not made swiftly, but only after a long democratic process had taken place.

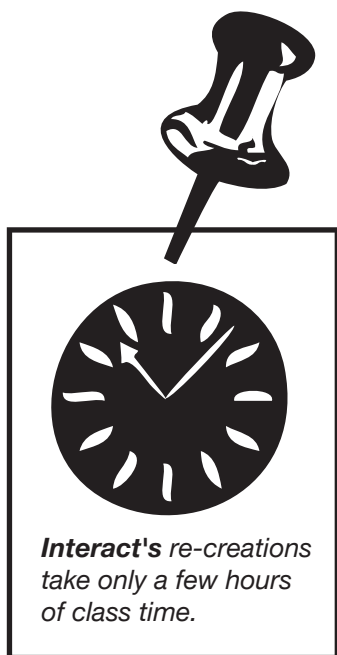
Attitudes

1. Solving problems when two strong points of view are in conflict is very difficult.
2. Alternative ways exist for coping with different sides of arguments.
3. Leadership requires the ability to listen and cooperate as well as compromise.
4. A feeling of unity exists after conflict and compromise merge into decision.

Skills

1. Using various types of information and contrary points of view as sources for a specific purpose
2. Working effectively with others in planning, executing, and evaluating a group activity
3. Making individual and small group decisions
4. Organizing and presenting information clearly and accurately

OVERVIEW



Four class periods—or days—are needed for this re-creation of the Second Continental Congress.

Day 1

In the first hour students are given background information concerning events of this historical period. Students are divided into three factions: Radicals, Tories, and Moderates. With the aid of general and specific information provided, these factions meet and assign specific arguments for various members to present during the second hour. An overnight assignment is provided.

Days 2-3

During the second and third hours the classroom is divided with the three factions seated to the left, right, and center of the chairperson. (You will likely be the chairperson.) The Radical and Tory faction members speak alternately for and against Issue 1. After each side's argument is presented, the Moderates ask questions of the Radicals and Tories. This sequence is followed for the remaining issues. After the debate has concluded, a vote is taken. An overnight assignment is provided.

Day 4

The class is again divided in the final hour for debriefing/testing. Emphasis is placed on the contemporary relevance of the Second Continental Congress.

SETUP DIRECTIONS

- 1. Decision about time** This re-creation was written to function within four class periods—one for the preparation, two for the re-creation, and one for the debriefing. However, after carefully studying the Student Guide pages and the various Teacher Guide handouts, you may want to alter it significantly because of your students' abilities, the materials on hand, and the time pressures you feel.
- 2. Handouts** Duplicate the number in parentheses, using the masters in this Teacher Guide.
 - RADICALS LEADER (one: one page)
 - RADICALS ARGUMENT: Issue 1 (one: one page)
 - RADICALS ARGUMENT: Issue 2 (one: one page)
 - RADICALS ARGUMENT: Issue 3 (one: one page)
 - RADICALS ARGUMENT: Issue 4 (one: one page)
 - RADICALS ARGUMENT: Issue 5 (one: two pages, back to back)
 - TORIES LEADER (one: one page)
 - TORIES ARGUMENT: Issue 1 (one: one page)
 - TORIES ARGUMENT: Issue 2 (one: one page)
 - TORIES ARGUMENT: Issue 3 (one: one page)
 - TORIES ARGUMENT: Issue 4 (one: one page)
 - TORIES ARGUMENT: Issue 5 (one: two pages, back to back)
 - MODERATES LEADER (one: one page)
 - MODERATES QUESTIONS (one: two-and-a-half pages, cut apart for the five questioners)

Optional:

 - * PRETEST (class set: one page)
 - * POST-TEST (class set: one page)



You will likely wish to divide the students so that each of the three groups has an equal number of capable students—particularly in their ability to speak.

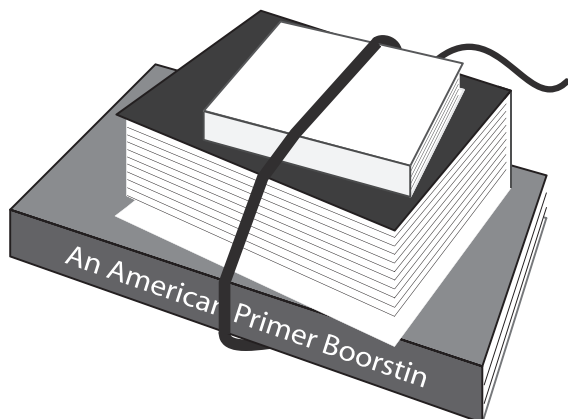
- 3. Grouping** Decide if you wish to assign students to groups or allow students to group themselves. Divide class into one-third Radicals, one-third Tories, and one-third Moderates.
- 4. Chairperson** As the teacher, you may wish to assume the role of chairperson of the Congress to keep the Congress organized and the ideas flowing. However, you may wish to give a capable, experienced student this role.

