

INDEPENDENCE

A Simulation of the American Revolution, 1763–1776

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The nationwide movement for high standards has not only determined what students should learn, but also has mandated that students demonstrate what they know. INDEPENDENCE is a content-rich, standards-based program addressing numerous National History, Social Studies, and English Language Arts Standards. The content and skills presented in this unit are the targets of most state frameworks for American history and language arts.

The INDEPENDENCE simulation provides many opportunities for performance assessment. Throughout the simulation students demonstrate their understanding of the conflicts leading up to the Declaration of Independence. While learning the history of the time, students participate in many language arts activities including research, writing, and debate. The cooperative decision-making of student teams organized as Loyalists, Patriots, and Neutralists addresses Applied Learning standards.

National Standards for History Standards in Historical Thinking

Standard 1: Chronological Thinking

- Establish temporal order in constructing historical narratives of their own
- Interpret data presented in timelines

Standard 3: Historical Analysis and Interpretation

- Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences.
- Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- Explain causes in analyzing historical actions, including
 - a. the importance of the individual in history, of human will, intellect, and character
 - b. the influence of ideas, human interests, and beliefs; and
 - c. the role of chance, the accidental, and the irrational.
- Hypothesize the influence of the past, including both the limitations and the opportunities made possible by past decisions.

Standard 4: Historical Research

- Support interpretations with historical evidence in order to construct closely reasoned arguments rather than facile opinions.

Standard 5: Historical issues-analysis and decision-making

- Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.
- Formulate a position or course of action on an issue by identifying the nature of the problem, analyzing the underlying factors contributing to the problem, and choosing a plausible solution from a choice of carefully evaluated options.

STANDARDS

United States History Standards

Era 3 Revolution and the New Nation (1754–1820s)

Standard 1A: The student understands the causes of the American Revolution.

Standard 1B: The student understands the principles articulated in the Declaration of Independence.

Standard 2A: The student understands revolutionary government making at national and state levels.

Standard 2C: The student understands the Revolution’s effects on different social groups.

NCSS Curriculum Standards for Social Studies

Strand 2: Time, Continuity, & Change

The learner can:

- identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues.

Strand 5: Individuals Groups, & Institutions

The learner can:

- identify and describe examples of tensions between belief systems and government policies and laws.

Strand 6: Power, Authority & Governance

The learner can:

- examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.

Strand 10: Civic Ideals & Practices

- explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.

NCTE Standards for the English Language Arts

Standard 1: Students read a wide range of print and non-print texts to build an understanding of text, of themselves, and of the cultures of the United States and the world, to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate with different audiences for a variety of purposes.

Standard 11: Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

California Applied Learning Standards

Standard 6. Students will understand how to apply communication skills and techniques. Students will demonstrate ability to communicate orally and in writing.

Standard 8. Students will understand the importance of teamwork. Students will work on teams to achieve project objectives.

STANDARDS

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INDEPENDENCE introduces students to Colonial America during the turbulent years from the end of the French and Indian War until the Declaration of Independence. Participating in this simulation will give your students knowledge of this historical period, an appreciation of the many cross-pressures experienced by the colonists, and an understanding of the dimensions of a revolution against a colonial power. Specifically, your students will experience the following:

Knowledge

- Issues and events that caused conflict between the colonies and England between 1763–1776
- Proposals debated and passed at the Stamp Act Congress, the First Continental Congress, and the Second Continental Congress
- Causes of the American Revolution
- Date, author, and contents of our Declaration of Independence
- Why people become revolutionaries
- Role of political agitators in fomenting revolution

Skills

- Researching issues and events from the perspective of an assumed historical identity
- Speaking the historical viewpoint regarding an event or issue from the perspective of an assumed identity
- Fulfilling assigned tasks to help a group prepare for a presentation on an historical event or issue
- Bargaining with others to accomplish goals
- Devising strategy and talking action in the proper historical perspective that either helps or hinders the revolution
- Utilizing power to further a political cause using a range of tactics, some of which may not be legal

Feelings

- Appreciation of the relevance of the Declaration of Independence for contemporary America and the world
- Appreciation of the sacrifices made by those who supported both the Loyalists and the Patriots
- Sense of the consequences involved in revolution
- Appreciation of the dilemma of being cross-pressured by opposing groups, each convinced it is right
- Appreciation of the power of a well-prepared argument
- Satisfaction of working hard and accomplishing goals
- Excitement of winning a political battle and agony of losing one

PURPOSE

During INDEPENDENCE students assume identities representative of both rural and urban areas of the three regions of Colonial America. Each colonial identity is a member of either the *Loyalist*, the *Patriot*, or the *Neutralist* faction. Throughout the simulation the Loyalists and Patriots employ a variety of means to persuade Neutralists to join their side. They use **POW**er UnitS (POWS) and **Pressure ACT**ionS (PACTS) to influence or control others. Students can improve their level of POWS by completing Research Papers and Challenge Projects. The simulation covers the years 1763–1776.

Stamp Act Congress

Students assemble in their political factions as delegates to this first Congress. They proceed to research and debate the issues. **Historical Bulletins** (based on actual events 1763–1765) adversely affect identities by region and faction. **Fate** also affects identities and factions. Student work to prepare and participate in the debates will improve their power to influence the decisions of other delegates.

First Continental Congress

Students debate the actual issues that so bitterly divided the American colonists. Individual delegates gain or lose POWS based on how many proposals their faction has accepted or defeated. Neutralists gain points only by voting with one side or the other. The Loyalists and Patriots exert great pressure on them to take sides. When Neutralists take sides in a public vote disappointed opponents might take PACTS against them. Neutralists may change sides as often as they wish prior to any vote. **Historical Bulletins** and **Fate** continue to affect identities and factions.

Second Continental Congress

Delegates debate the issues, make their decisions, and place their final votes. **Historical Bulletins**, **Fate**, and PACTS continue to affect the delegates and factions. The simulation climaxes on July 4, 1776, as students decide whether to declare independence and thrust the country into what will most certainly be a period of chaos, and probably civil war. Following the final vote, students assemble in debriefing meetings to discuss the strategies and impacts of the American Revolution and of revolutions in general.

Differentiated Instruction

Like all Interact units, INDEPENDENCE provides differentiated instruction through its various learning opportunities. Students learn and experience the knowledge, skills, and attitudes through all domains of language (reading, writing, speaking, and listening). Adjust the level of difficulty as best fits your students. Assist special needs students in selecting activities that utilize their strengths and allow them to succeed. Work together with the Resource Specialist teacher, Gifted and Talented teacher, or other specialist to coordinate instruction.

SETUP DIRECTIONS

1. Before you Begin

Read this entire **Teacher Guide** and the **Student Guide**. Decide how you will use INDEPENDENCE in your classroom. Throughout the Teacher Guide, Interact employs certain editorial conventions to identify materials.

- a. In preparing materials, *class set* means *one per student*.
- b. One *Day* on the **Unit Time Chart** is the length of a normal *class period*—50 minutes to one hour.
- c. All transparency masters and student handouts are listed by name using ALL CAPITAL LETTERS.
- d. Student-created materials are named with plain text, beginning with capital letters (e.g., the Research Paper).

