

# *Decision Making in U.S. History*

## **Revolution**

By Kevin O'Reilly

Nancy Spear, Editor  
Dr. Aaron Willis, Project Coordinator

Social Studies School Service  
10200 Jefferson Blvd., P.O. Box 802  
Culver City, CA 90232  
<http://socialstudies.com>  
[access@socialstudies.com](mailto:access@socialstudies.com)  
(800) 421-4246

## ABOUT THE AUTHOR

---

Kevin O'Reilly is History Department Chair at Hamilton-Wenham Regional High School, where he has taught for 29 years. He was National Council for the Social Studies/*Time* Magazine Secondary Teacher of the Year, Kidger Award Recipient, Richard Farrell National Teacher of the Year, NASDAQ/National Council on Economic Education National Grand Prize Winner, and American Historical Association Beveridge Teaching Prize Winner. He has authored six other books, over 30 articles in professional journals, a history videotape, and two Internet-based simulations. He has conducted more than 100 professional workshops on critical thinking and decision making in history.

# TABLE OF CONTENTS

---

<b>HOW TO USE THIS BOOK</b> .....	<b>vii</b>
<b>INTRODUCTION</b> .....	<b>viii</b>
Overview .....	ix
Decision Making .....	x
Evaluation Tips for Student Handout 5 .....	xx
Sources .....	xix
Student Handout 1: Guide to Thoughtful Decision Making .....	xxiii
Student Handout 2: P-A-G-E Analysis for Decision Making .....	xxv
Student Handout 3: P-A-G-E Explanations and Examples .....	xxvi
Student Handout 4: Decision-Making Log .....	xxxi
Student Handout 5: Evaluating Decision Making .....	xxxii
<b>REVOLUTION and Constitution</b> .....	<b>1</b>
<b>LESSON 1: Treaty of Paris, 1763</b>	
Teacher Pages .....	2–8
Student Handout 1 .....	9
Student Handout 2 .....	11
Student Handout 3 .....	12
Student Handout 4 .....	13
Student Handout 5 .....	16
Student Handout 6 .....	18
Student Handout 7 .....	19
<b>LESSON 2: Stamp Act, 1765</b>	
Teacher Pages .....	20–27
Student Handout 1 .....	28
Student Handout 2 .....	31
Student Handout 3 .....	32
Student Handout 4 .....	34
Student Handout 5 .....	36
Student Handout 6 .....	38
<b>LESSON 3: Tea Act and the Boston Tea Party, 1773</b>	
Teacher Pages .....	39–47
Student Handout 1 .....	48
Student Handout 2 .....	49
Student Handout 3 .....	50
Student Handout 4 .....	51
Student Handout 5 .....	53
Student Handout 13 .....	70

**LESSON 4: Declaration of Independence, 1774–1776**

Teacher Pages.....	54–61
Student Handout 1 .....	62
Student Handout 2 .....	64
Student Handout 3 .....	65
Student Handout 4 .....	67
Student Handout 5 .....	68
Student Handout 6 .....	70

**LESSON 5: Articles of Confederation, 1777**

Teacher Pages.....	74–81
Student Handout 1 .....	82
Student Handout 2 .....	84
Student Handout 3 .....	86

**LESSON 6: Land in the West**

Teacher Pages.....	88–93
Student Handout 1 .....	94
Student Handout 2 .....	96
Student Handout 3 .....	98

**LESSON 7: Constitution, 1787**

Teacher Pages.....	100–104
Student Handout 1 .....	105
Student Handout 2 .....	107
Student Handout 3 .....	109

## HOW TO USE THIS BOOK

---

Think of this book, and the other books in this series, not as a text, but as a menu. As a teacher, you select lessons from the menu. It was never intended that you would have everything on the menu—that would be overeating. Take a look at the table of contents.] When choosing a lesson, look first at the problems on the student handout(s), and then at the student handout describing these problems' historical outcomes. If you like what you see, take a look at the lesson plan for ideas on using the handouts. You can teach all of the lessons by giving students a problem handout, having them discuss what they would do, and finally distributing the outcomes handout. You may also consult the “Quick Motivator” section of a lesson plan to use the handouts as a short introduction to class.

On the other hand, you can think of this book as a “how-to” guide for teaching specific decision-making skills while also covering significant events in United States history. The book posits a general guideline of ten distinct skills, organized under the acronym **P-A-G-E** to help students remember these skills. Take a look at the explanation of **P-A-G-E** in the introduction to this book, under the section titled “Guide to Thoughtful Decision Making.” This section explains each of the ten skills and includes examples.