BIBLIOGRAPHY



Consider speaking to your friendly librarian. Ask him/her to set up a special **SECOND CONTINENTAL CONGRESS RESERVE** bookshelf so that your capable students can check out books early in order to “flesh out” their identities.

- Baldwin, Leland D., *The Stream of American History, Vol. 1*, New York, Van Nostrand Reinhold Co., 1969.
- (Benton, William, publisher), *The Annals of America, Vol. 2*, Chicago, Encyclopedia Britannica, Inc., 1968.
- Boorstin, Daniel J., *An American Primer*, New York, New American Library, 1968.
- Bragdon, Henry W., *History of a Free People*, New York, The Macmillan Co., 1964.
- Commager, Henry Steele, ed., *The Spirit of Seventy-Six*, New York, Harper and Row, 1975.
- Dunwiddie, William E., *Problems of Democracy*, Boston, Ginn and Co., 1967.
- Garraty, John A., ed., *Historical Viewpoints, Vol. 1, to 1877*, New York, Harper and Row, 1970.
- Hicks, John D., George E. Mawry, and Robert E. Burke, *A History of American Democracy*, Boston, Houghton Mifflin Co., 1970.
- Latham, Earl, ed., *The Declaration of Independence and the Constitution*, Boston, Heath and Co., 1968.
- McGee, Dorothy Horton, *Famous Signers of the Declaration*, New York, Dodd, Mead and Co., 1955.
- Morris, Richard B., *The American Revolution: A Short History*, New Jersey, D. Van Nostrand Co., 1955.
- Morris, Richard B., *The Making of a Nation, Vol II*, New York Time Inc., 1963.
- Saville, Max, *The Foundations of American Civilization*, New York, Holt and Co., 1957.
- Scheer, George F. and Hugh F. Rankin, *Rebels and Redcoats*, New York, World Publishing Co., 1957.
- Webster's Biographical Dictionary, A Dictionary of Names and Noteworthy Persons*, Boston, Merriam Co., 1966.
- Weinstein, Allen and R. Jackson Wilson, *Freedom and Crisis*, New York, Random House, 1978.



DAILY TEACHING DIRECTIONS - 1



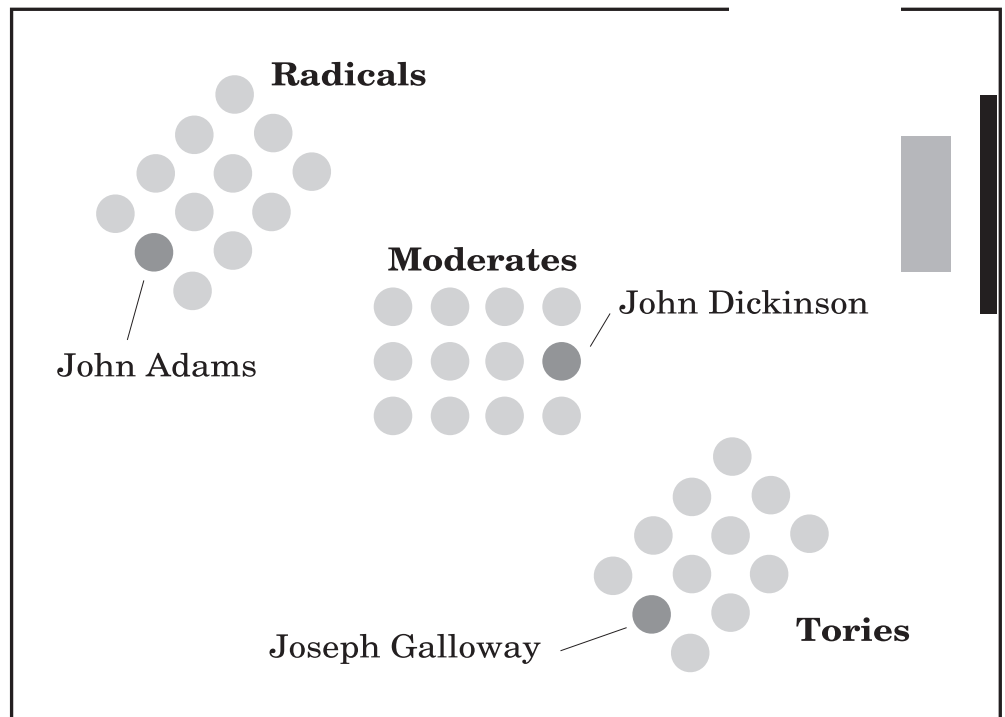
Also assign your students to read the chapter(s) in their textbook covering the Revolutionary period ...