2. Timing Options

As presented, INDEPENDENCE will take 11–14 days. Adapt this sequence to your class schedule and your course objectives. If you wish to shorten or simplify the simulation consider one or more of the following options:

- a. Eliminate the **Fate Cards**.
- b. The **Unit Time Chart** allows two days for studying and discussing the content-rich HISTORICAL BULLETINS prior to each Congress. Adjust this time as necessary.
- c. Instead of holding the First Continental Congress simply distribute CRISIS 2: First Continental Congress and lead a brief discussion of what happened, then move on to the Second Continental Congress.
- d. Substitute shorter writing assignments for the Research Papers and Challenge Projects. (e.g., writing brief answers to questions on textbook reading or film viewing).

3. Grouping Students

Select one-third of your most charismatic and outgoing students. Assign half of them to represent the Loyalists and the other half to represent the Patriots. Using either of the following methods, assign the remaining two-thirds of your class to be Neutralists. Determine colonial identities by chance or designation.

a. Chance

Copy and cut apart the identities and place in a hat or box for students to draw.

b. Designation

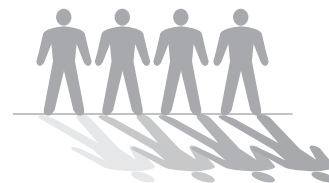
Assign the students to specific roles.

Note on Gender Bias

The rights of colonial women were limited. Because no women participated in the Stamp Act Congress or either Continental Congress, the colonial identities include no women as delegates.



11–14 Days



Cooperative Groups

On Day 5 students begin their congressional debates with the Stamp Act Congress. A Neutralist from the Southern Colonies acts as the Chairperson for this Congress. To begin the process smoothly, evaluate the skills of the students within that faction and select a very capable student to be the Chairperson.

SETUP DIRECTIONS

4. Resources

At least two weeks prior to introducing the simulation, begin to locate books or articles on the American Revolution.

5. Reproducible Masters

Make copies of the following in the quantity indicated in *Italics*:

- IDENTITIES (cut apart) — *one identity per student*
- COOPERATIVE GROUP WORK RUBRIC — *transparency + one to post + as needed*
- LOYALIST ARGUMENTS — *one per Loyalist*
- PATRIOT ARGUMENTS — *one per Patriot*
- RESEARCH PAPERS — *class set (optional)*
- RESEARCH PAPER RUBRIC — *class set + one to post*
- CHALLENGE PROJECTS — *class set (optional)*
- INDIVIDUAL SCORE SHEET — *class set*
- PACTS TAKEN — *four per faction (or class set + three per faction)*
- CRISIS 1: Stamp Act Congress — *transparency or class set*
- DEBATES IN CONGRESS RUBRIC — *one to post*
- CRISIS 1 QUESTIONS — *class set*
- HISTORICAL BULLETINS 1–7 — *class set*
- HISTORICAL BULLETINS RECORDING SHEET — *transparency*
- CHAIRPERSON’S DIRECTIONS — *three (one per Congress)*
- ACTIONS OF THE ___ CONGRESS — *three (one per Congress)*
- OBJECTIVE TEST 1: Stamp Act Congress — *class set*
- HISTORICAL BULLETINS 8–17 — *class set*
- CRISIS 2: First Continental Congress — *transparency or class set*
- CRISIS 2 QUESTIONS — *class set*
- OBJECTIVE TEST 2: First Continental Congress — *class set*
- HISTORICAL BULLETINS 18–21 — *class set*
- CRISIS 3: Second Continental Congress — *transparency or class set*
- CRISIS 3 QUESTIONS — *class set*
- OBJECTIVE TEST 3: Second Continental Congress — *class set*

6. Historical Bulletins, Fates, and POWS

Historical Bulletins include factual information that students need to know to understand the pre-Revolutionary era. Require that students take notes as you read the bulletins. Many identities will be affected (their POWS will increase or decrease) as a result of these bulletins. **Fates** introduce the element of chance, of events beyond the control of the individual. They also affect the POWS of individuals and factions. If **Historical Bulletins** or **Fates** cause a faction member to zero out his or her POWS (go bankrupt) you have several choices:

- a. Encourage other faction members to make POWS loans to that individual.
- b. Encourage that individual to complete extra work related to the unit and award POWS.
- c. Allow that individual to complete small chores around the classroom to earn extra POWS.

7. Other Materials

- Craft materials (variety) — *optional (for Challenge Projects)*
- Gavel — *one*
- Hat or basket — *one (for drawing IDENTITIES, optional)*
- Hole punch — *one (if needed)*
- Index cards or tag board (5" x 8") — *class set*
- Markers or colored pencils — *class set*
- Pins or string (18" lengths) — *class set*
- Stopwatch or timer — *one*

8. Preparing Materials

Podium

Borrow or devise a raised podium for each Congress. It may be free standing or sit on a table. At the least, provide a separate table or desk at the front of the room for each Congress Chairperson.

Identities

Cut apart the IDENTITIES. Decide how to divide among your students and distribute on Day 1.



Chairpersons from each faction chose one or more members of their faction to receive Fates prior to each Congress. They must pick a different person(s) each time (they may also pick themselves). Have these students stand, select a number between 1 and 6, then read them their fates according to the numbers picked.



A gavel will help the Chairperson keep order and give an authentic air to the proceedings.

Use the timer or stopwatch to time arguments by delegates during each Congress. Adhere closely to the two-minute time limitation.

Consider laminating the IDENTITIES once they are cut apart, for use next year.

SETUP DIRECTIONS

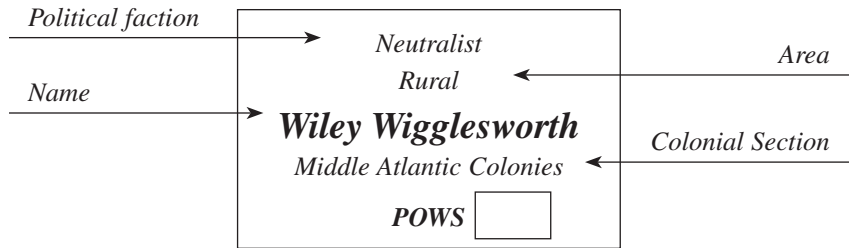


Draw a model for a colonial ID tag on the board or using the overhead projector. Make sure students understand that ID tags must include a minimum of colonial identity information (as given within the Student Guide).

Students can either pin the ID tags onto clothing or can hang them around their necks (tie string to the tag in two places).

ID Tags

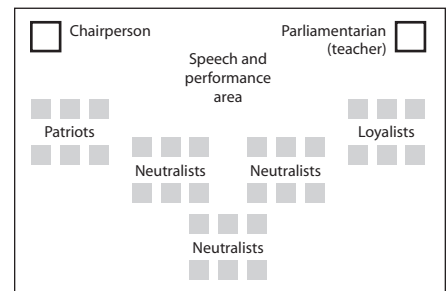
Every delegate will wear a colonial ID tag throughout the simulation. This allows one colonial identity to take actions against or build alliances with other colonial identities.