Every lesson in this series analyzes the historical topic in terms of **P-A-G-E**. Each lesson targets specific skills, letting the content and the actual decision in history determine the skills emphasized in the lesson. Take a look at the skills grid for each lesson on page 1 of this book. Handouts are frequently used to focus students on using specific skills. For example, many lessons include a list of questions designed to provoke more questions from students, as well as to give them ideas of the types of questions to ask. Other lessons give students a list of assumptions and ask which they assumed in making their decisions. The other skills have similar handouts.

Whether you try the problem-discussion-outcome approach or concentrate more on specific decision-making skills, I hope these books will help make you a more effective teacher and help your students learn United States history in a way that will help prepare them to make more thoughtful decisions as citizens.

Kevin O'Reilly

# INTRODUCTION

---

## **RATIONALE: Hindsight versus Foresight**

When we study history, it is all too easy to sit in judgment of those who came before us. We read it after the fact; we see it in hindsight. Given the benefit of such 20/20 hindsight, some historical figures seem to have been very misguided or downright silly in their decisions. Why didn't they anticipate the consequences of their choices? How could they have been so shortsighted? Sports enthusiasts call this sort of analysis "Monday morning quarterbacking."

However, it's not so easy to laugh at the follies of past decision makers if we are confronted with decisions in history before we learn the actual results. In such a situation, we find ourselves making some of the same mistakes that historical characters made, and we sometimes commit new errors they did not make. This method of studying history, which we might call "foresight history," is far more challenging—and engaging—than the traditional retroactive method to which we are inured.

In short, when we learn history by hindsight we risk becoming more arrogant and complacent. If, on the other hand, we learn history by *foresight*, by casting ourselves in the role of those historical figures and making decisions as they did—without knowing the outcome—we can learn humility and gain a great deal of empathy for them. Students in my classes constantly exclaim, "This is hard!" as opposed to, "This is boring!"

Foresight history also helps students improve key decision-making skills they will use again and again as citizens. Schools of law, medicine, business, and nursing, along with the military and many other institutions, use case-study methods, where students are forced to make decisions about a particular case and then analyze their thinking. If each of these varied disciplines values decision making so much, shouldn't we be training all our future citizens how to make good decisions?

History provides many benefits for those who study it. Historical knowledge can be liberating all by itself, letting us draw back the veil of ignorance and see the present with eyes enlightened by the past. The more knowledge of history we possess, the better we understand our societies and ourselves. Study and evaluation of primary sources, discussions of motives, debates about significance, analyzing causes and effects, and many other strategies are vital to history courses. The lessons here on decision making are meant to support and enhance these other methods of studying history, not replace them with a more "practical" type of history.

# REVOLUTION AND CONSTITUTION

## Introduction

### OVERVIEW

This volume on the American Revolution and the U.S. Constitution comprises seven lessons: four focused on the Revolution and three on the Constitution. The causes of the Revolution present many decision points. The lessons here focus on the Proclamation of 1763, Stamp Act, Tea Act, and Declaration of Independence. The Sugar Act, writs of assistance, the quartering of troops, and a number of other worthy topics were omitted in order to provide brevity and clear focus on decision making. The Constitution lessons focus on the Articles of Confederation, the Northwest Ordinance, and the Constitution itself. As in the other volumes, no effort is made to cover all the major topics of this time period. Rather, lessons were chosen around interesting decision-making problems.

### SKILLS GRID FOR THIS VOLUME

X = part of lesson

E = emphasized in the lesson

Skill	Lesson						
	1	2	3	4	5	6	7
Underlying problem	X	X	X	X	X		
Point of view	E	E	E	X		X	
Assumptions/emotions		X		X		X	X
Ask—context	X	X	X		X		
Ask—sources							
Ask—analogies			X		X		E
Goals? Realistic?	X	X	X	E	X		
Options. Ethical?	X	X					
Unintended consequences	E	X	E	E	E	X	E
Play out option	X	X	X		X	E	

# LESSON 1: TREATY OF PARIS, 1763

## Teacher Pages

### OVERVIEW

The end of the French and Indian War was a watershed in American history. This lesson transports students back to that dramatic time, letting them view the 1763 Treaty of Paris, as well as the problem of guarding the new territory gained by Britain in the war, from the perspective of the British.

### VOCABULARY

- William Pitt—British prime minister during the French and Indian War
- Treaty of Paris—Treaty ending the French and Indian War in 1763. Britain won the rights to Canada, Florida, several islands in the Caribbean, bases in Africa, and also won dominance in India.
- Exports—Goods that countries sell to other countries
- Pontiac—Leader of a Native American rebellion in 1763 whose forces captured eight forts and killed hundreds of white colonial settlers
- Proclamation of 1763—British act preventing colonists from settling west of the Appalachian Mountains
- Lord Jeffrey Amherst—Leader of British forces in America. He stopped giving gifts to Native Americans and later conceived of using smallpox to fight the Native Americans.