Before Day 1

Be sure you have thoroughly examined this Teacher Guide, the Student Guide, and the various handouts.

1. Pass out the Student Guides. Read aloud to your students the Purpose section. It is vital for you to establish interest in this period of history and the re-creation students are about to enter. You can do this in one of several ways: a) a lecture, reinforced by the reading of the Background Essay in the Student Guide; b) an audio-visual presentation (filmstrip, movie, or video tape); or c) completion of the PRETEST given in this Teacher Guide; or d) any combination of the above. (If you use it, here are answers to the PRETEST: 1. 0, 2. 0, 3. +, 4. 0, 5. +, 6. 0, 7. +, 8. +, 9. +, 10. 0, 11. 0, 12. +, 13. +, 14. +, 15. 0.)
2. Have students read the Background Essay in the Student Guide. This will give each student the same background information to begin the re-creation. As an overnight assignment, have students answer the questions provided in the Student Guide concerning the information presented in the Background Essay. Refer them to the Procedure section on page 5 of the Student Guide, the section under Day 1, Assignment.
3. Either by choice, chance, or dictation—*be careful about equalizing speaking ability within each group*—divide the class into the three factions.

You will want to give all factions special places in the classroom where they regularly meet.



DAILY TEACHING DIRECTIONS - 2



Encourage your students to practice giving their speeches and asking their questions—aloud! Above all, insure that they do not simply read their material from the handouts you have given them.

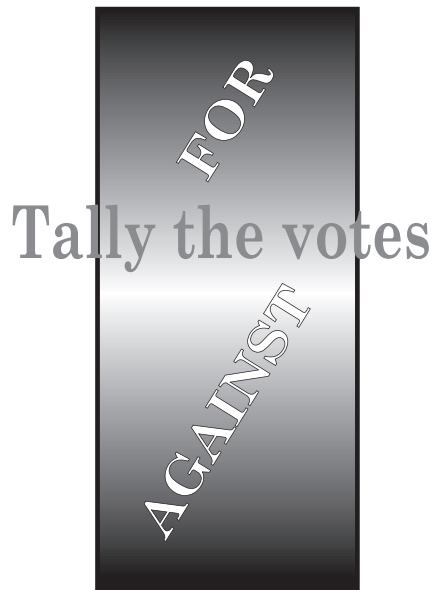
4. Give each faction the leader and arguments (or questions) handouts. Be certain that each faction receives only the materials written for its point of view. Students may refer to the Arguments Outline: Radicals and Tories in their Student Guides for an overall picture of all sides. Encourage this.
5. Allow students to meet in their factions to choose a leader. *He/she must keep members on task.* First, he/she assigns specific arguments/questions to be presented during the second and third hours. (Each student will present an argument, a specific detail, or question.)
6. If you have an energetic, imaginative group, encourage them to consider finding/creating Revolutionary War clothing to wear during the two-day congressional session.

Days 2-3

1. You likely should assume the role of chairperson of the Congress. This will put you in the role of controlling the flow of arguments on all sides. You will fulfill the same role that the leader does in the three factions.
2. Arrange students by factions facing the chairperson. Place the Moderates in the center between the other two factions.
3. On the first issue have the Radical speaker(s) speak first, the Tory speaker(s) second, the Moderate questioner(s) third. It is important to keep things moving. Tell speakers to use about one minute for the argument, about one minute for the quotation when he/she either becomes the historical identity or quotes that person because he is absent.

Example: The first Radical stands and speaks to the first issue, summarizing the argument provided in the faction's handout. This summary should last about one minute. Next, this same student (or a second Radical) reads aloud Jefferson's own words and reaction to the ideas in Issue 1. This should take about one more minute. The Radical then may make a brief closing remark and invite a Tory response. The total time the first speaker(s) speaks should be kept to about two minutes. Then the first Tory (William Dartmouth) stands. This speaker(s) speaks for about two minutes, using the arguments and quote found in the faction's handout. Lastly, the Moderate questioner(s) James Duane questions both Jefferson and Dartmouth on Issue 1. This question/answer process should last about two minutes. The chairperson then moves the Congress on to the next issue, following the suggested sequence.