9. Classroom Environment

Students work in their political factions as they prepare for and participate in the three congresses.

- a. Arrange your classroom to provide separate areas for the three political factions.
 - Patriots sit on the left facing the front of the room.
 - Loyalists sit on the right facing the front of the room.
 - Neutralists sit in the center of the room. If the faction is large, split into smaller groups of five–six students.
- b. Prepare a diagram of this seating arrangement prior to Day 1
- c. Encourage students to arrange their desks/chairs in circles to facilitate group communication.
- d. During the Congresses, all desks face the front of the room.



10. Debriefing

The jigsaw grouping utilized during the debriefing allows students to gain the most information in the shortest time.

- a. Each faction divides the work by assigning one member to answer one Debriefing question.
- b. Students from each faction with the same question assignment work together.
- c. These students pool their varied experiences, insights, and knowledge. They become experts on their one question.
- d. Individuals leave these small expert groups and students return to their original faction where they report their answers to the other faction members.
- e. During this faction meeting all students share the answers to their questions as developed in their expert groups.

INDEPENDENCE provides ample opportunity to assess student learning.

1. Determine Assessment Standards

INDEPENDENCE is designed for students from grades 5–9. Therefore, establish your own level of what “meets standard” for your grade level.

- a. Within their factions students must discuss, strategize, make decisions, and take actions designed to persuade others to support their faction’s position. Use the COOPERATIVE GROUP WORK RUBRIC to help students stay on task and work effectively.
- b. “Meeting the standard” during the three congresses has two parts: preparation and participation. Use the DEBATES IN CONGRESS RUBRIC or one of your own devising.
- c. “Meeting the standard” on the objective tests allows little room for interpretation. Either the student knows the requested information or he/she does not. Students must correct mistakes, and teachers must re-teach if students do not understand important information. If some students have written-language difficulties, give the exams as oral questions and use the rubric to assess content knowledge.
- d. Your district may have specific standards that students must meet when completing research papers. Use those criteria or the RESEARCH PAPER RUBRIC provided with the unit.
- e. Students who do not “meet the standard” on any part of the assessment must be required to redo that section. Sometimes students need more instruction and a second chance to demonstrate what they know. Consider allowing students to retake the test after reviewing with you. Also consider allowing them to retake the test orally.

2. Performance Assessment

Always post rubrics before running the simulation. Complete the COOPERATIVE GROUP WORK and DEBATES IN CONGRESS RUBRICS for all students at least *twice*: after the Stamp Act Congress, and again after the First Continental Congress. After the first evaluation, students generally attend to their tasks better and work to improve their rubric scores by the end of the simulation. Individual students, regardless of how their teams finish in the simulation, may strive to achieve a score of “4” for individual work by using the posted rubrics.



Consider awarding additional POWS to individuals or factions demonstrating exemplary cooperative group work.



We have to remember what a rubric is supposed to do. It is supposed to report what all students know and understand. For example, in an essay rubric you cannot include mechanics with content because it “clouds” the assessment. The tendency will be to average work that merits a 4 (Exemplary) in content with a 2 (Nearly There) in mechanics and end up with a 3 (Expected) for the assignment — a rating that in fact does not describe content or mechanics. Make a separate rubric for every aspect of assessment.

3. What do Rubric Scores Mean?

When completing performance assessments, focus on “student work.” This work is *not* limited to written work. It includes demonstrated skills, oral exchanges, individual and cooperative group behavior, processes, strategies, and any other evidence that proves that the students have learned the targeted content or skill and can apply what they know.

4 — Exemplary — Generally this rating describes student work that exceeds the standard for the activity. The descriptor includes words such as “consistently,” “complete,” “with detail,” “actively,” and “willingly.” Students who earn a “4” demonstrate leadership and knowledge during participation in the simulation.

3 — Expected — Generally this rating describes work that meets the standard with quality. The descriptors lack some of the positive adjectives of a “4,” but this student has mastered the content or skill and can demonstrate his/her understanding in an application setting.

2 — Nearly There — Generally this rating describes work that almost meets the standard. Sometimes inconsistent effort or a misconception of the content will result in a “2” rating. This student needs to try a little harder, or needs to revise his/her work in order to meet the standards described.

1 — Incomplete/Unsatisfactory — Generally this rating describes work that has not yet met the standard in content and/or skill. This student will require more instruction and another opportunity to demonstrate a knowledge or skill, or will require alternative instruction and assessment.

UNIT TIME CHART



DAY 1		DAY 2	DAYS 3–4		
<p>Objectives</p> <ul style="list-style-type: none"> • Introduce the simulation and identities • Introduce POWS, PACTS, and factions <p>Materials</p> <ul style="list-style-type: none"> • Student Guide (pages 1–5) • IDENTITIES • COOPERATIVE GROUP WORK RUBRIC (optional) • LOYALIST ARGUMENTS • PATRIOT ARGUMENTS • RESEARCH PAPERS (optional) —AND/OR— • CHALLENGE PROJECTS (optional) • RESEARCH PAPER RUBRIC • INDIVIDUAL SCORE SHEET 		<p>Objectives</p> <ul style="list-style-type: none"> • Students make ID tags • Factions plan strategy and prepare for debate <p>Materials</p> <ul style="list-style-type: none"> • Student Guide (page 7) • PACTS TAKEN • CRISIS 1: Stamp Act Congress (optional) • DEBATES IN CONGRESS RUBRIC • CRISIS 1 QUESTIONS • COOPERATIVE GROUP WORK RUBRIC 	<p>Objectives</p> <ul style="list-style-type: none"> • Factions prepare for Stamp Act Congress • Factions use PACTS • Read Fates <p>Materials</p> <ul style="list-style-type: none"> • HISTORICAL BULLETINS 1–7 • HISTORICAL BULLETINS RECORDING SHEET • PACTS TAKEN • CHAIRPERSON’S DIRECTIONS 		
DAY 5	DAY 6	DAYS 7–8		DAY 9	
<p>Objectives</p> <ul style="list-style-type: none"> • Conduct Stamp Act Congress • Gain or lose POWS due to actions of Congress • First objective test <p>Materials</p> <ul style="list-style-type: none"> • ACTIONS OF THE ____ CONGRESS • OBJECTIVE TEST 1: Stamp Act Congress 	<p>Objectives</p> <ul style="list-style-type: none"> • Research day (Recommended) 	<p>Objectives</p> <ul style="list-style-type: none"> • Prepare for First Continental Congress • Factions use PACTS • Read Fates <p>Materials</p> <ul style="list-style-type: none"> • HISTORICAL BULLETINS 8–17 • PACTS TAKEN • CHAIRPERSON’S DIRECTIONS • CRISIS 2: First Cont. Congress (optional) • CRISIS 2 QUESTIONS 		<p>Objectives</p> <ul style="list-style-type: none"> • Conduct First Continental Congress • Gain or lose POWS due to actions of Congress • Second objective test <p>Materials</p> <ul style="list-style-type: none"> • ACTIONS OF THE ____ CONGRESS • OBJECTIVE TEST 2: First Continental Congress 	
DAYS 10–11		DAY 12	DAY 13	DAYS 14–15	
<p>Objectives</p> <ul style="list-style-type: none"> • Prepare for Second Continental Congress • Factions use PACTS • Read Fates <p>Materials</p> <ul style="list-style-type: none"> • HISTORICAL BULLETINS 18–21 • PACTS TAKEN • CHAIRPERSON’S DIRECTIONS • CRISIS 3: Second Cont. Congress (optional) • CRISIS 3 QUESTIONS 		<p>Objectives</p> <ul style="list-style-type: none"> • Read Historical Bulletin 22 • Conduct Second Continental Congress • Gain or lose POWS • Third objective test • Prepare for Debriefing <p>Materials</p> <ul style="list-style-type: none"> • ACTIONS OF THE ____ CONGRESS • OBJECTIVE TEST 3: Second Continental Congress 	<p>Objectives</p> <ul style="list-style-type: none"> • Debriefing <p>Materials</p> <ul style="list-style-type: none"> • Student Guides 	<p>Objectives</p> <ul style="list-style-type: none"> • Written exam (optional) • Student presentations of Research Papers and Challenge Projects (optional) <p>Materials</p> <ul style="list-style-type: none"> • Research Papers • Challenge Projects 	