### DECISION-MAKING SKILLS EMPHASIZED

- Identify underlying problems
- Consider other points of view
- Ask about context
- Set realistic goals
- Generate options. Are they ethical?
- Predict unintended consequences
- Play out options



# LESSON PLAN

## A. IN-DEPTH LESSON (One 40-minute class)

### Procedure:

Distribute Handout 1. Ask students to read it silently and decide what they will do. Next, divide students into groups and have them discuss their choices. Have students list reasons to choose Canada as well as reasons to choose Guadeloupe. Allow some time for students to ask questions. Then bring the class back together and have each group report on its decisions and explain. After the discussion, have students vote on whether to take Canada or Guadeloupe from the French, or whether to demand both. Distribute Handout 3 with the outcomes or tell the class what actually happened.

OPTION: After students have listed arguments for and against both Canada and Guadeloupe, give them Handout 2, which has the arguments made at the time for each option. Alternatively, you could distribute Handout 2 at the same time as Handout 1.

Shift to the second part of the lesson by distributing Handout 4 on the Native American attacks. Have students read the problem and collectively choose two questions to ask, each student getting two votes. Read the suggested answers (Handout 6) for the questions that received the most votes. Discuss student decisions and then have them vote on which option they wish to choose. Distribute Handout 5 or read the outcomes from that handout. Using the primary source (Handout 7) at this point will help students get a better understanding of the Proclamation.

### Reflecting on Decision Making:

Ask students what they learned from these outcomes. What would they have done differently, if anything, now that they know the outcomes? Which decision-making skills were especially important to the decisions on negotiating the peace treaty? Which letters of **P-A-G-E** especially applied to this problem? (See the section on “Decision-Making Analysis” below for ideas.) Ask students what they did well or poorly on in terms of the **P-A-G-E** analysis. Discuss their answers.

### Placing the Actual Decisions Into Historical Context:

Ask students whether historical context or individual choices were more important to the decisions made at the end of the French and Indian War. Students should recognize that historical factors— especially the complex struggles between Native Americans and colonists (settlers, speculators, and traders)—made the choices difficult for British leaders. The proclamation line was only one option, but the choice was difficult. Historical factors were prominent also in the choice to keep an army in the new territory. British leaders would have found it difficult to force thousands of military officers out

of the army given their brave service for their country. They therefore felt constrained to maintain a large army and decided to use it to guard the new territory. On the other hand, there were good arguments and reasons for choosing either option (Canada or Guadeloupe) so this decision depended more on leaders' personal choices.

Connecting to Today:

The British decided to reduce conflict by separating Native Americans from settlers by means of the proclamation line. Ask students to consider conflict situations today where leaders might consider separating populations in an attempt to reduce strife (for example, via segregation, fortifying borders, ethnic relocation, etc.). What are the pros and cons of such actions?

The use of biological warfare is condemned today. Why wasn't the use of smallpox against the Native Americans more strongly condemned in 1763?

Troubleshooting:

Some students may find it difficult to believe the British army could not keep settlers from coming into the area west of the proclamation line. Have them look at the map and imagine spreading 5000 soldiers (many of whom were tied down guarding fixed positions, mainly forts) over an area stretching more than 1500 miles from north to south. That would mean only about three soldiers per mile, even if they were spaced out equally.

**B. QUICK MOTIVATOR (15–20 minutes)**

Skip Handouts 1–3 and start with Handout 4 for homework. To save even more time, do not copy the end of the handout containing the questions. In class, have students pair up for about two minutes to discuss their answers. Bring the class together and have students vote on which options they wish to choose. Discuss their reasons.

# TEACHER NOTES FOR EXPANDING DISCUSSION

(For outcomes for students, see Handouts 3 and 5.)

The arguments made in colonial-era pamphlets are similar in some ways to the arguments made in blogs today. This analogy might help students understand the debate better.

Note: High retirement costs was one of the reasons for keeping a larger army in America rather than reducing the size of the army by forcing soldiers to retire (see Draper in sources). This reason was very complicated and would require extensive explanation.

The conversion of pounds from 1770 to 2008 dollars (£1=\$127) is from the National Archives of England. Estimates of the conversion vary from source to source. The idea in this lesson is to give students a general idea of how much it would be worth today, not to give them a specific number.

## DECISION-MAKING ANALYSIS

### P = Problem

- \* - **Identify any underlying problem(s)**
- \* - **Consider other points of view**
  - What are my assumptions? Emotions?