DAILY TEACHING DIRECTIONS - 3



4. At the end of the debate, allow the two opposing factions' leaders time to make statements summarizing their factions' key points.
5. As chairperson, say that you are going to call the roll of the delegates to vote for or against independence. Remind students that they are not committed to vote with their faction. They may vote for or against depending on their free choice based on the arguments presented. You as chairperson may also be a voting member of the Congress.
6. After the vote, give students an overnight assignment such as that found in the Student Guide. **Note:** If you plan to give students the POST-TEST, refer them to the Testing section on page 8 in their Student Guides.

Final Day

1. **Optional:** Pass out the POST-TEST and have students complete the objective part of the exam and/or the essay questions. (Key to POST-TEST: 1. 0, 2. +, 3. 0, 4. +, 5. +, 6. +, 7. 0, 8. 0, 9. +, 10. +.)
2. If you plan to do the debriefing activity, have students turn to the Debriefing section on page 8 in their Student Guides. The Situation and Instructions are clearly provided for the students. Be sure you are familiar with the situation before you present it to the students.
3. The debriefing situation is a modern re-creation of a similar problem involving three factions. Divide the class into three factions: Pro, Con, and Undecided. Allow students to meet in groups and develop arguments pro and con on the situation. The Undecided faction must generate questions to ask each side.
4. Allow students about one-half the period to prepare their arguments. Appoint a spokesperson for each side to present the arguments to the large group and other students to participate in a debate until it is time to take a vote. Allow enough time to answer the discussion questions provided in the Student Guide on page 8. If you run out of time, you may give these questions as an overnight assignment.
5. **Suggested option:** You may wish to do the debriefing activity in the one hour and the POST-TEST the following day.

RADICALS LEADER

Introduction

As **John Adams**, the leader of the Radicals, you are committed to a final break with England. Proud to be an American, you think of yourself as a patriot as much as a rebel. You long for the day when American colonists can break the cord that holds them firmly to the Mother Country.

You are convinced that you colonists' individual rights have been under constant attack from England as its leaders tax you without representation and pass a network of Intolerable Acts all designed to force you into a role of submission. You see Tories as a group of upper-class nobility who represent privilege and superiority. No longer able to tolerate this attitude, you wish to establish basic ideals common to all men regardless of their social rank.

But Tories and the British Parliament are seeking to destroy your individualism and ideals. You know that Americans simply do not enjoy the same rights as do British citizens in England. As a Radical you have demanded equal representation in the British Parliament, but you have been turned down. Time after time you have made attempts to compromise, but your attempts have failed. Convinced that England is attempting to grind you into submission, you do not take your task lightly. *A Declaration of Independence must be arrived at through a democratic process!*

Instructions

1. Your faction has met and has selected you as the person most qualified to lead your faction.
2. You must carefully explain the following points to your faction members. See that all members live up to their responsibilities.
 - a. The issues are to be divided among all members so that each of you has a particular **concern** or **quote** to present during the congress. **Note well:** *Each of you must speak for at least one minute during the congressional session.*
 - b. Each of the arguments must be presented in approximately two minutes. The person (or persons) from your faction assigned to a particular argument should plan to speak for the first minute using the statements found under concerns. The second minute should be spent presenting the historical quote spoken by a real person living in 1776. (The person presenting this quote must announce who the person is whom he or she is role-playing while he/she is presenting this quote.)
 - c. Be aware that after your faction has presented its arguments on a particular issue, a person from the Moderate faction will rise and spend up to one minute asking one of you a question about that particular argument. In such a case one of you will have a minute to answer.
 - d. There will be insufficient time for the person role-playing Thomas Paine—Argument 5—to speak all 12 Thomas Paine quotations. Therefore, your faction may want to divide these 12 quotations among one another to possibly use during their answers to the questions the Moderates will ask them.
 - e. **Keep in mind your major goal:** *Your faction must convince the Moderates that the Radicals' viewpoint is the correct one for them to accept during this American crisis. If you can get these persons' votes, the final vote on independence will represent your faction's viewpoint!*
3. You have a rare opportunity: to lead your fellow citizens in forming a new democratic nation to be called **The United States of America!**