DAILY DIRECTIONS

DAY 1



A Neutralist from the Southern Colonies acts as the Chairperson for the Stamp Act Congress on Day 5. Include a capable student within that faction to begin the Congress process smoothly.

*Read and understand **Setup Directions #6, Historical Bulletins, Fates and POWS** and pages 2 and 3 in the Student Guide prior to introducing this material.*

*At this time students need to understand that **POWS (Power Units)** are a measure of their political effectiveness. Help them to understand how they earn and lose **POWS**.*

Decide in advance if you will allow students in a deficit situation to vote and/or to get help from other members of their faction.

Introduction

Objectives

- Introduce the simulation and identities
- Introduce **POWS, PACTS, and factions**

Materials

- Student Guide (pages 1–5) — *class set*
- **IDENTITIES** (cut apart) — *one identity per student*
- **COOPERATIVE GROUP WORK RUBRIC** — *transparency + one to post*
- **LOYALIST ARGUMENTS** — *one per Loyalist*
- **PATRIOT ARGUMENTS** — *one per Patriot*
- **RESEARCH PAPERS** — *class set (optional)*
- AND/OR—
- **CHALLENGE PROJECTS** — *class set (optional)*
- **RESEARCH PAPER RUBRIC** (two per page) — *class set + one to post*
- **INDIVIDUAL SCORE SHEET** — *class set*

Setup

1. Decide in advance how to distribute **IDENTITIES** to those students you have selected to be Loyalists and Patriots. See **Setup Directions 3. Grouping Students** (page 3) for suggestions.
2. Prior to class, draw a diagram on the board or on a transparency that shows the room arrangement for the factions. See **Setup Directions 9. Classroom Environment** (page 6) .

Procedure

1. Distribute the Student Guides and read together page 1. Explain the purpose of the simulation as needed. Answer any general questions.
2. As a class read page 2, **POWS and PACTS**, explaining how the simulation works. Answer any questions.
 - a. Be sure that students understand the importance of **POWS**, how they are spent and earned, and their significance throughout the simulation.
 - **POWS** reflect economic and political power citizens may use to achieve their goals.
 - Students may end up with no **POWS** (or negative **POWS**) due to **PACTS, HISTORICAL BULLETINS** or **Fates**. They must be prepared to work to overcome any deficits.

- b. As you read the information about PACTS, make sure that students understand these points:
- PACTS represent the actions citizens take as they use their power to achieve their goals.
 - PACTS are decided upon by the entire faction, and individual members contribute the POWS necessary for the faction to take that action.
 - PACTS taken against an individual cause that person—and his/her faction—to lose POWS.
 - Every PACT has a **Cost** in POWS that the faction must pay. Point out to the students that the **Effect** of a PACT on the targeted individual and faction can be much greater than the initial cost.
 - PACTS may be used by a faction to help an individual member within the faction. (For example, a faction may use one of its three allotted PACTS to provide one faction member with personal bodyguards.)
3. Go over page 3, **Pressure Actions (PACTS)**. These are the actions that factions can take against others or to protect themselves.
4. Turn to page 4, **Identities**. Explain that all personalities involved in the debates are introduced here. Review the **Identities and Factions** information on page 5. Distribute specific IDENTITIES to the students.
5. Point out the prepared room arrangement diagram. Have students help you move furniture. Ask the students to assemble in their faction areas, using their new Identity.
6. Illuminate the transparency and point out the posted COOPERATIVE GROUP WORK RUBRIC. Stress that students have responsibilities to their faction to work together to achieve common goals. Remind students that you will monitor their group work throughout the simulation.
7. Distribute the LOYALIST ARGUMENTS (to Loyalists only) and PATRIOT ARGUMENTS (to Patriots only). Allow time for them to study. Tell the Neutralists they may decide to join one of these political factions later.



At this time students will be most interested in understanding the PACTS (Pressure Actions) they get to take against one another.

DAILY DIRECTIONS

DAY 1

8. If using the Research Papers and/or Challenge Projects options, distribute the handouts and allow time for the students to examine them. Encourage them to make decisions regarding topics within two days. Their research papers are due on Day 9. Distribute the RESEARCH PAPER RUBRIC (or one of your own devising) to enable students to prepare papers that meet your classroom or district standard.
9. Hand out and carefully examine INDIVIDUAL SCORE SHEET. Explain that their unit grade will be based on a combination of:
 - a. How effectively they work to achieve their faction goals at the Congresses
 - b. How well they “stay in character” for their identities during the simulation
 - c. How well they score on objective tests after the Congresses
 - d. High quality work on Research Papers (optional) and/or written textbook assignments
 - e. Creative Challenge Projects (optional)
10. Tell students to study their materials overnight.

Introduction (Continued)

Objectives

- Students make colonial ID tags
- Factions begin to plan strategy and prepare for debate

Materials

- Student Guide (page 7) — *class set*
- PACTS TAKEN — *one per faction or class set (optional)*
- CRISIS 1: Stamp Act Congress — *transparency or class set*
- DEBATES IN CONGRESS RUBRIC — *one to post (suggested)*
- CRISIS 1 QUESTIONS — *class set*
- COOPERATIVE GROUP WORK RUBRIC — *as needed*
- Index cards or tag board (5" x 8") — *class set*
- Markers or colored pencils — *class set*

Procedure

1. Explain that everyone must make a colonial ID tag to wear throughout the simulation. Draw a model for an ID tag on the chalkboard or using the overhead projector. Distribute materials and allow 5–7 minutes for students to create their ID tags. Students will change their POWS totals daily.
2. Have students sit in their factions—Patriots, Loyalists, and Neutralists. Have each faction select a Chairperson to lead discussions and speak for the group. Inform students that during the simulation, a delegate representing each faction and each region will lead one of the three Congresses.
3. Distribute and explain how to use the PACTS TAKEN form. Allow time (5–7 minutes) for students to practice selecting PACTS and filling in the blanks.
4. Distribute or show the transparency of CRISIS 1: Stamp Act Congress. Briefly review the various proposals, using either the transparency and the Student Guides (page 8) or the handouts.
5. Call students' attention to the **Debates in Congress Rubric** in the Student Guide, page 7. Remind students that their arguments in congressional debates must be clear, accurate, and effective. Point out that they will only make effective arguments if they understand the events that led up to the Congress and that caused the colonists to suggest the proposals.