### A = Ask for information (about)

- \* - **Historical context (history of this issue; context in the world)**
  - Reliability of sources
  - Historical analogies

### G = Goals

- \* - **What are my main goals? Are they realistic?**
- \* - **Generate options to achieve these goals. Are they ethical?**

### E = Effects

- \* - **Predict unintended consequences.**
- \* - **Play out the options. What could go wrong?**

\*Denotes topics emphasized in this lesson

- **Identify underlying problems:** Students should consider the problem that British colonists (speculators and settlers) and Native Americans all wanted the same land. For both the British government and the Native Americans, a second important underlying problem is the growing power and population of the colonies.
- **Consider other points of view:** Students should consider the points of view of

the Native Americans, the French colonists remaining in British territories, and the British colonists. The colonist viewpoint is particularly significant. Colonists wanted the Ohio Valley to finally be opened up to settlement after the French were defeated. They were also bitter that the British failed to protect them during Pontiac's War. About 2000 colonists were killed or captured in the savage fighting. The British army appeared very weak to the colonists. The colonists also demanded to know why the British chose to keep an army in North America now that the French presence had ended; there hadn't been an army stationed there even while the French were a threat.

- **Ask questions:** Use the questions at the end of Handout 4. Which questions were most helpful for this problem? Why?
- **Identify realistic goals:** Students need to be clear about what they are trying to accomplish and examine whether their goals are realistic. In the actual situation, British leaders found that it was unrealistic to try to enforce the proclamation line given the limited number of soldiers present. Was it unrealistic to try to protect the Native Americans from settlers?
- **Are the options ethical?** The all-out attacks on the Native Americans, including the use of smallpox-infected blankets, should be examined in terms of ethical standards.
- **Consider consequences:** The long-term stationing of British soldiers in America to guard the new territory led to higher taxes, leading to increasing strife between colonists and Britain. The associated costs of soldiers did not singlehandedly cause the American Revolution, but they were an important cause.
- **Play out the options:** Students should consider how enforcement of the proclamation line would work out. A little reflection on the act of physically removing settlers from the area west of the proclamation line would show that there would be difficulties. This is not necessarily to say that the proclamation line shouldn't be tried, just that students should consider the difficulties in enforcing it.

## SOURCES

---

Anderson, Fred. *Crucible of War*. New York: Knopf, 2000, Chapters 31, 48, 52, and 56–62.

Borneman, Walter. *The French and Indian War*. New York: Harper Collins, 2006, Chapters 18 and 19.

Bullion, John. *A Great and Necessary Measure: George Grenville and the Genesis of the Stamp Act, 1763–1765*. Columbia, MO: University of Missouri Press, 1982, Chapter 3.

Draper, Theodore. *A Struggle for Power: The American Revolution*. New York: Random House, 1996, Chapters 1, 8, 9, and 11.

Fowler, William. *Empires at War*. New York: Walker, 2005, Chapter 13.

Henretta, James, David Brody, Susan Ware, and Marilyn Johnson. *America's History*. Boston: Bedford, 2000, Chapter 5.

McDougall, Walter. *Freedom Just Around the Corner*. New York: Harper Collins, 2004, Chapters 7 and 8.

Middlekauff, Robert. *The Glorious Cause*. New York: Oxford University Press, 1982, Chapter 3.

# LESSON 1: TREATY OF PARIS, 1763

---

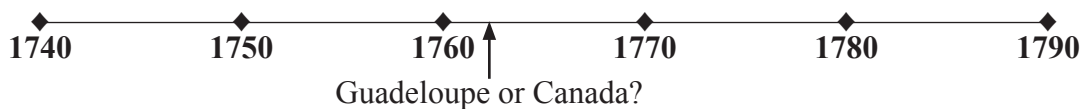
## Vocabulary

- William Pitt—British Prime Minister during the French and Indian War
- Treaty of Paris—Treaty ending the French and Indian War in 1763. Britain won the rights to Canada, Florida, several islands in the Caribbean, bases in Africa, and also won dominance in India.
- Exports—Goods that countries sell to other countries
- Pontiac—Leader of a Native American rebellion in 1763 whose forces captured eight forts and killed hundreds of white colonial settlers
- Proclamation of 1763—British act preventing colonists from settling west of the Appalachian Mountains
- Lord Jeffrey Amherst—Leader of British forces in America. He stopped giving gifts to Native Americans and later conceived of the use of smallpox to fight the Native Americans.

# LESSON 1: TREATY OF PARIS, 1763

## Student Handout 1: Problem

### Revolutionary Era



The year is 1760 and you are Prime Minister William Pitt of England. You are four years into the Seven Years' War against France (called the French and Indian War in America). The British have defeated the French in America in several major battles, and even captured Quebec, the most important French city. The French have begun talking about ending the war now that the tide has turned against them. Leaders in England are also hopeful of ending the conflict. That means negotiations will be starting soon toward a peace treaty. The English have been debating how to negotiate.



William Pitt

All agree that Britain should receive territory from the French, since the British are winning the war. But if Britain demands