*Encourage students to use their imagination and reveal their personalities when decorating their colonial ID tags. See **Setup Directions 8. Preparing Materials** (page 5) for more information.*



You decide how to inform the students of the issues before the Stamp Act Congress:

Option 1: *Students use the handout to guide discussion and plot strategy during their faction caucus, and take notes on the handout.*

Option 2: *Students use the Stamp Act Congress Proposals on page 8 of the Student Guide to guide the discussion and take notes on their own papers during the caucus.*

DAILY DIRECTIONS

DAY 2



These questions are keyed to, but do not duplicate the questions on the objective exams. They will give students a framework for gaining necessary historical background information.

*Neutralists may question if they are to take sides. Remind them that although they are not now aligned with either side, they are still part of the colonial society. Encourage them to evaluate the **HISTORICAL BULLETINS** and proposals from the viewpoint of their identity and decide what they believe. They may decide to support or oppose certain proposals, and must be prepared to stand up for their decision.*

6. Distribute **CRISIS 1 QUESTIONS**. Suggest that students cooperate to learn the answers to these questions. They will need the information to do well on their exam.
7. Have each political group—Patriot, Loyalist, and Neutralist—caucus to plan strategy and tactics. If necessary guide your students in how to prepare arguments and counter-arguments about each proposal. Stress that students must approach these proposals from the perspective of their **INDEPENDENCE** identity.
8. As students work within their factions, circulate to clarify procedures or answer questions. Use the **COOPERATIVE GROUP WORK RUBRIC** to reinforce desirable behavior.
9. In any time remaining, show a film as an historical overview (see the **Teacher Resources** for suggested films).

1763–1765

Objectives

- Factions prepare for Stamp Act Congress
- Factions use PACTS
- Read **Fates**

Materials

- Student Guides — *class set*
- CRISIS 1: Stamp Act Congress — *from previous day (if used)*
- HISTORICAL BULLETINS 1–7 — *class set*
- HISTORICAL BULLETIN RECORD SHEET — *transparency*
- PACTS TAKEN — *one per faction*
- CHAIRPERSON’S DIRECTIONS — *one*

Procedure

1. Have students sit according to their political factions. Divide the Neutralists into two smaller, more manageable groups. Have the Neutralist Chairperson appoint a chair for the split-off group.
2. Remind students that during INDEPENDENCE they will only make compelling arguments if they understand the events that led up to each Congress and that caused the colonists to suggest the proposals. Distribute HISTORICAL BULLETINS 1–7.
Stress that:
 - a. HISTORICAL BULLETINS include important information that students will need to know later.
 - b. HISTORICAL BULLETINS may affect the POWS of individuals or entire factions. Students must make any POWS adjustments on their INDIVIDUAL SCORE SHEETS.
3. Have each faction discuss the bulletins. As a team, they must decide how each historically accurate event probably affected the colonists back in the 1700s. They have to think about what impact it had on the Patriot faction, the Loyalist faction, and the Neutralists, and whether the event affected those who lived in cities or rural areas, or in different regions.
4. After the discussion, students should determine whether they think the colonists gained or lost as a result of the event. They should put a + for *gained* and a – for *lost*. They do not have to estimate how many POWS might be gained or lost; you will tell them later.



Each faction Chairperson will coordinate the discussion. Consider awarding additional POWS to teams demonstrating exemplary cooperative group work.

DAILY DIRECTIONS

DAYS 3–4



Use the *HISTORICAL BULLETIN RECORD SHEET* transparency to track the reports by each faction.

Keep the *Actual Gains & Losses* column covered until after discussing each Bulletin. Then uncover and report the impact of the action and move on to the next Bulletin.

5. The last column allows students to write a comment or a question. They can note any exceptions to their decisions. For example, in the case of a new tax, almost everyone would suffer a loss, except maybe the tax collector. This also is a good place to record any question that came up in discussion.
6. After 10–15 minutes, reconvene the class and ask each faction to report their results. Follow this procedure with one historical bulletin at a time:
 - First ask all the groups to report their + or – for Bulletin 1.
 - Look at the results. If all agree, ask one faction to explain why they chose + or –.
 - If the factions do not agree, use this as an opportunity to ask the Chairperson from each faction to explain their position.
 - Ask if there were any comments or questions.
 - When the discussion is over, reveal the Actual POWS they will lose or gain for this bulletin.
 - Give time to record POWS and then start the next bulletin.
7. Distribute one PACTS TAKEN to each faction Chairperson. Allow 7–10 minutes for factions to decide which Pressure Actions (PACTS) they will take.
 - a. Refer students to Student Guide pages 2 and 3 for PACTS rules.
 - b. Remind them that factions are limited to three PACTS per Congress.
 - c. Have them record each PACT, whom it was taken against, and the number of POWS it cost on their PACTS TAKEN forms.
8. Have each faction Chairperson announce his/her PACTS to the class. Use the following order: Patriots, Loyalists, Neutralists.
9. Students record gains or losses of POWS on INDIVIDUAL SCORE SHEETS.
10. Announce that today **Fate** will affect every faction and some individuals.
 - a. Randomly select one member from each faction. Have him or her stand and choose a number between 1 and 6. This **Fate** will affect the entire faction.
 - b. Have the Chairpersons of each faction select one member to receive an individual **Fate**. Have that person stand and choose a number between 1 and 6.

11. Read these **Fates** for the Stamp Act Congress, and the resulting gains or losses of POWS. Students will record these gains/losses on their **INDIVIDUAL SCORE SHEETS**.

Loyalist Fates

1. A mysterious fire burns your storage shed to the ground.
Lose 3 POWS
2. Local citizens refuse to patronize your business and you go bankrupt.
Lose 10 POWS
3. Your sister, her husband, and their six children leave their farm in the west because of their fear of the Indians. They come to live with you.
Lose 1 POW
4. There has been an enormous increase in crime in the area.
Lose 5 POWS
5. You discover that your brother is the leader of the local Sons of Liberty; you turn him over to the police.
Gain 1 POW
6. You have hired bodyguards who can stop any action that is taken against you.
Gain 5 POWS



*If **Fate** causes a faction member to zero out his or her POWS (go bankrupt) you have several choices:*

- a. Encourage other faction members to make POWS loans to that individual.*
- b. Encourage that student to complete extra work related to the unit and award POWS.*
- c. Encourage that student to complete small chores around the classroom to earn extra POWS.*

DAILY DIRECTIONS

DAYS 3-4

Patriot Fates

1. In the Admiralty Court you are found guilty of violating the Sugar Act.

Lose 5 POWS

2. The governor rules that you should be tried in a local court and not in the Admiralty Courts for alleged violations of the Stamp Act.

Gain 1 POW

3. You are not suspected of being a Patriot. Take one free Pressure Action against anybody.

Gain 5 POWS

4. An argument with the British troops quartered in your house leads to a fight. Somehow a fire starts, and your house is completely destroyed.

Lose 10 POWS

5. The Loyalists place you under surveillance.

Lose 1 POW

6. You have not been paying the Stamp Tax and are fined by the British.

Lose 3 POWS

Neutralist Fates

1. You join the Sons of Liberty and are warmly received.

Gain 1 POW

2. You join the Sons of Liberty, but they suspect that you are a Loyalist spy; they tar and feather you.

Lose 5 POWS

3. The Loyalist authorities suspect that you are a Patriot and put you in the stockade.

Lose 3 POWS

4. Some rowdies harass your family, calling names and spitting on you because you refused to join the Sons of Liberty.

Lose 1 POW

5. An argument between some Patriots and the British troops quartered in your house leads to a fight. Somehow a fire starts, and your house is completely destroyed.

Lose 10 POWS

6. You are able to maintain friendly relations with both Loyalists and Patriots.

Gain 5 POWS

DAILY DIRECTIONS

DAYS 3–4

12. A Neutralist from the Southern Colonies will serve as the Chairperson of the Stamp Act Congress.
 - a. Evaluate the public speaking skills/leadership abilities of the students with the following identities: Minuet, Marshfield, MacIntosh, Sheffield, Worth, Granville, Miller, or Kennedy.
 - b. Prior to the end of the day select one of these students to chair the Stamp Act Congress.
 - c. Call him/her aside and hand out the **CHAIRPERSON'S DIRECTIONS**.
 - d. Suggest that he/she also study page 6 of the Student Guide **General Congress Rules, Rules for Parliamentary Procedure, and Rules for Debate in congress** prior to Day 5.
 - e. Answer any questions.

13. Call students' attention to the Stamp Act Congress proposals (either on the **CRISIS 1: Stamp Act Congress** handout or on the back of the Student Guide, and their notes from their faction caucus.
 - a. Tell students to research and study prior to Day 5.
 - b. They are to decide which proposals they want adopted.
 - c. They should finalize their arguments and counter-arguments for the proposals as they prepare to debate on Day 5.
 - d. Encourage them to bargain and make deals outside of class.

14. Again call students' attention to the **Debates in Congress Rubric** in the Student Guide, page 7. Remind students that their arguments in congressional debates must be clear, accurate, and effective.

Day 5: Stamp Act Congress

Objectives

- Conduct Stamp Act Congress
- Gain or lose POWS due to actions of the Congress
- First objective test

Materials

- Student Guides (page 6) — *class set*
- CRISIS 1: Stamp Act Congress — *from previous day (if used)*
- CHAIRPERSON'S DIRECTIONS — *from previous day*
- ACTIONS OF THE ___ CONGRESS — *one*
- OBJECTIVE TEST 1: Stamp Act Congress — *class set*
- Gavel — *one (optional)*
- Lined paper — *class set (for taking notes)*
- Timer or stopwatch — *one*

Procedure

1. Have students sit according to their faction—Patriots, Loyalists, and Neutralists. A Neutralist from the Southern Colonies serves as the Chairperson of the entire Congress.
2. Have students take out their Student Guides and turn to pages 6 and 7. Briefly go over the rules and procedures as well as the debate process.
3. Have the Chairperson move to the podium and conduct the Congress according to the CHAIRPERSON'S DIRECTIONS. Suggest that students take notes during the debate.
 - a. The arguments of others may help them decide how to vote.
 - b. They may be able to build on or attack the arguments of others at a later time during this debate.
 - c. The arguments of others may give them insight into attitudes that they could use later to exert pressure through PACTS.
4. After the Congress has adopted its proposals, give to the Chairperson an ACTIONS OF THE ___ CONGRESS and have him/her record the decisions of the Congress. Have other students mark the appropriate boxes on page 8 of their Student Guides.



A gavel will help the Chairperson keep order and give an authentic air to the proceedings.

Use the timer or stopwatch to time arguments by delegates. Adhere closely to the two-minute time limitation.



Post this summary of Congressional action for all students to see.

DAILY DIRECTIONS

DAY 5



This information is also in the Student Guide on page 5.

Proposals 1, 2, 3, 4, and 6 were adopted at the Stamp Act Congress in 1765.



5. Have students determine the number of POWS they gained or lost and record on their **INDIVIDUAL SCORE SHEETS**.
Patriots Gain 10 POWS for each proposal passed
Loyalists Gain 10 POWS for each proposal defeated
Neutralists Gain nothing unless they aligned with a particular faction *prior* to the vote on each proposal

6. After the Congress is over, briefly call the students' attention to what really happened and compare with what they decided. If there are any differences, ask students why, but do not dwell on these at present since the issues come up again in future congresses.

7. Have students move their desks so that all face the front of the room. Distribute and administer **OBJECTIVE TEST 1: Stamp Act Congress**. Students must take this test by themselves. They may, at your option, use their notes. **OBJECTIVE TEST 1: Stamp Act Congress key:**
 1. a 6. b
 2. c 7. b
 3. a 8. d
 4. c 9. a
 5. c 10. b

8. Score the tests prior to the next class. Have students record the test score on their **INDIVIDUAL SCORE SHEETS**.

9. If you have assigned Research Papers, remind students that they are due on Day 9. If you are able to schedule research time in the media center, students should have research outlines ready to use tomorrow (Day 6).

Research (Recommended)

1. Have students continue reading and researching. Remind them that they must prepare for:
 - a. Two more Congressional debates
 - b. Research Papers
 - c. Challenge Projects

2. Remind students that their Research Papers are due on Day 9. Schedule the presentation of Challenge Projects for the day(s) following the conclusion of the unit.

DAILY DIRECTIONS

DAYS 7–8

1765–1774

Objectives

- Factions prepare for First Continental Congress
- Factions use PACTS
- Read **Fates**

Materials

- HISTORICAL BULLETINS 8–17 — *class set*
- HISTORICAL BULLETIN RECORDING SHEET — *transparency*
- PACTS TAKEN — *one per faction*
- CHAIRPERSON’S DIRECTIONS — *one*
- CRISIS 2: First Continental Congress — *transparency or class set*
- CRISIS 2 QUESTIONS — *class set*

Procedure

1. Have students sit according to their political factions and elect new Chairpersons. Divide the Neutralists into two smaller, more manageable groups. Have the Neutralist Chairperson appoint a Chairperson for the split-off group.
2. Remind students that during INDEPENDENCE they will only make effective arguments if they understand the events that led up to each Congress and that caused the colonists to suggest the proposals. Distribute HISTORICAL BULLETINS 8–17. Stress that:
 - a. HISTORICAL BULLETINS include important information that students will need to know later.
 - b. HISTORICAL BULLETINS may affect the POWS of individuals or entire factions. Students must make any POWS adjustments on their INDIVIDUAL SCORE SHEETS.
3. Have each faction discuss the bulletins. As a team, they must decide how each historically accurate event probably affected the colonists back in the 1700s. They have to think about what impact it had on the Patriot faction, the Loyalist faction, and the Neutralists.
4. After the discussion, students should determine whether they think each faction gained or lost as a result of the event. They should put a + for *gained* and a – for *lost*. They do not have to estimate how many POWS might be gained or lost; you will tell them later.



Each faction Chairperson will coordinate the discussion. Consider awarding additional POWS to teams demonstrating exemplary cooperative group work.

5. The last column allows students to write a comment or a question. They can note any exceptions to their decisions. For example, in the case of a new tax, maybe they thought that almost everyone would suffer a loss, except maybe the tax collector. This also a good place to record any question that came up in discussion.
6. After 10–15 minutes, reconvene the class and ask each faction to report their results. Follow this procedure with one historical bulletin at a time:
 - First ask all the groups to report their + or – for Bulletin 1.
 - Look at the results. If all agree, ask one faction to explain why they chose + or –.
 - If the factions do not agree, use this as an opportunity to ask the Chairperson from each faction to explain their position.
 - Ask if there were any comments or questions.
 - When the discussion is over, reveal the Actual POWS they will lose or gain for this bulletin.
 - Give time to record POWS and then start the next bulletin.
7. Distribute one PACTS TAKEN to each faction Chairperson. Allow 7–10 minutes for factions to decide which Pressure Actions (PACTS) they will take.
 - a. Refer students to Student Guide pages 2 and 3 for PACTS rules.
 - b. Remind them that factions are limited to three PACTS per Congress.
 - c. Have them record each PACT, whom it was taken against, and the number of POWS it cost on their PACTS TAKEN forms.
8. Have each faction Chairperson announce his/her PACTS to the class. Use the following order: Loyalists, Neutralists, then Patriots.
9. Students record gains or losses of POWS on INDIVIDUAL SCORE SHEETS.
10. Announce that today **Fate** will affect individuals in every faction.
 - a. Have the Chairpersons of the Patriot and Loyalist factions select two urban delegates and two rural delegates to receive an individual **Fate**.
 - b. Have the Neutralists Chairperson select three urban delegates and three rural delegates to receive an individual **Fate**.
 - c. Have those persons stand and choose a number between 1–6.
 - d. Read the selected **Fates** and the POWS gains or losses results.
 - e. Students then record these gains/losses on their INDIVIDUAL SCORE SHEETS.



Decide if students can select the same numbers as others or if all selections must be different. Announce your decision before students begin selecting numbers.

DAILY DIRECTIONS

DAYS 7-8



If **Fate** causes a faction member to zero out his or her POWS (go bankrupt) you have several choices:

- a. Encourage other faction members to make POWS loans to that individual.
- b. Encourage that student to complete extra work related to the unit and award POWS.
- c. Encourage that student to complete small chores around the classroom to earn extra POWS.

11. Read the **Fates** for the First Continental Congress.

Urban Fates

1. You are fired from your job because you are suspected of being a member of the Sons of Liberty.

Lose 5 POWS

2. The Loyalist bankers, convinced that you are sympathetic to the Patriots, refuse you a loan.

Lose 10 POWS

3. The Redcoat Army has moved to another town; you no longer have to quarter any troops.

Gain 5 POWS

4. You are hanged in effigy because you are suspected of being a Loyalist.

Lose 1 POW

5. You cannot really afford to feed both your family and the British soldiers quartered in your home. You must sell your horses.

Lose 3 POWS

6. The British commander has many close friends in town. He refuses to enforce the Intolerable Acts.

Gain 1 POW

Rural Fates

1. The drought continues to plague the harvest for the third straight year.

Lose 5 POWS

2. There has been an excellent harvest for the second straight year.

Gain 1 POW

3. The Loyalist bankers, convinced that you are sympathetic to the Patriots, foreclose your mortgage.

Lose 10 POWS

4. The Indians attack and plunder your land.

Lose 3 POWS

5. You sign a mutual defense pact with the Indians. They will protect your land, and you will give them supplies.

Gain 5 POWS

6. Due to the Quebec Act of 1774, your land west of the Appalachians is now part of Canada.

Lose 1 POW

DAILY DIRECTIONS

DAYS 7–8



You decide how to inform the students of the issues before the First Continental Congress:

Option 1: *Students use the handout to guide discussion and plot strategy during their faction caucus, and take notes on the handout.*

Option 2: *Students use the **First Continental Congress Proposals** summary on page 8 of the Student Guide to guide the discussion and take notes on their own papers during the caucus.*

Consider awarding additional POWS to individuals or factions demonstrating exemplary cooperative group work.

12. A Loyalist from the Middle Atlantic Colonies will serve as the Chairperson of the First Continental Congress.
 - a. Evaluate the public speaking skills/leadership abilities of the students with the following identities: van Renslaar and Churchill.
 - b. Prior to the end of the day select one of these students to chair the First continental Congress.
 - c. Call him/her aside and hand out the CHAIRPERSON'S DIRECTIONS.
 - d. Suggest that he/she also study **General Congress Rules, Rules for Parliamentary Procedure, and Rules for Debate in Congress** in the Student Guide (page 6) prior to Day 9.
 - e. Answer any questions.

13. Distribute or show the transparency of CRISIS 2: First Continental Congress. Briefly review the various proposals.
 - a. Tell students to research and study prior to Day 9.
 - b. They are to decide which proposals they want adopted.
 - c. They should finalize their arguments and counter-arguments for the proposals as they prepare to debate on Day 9.
 - d. Encourage them to bargain and make deals outside of class.

14. Distribute CRISIS 2 QUESTIONS. Suggest that students cooperate to learn the answers to these questions. They will need the information to do well on their exam.

15. Again call students' attention to the **Debates in Congress Rubric** in the Student Guide, page 7. Remind students that their arguments in congressional debates must be clear, accurate, and effective.

First Continental Congress

Objectives

- Conduct First Continental Congress
- Gain or lose POWS due to actions of the Congress
- Second objective test

Materials

- Student Guides — *class set*
- CRISIS 2: First Continental Congress — *from previous day (if used)*
- CHAIRPERSON’S DIRECTIONS — *from previous day*
- ACTIONS OF THE ___ CONGRESS — *one*
- OBJECTIVE TEST 2: First Continental Congress — *class set*
- Research Papers — *student created*
- Gavel — *one (optional)*
- Lined paper — *class set (for taking notes)*
- Timer or stopwatch — *one*

Procedure

1. Collect the Research Papers. Use points students earn for this work to supplement their POWS during the Second Continental Congress, or simply to enhance their unit grade at the conclusion of the unit.
2. Have students now sit according to their political faction: Patriots on the left, Loyalists on the right, and Neutralists in the middle. A Loyalist from the Middle Atlantic Colonies will serve as the Chairperson of the First Continental Congress.
3. Have students take out their Student Guides and turn to pages 6 and 7. Briefly review the debate process as students refer to these rules.
4. Have the Chairperson move to the podium and conduct the Congress according to the CHAIRPERSON’S DIRECTIONS.
5. After the Congress has adopted its proposals, give to the Chairperson an ACTIONS OF THE ___ CONGRESS and have him/her record the decisions of the Congress. Have other students mark the appropriate boxes on page 8 of their Student Guides.



Post this summary of Congressional action for all students to see.

DAILY DIRECTIONS

DAY 9



Proposals 1 and 2 were adopted at the First Continental Congress in 1774.



6. Have students determine the number of POWS they gained or lost and record on their **INDIVIDUAL SCORE SHEETS**.

Patriots Gain 10 POWS for each proposal passed

Loyalists Gain 10 POWS for each proposal defeated

Neutralists Gain nothing unless they aligned themselves with a particular faction *prior* to the vote on each proposal

7. After the Congress is over, briefly call the students' attention to what really happened and compare with what they decided. If there are any differences, ask students why, but do not dwell on these at present since the issues come up again in future congresses.

8. Have students move their desks so that all face the front of the room. Distribute and administer the **OBJECTIVE TEST 2: First Continental Congress**. Students must take this test by themselves. They may, at your option, use their notes.
OBJECTIVE TEST 2: First Continental Congress key:

- | | |
|------|-------|
| 1. b | 6. c |
| 2. b | 7. b |
| 3. d | 8. d |
| 4. a | 9. b |
| 5. d | 10. c |

9. Score the tests prior to the next class. Have students record the test scores on their **INDIVIDUAL SCORE SHEETS**.

1775

Objectives

- Students prepare for Second Continental Congress
- Factions use PACTS
- Read **Fates**

Materials

- HISTORICAL BULLETINS 18–21 — *class set*
- HISTORICAL BULLETIN RECORDING SHEET — *transparency*
- PACTS TAKEN — *one per faction*
- CHAIRPERSON’S DIRECTIONS — *one*
- CRISIS 3: Second Continental Congress — *transparency or class set*
- CRISIS 3 QUESTIONS — *class set*

Procedure

1. Have students sit according to their political factions and elect new Chairpersons. Divide the Neutralists into two smaller, more manageable groups. Have the Neutralist Chairperson appoint a Chairperson for the split-off group.
2. Remind students that during INDEPENDENCE they will only make effective arguments if they understand the events that led up to each Congress and that caused the colonists to suggest the proposals. Distribute HISTORICAL BULLETINS 18–21. Remind students that:
 - a. HISTORICAL BULLETINS include important information that students will need to know later.
 - b. HISTORICAL BULLETINS may affect the POWS of individuals or entire factions. Students must make any POWS adjustments on their INDIVIDUAL SCORE SHEETS.
3. Have each faction discuss the bulletins. As a team, they must decide how each historically accurate event probably affected the colonists back in the 1700s. They have to think about what impact it had on the Patriot faction, the Loyalist faction, and the Neutralists.
4. After the discussion, students should determine whether they think each faction gained or lost as a result of the event. They should put a + for *gained* and a – for *lost*. They do not have to estimate how many POWS might be gained or lost; you will tell them later.



Consider showing a video covering this historical era prior to beginning the Second Continental Congress activities. Emphasize the sacrifice and dangers involved in the signers’ actions.



Each faction Chairperson will coordinate the discussion. Consider awarding additional POWS to teams demonstrating exemplary cooperative group work.

DAILY DIRECTIONS

DAYS 10–11

5. The last column allows students to write a comment or a question. They can note here if they had an exception to their decision. For example, in the case of a new tax, maybe they thought that almost everyone would suffer a loss, except maybe the tax collector. This also a good place to record any question that came up in discussion.
6. After 10–15 minutes, reconvene the class and ask each faction to report their results. Follow this procedure with one historical bulletin at a time:
 - First ask all the groups to report their + or – for Bulletin 1.
 - Look at the results. If all agree, ask one faction to explain why they chose + or –.
 - If the factions do not agree, use this as an opportunity to ask the Chairperson from each faction to explain their position.
 - Ask if there were any comments or questions.
 - When the discussion is over, reveal the Actual POWS they will lose or gain for this bulletin.
 - Give time to record POWS and then start the next bulletin.
7. Distribute one PACTS TAKEN to each faction Chairperson. Allow 7–10 minutes for factions to decide which Pressure Actions (PACTS) they will take.
 - a. If necessary, refer students to their Student Guides (pages 2 and 3) for rules governing PACTS.
 - b. Remind them that factions are limited to three PACTS per Congress.
 - c. Tell them to record each PACT, whom it was taken against, and the number of POWS it cost on their PACTS TAKEN forms.
8. Have each faction Chairperson announce his/her PACTS to the class. Use the following order: Neutralists, Patriots, then Loyalists.
9. Students record gains or losses of POWS on INDIVIDUAL SCORE SHEETS.
10. Announce that today **Fate** will affect individuals of every region.
 - a. Have the Patriot and Loyalist Chairpersons factions select one delegate from each region to receive an individual **Fate**.
 - b. Have the Chairperson of the Neutralists select two delegates from each region to receive an individual **Fate**.
 - c. Have those persons stand and choose a number between 1–6.



Decide if students can select the same numbers as others or if all selections must be different. Announce your decision before students begin selecting numbers.

11. Read these **Fates** for the Second Continental Congress, and the resulting gains or losses of POWS. Students will record these gains/losses on their **INDIVIDUAL SCORE SHEETS**.

New England Colonies (Massachusetts)

1. You are hanged in effigy because you are suspected of being a Loyalist.
Lose 1 POW
2. The British strictly enforce the Intolerable Acts.
Lose 5 POWS
3. You are arrested and accused of plotting against the Crown.
Lose 3 POWS
4. Because you consistently refuse to cooperate with the British authorities, you are arrested and your properties are seized.
Lose 10 POWS
5. You inherit 5,000 English pounds from an unknown uncle.
Gain 5 POWS
6. Your support for merchants impacted by the Boston Port Bill earns you friends and influence.
Gain 1 POW



*If **Fate** causes a faction member to zero out his or her POWS (go bankrupt) you have several choices:*

- a. Encourage other faction members to make POWS loans to that individual.*
- b. Encourage that student to complete extra work related to the unit and award POWS.*
- c. Encourage that student to complete small chores around the classroom to earn extra POWS.*

Middle Atlantic Colonies (Pennsylvania)

1. The authorities suspect that you are smuggling. While you are trying to escape, you break your leg.

Lose 10 POWS

2. The troops quartered in town commandeer all supplies. There is no food left in the shops.

Lose 5 POWS

3. Three shiploads of smuggled commodities are landed and sold for cheap prices.

Gain 1 POW

4. The local newspaper accuses you of being a paid informant for both the Loyalists and the Patriots.

Lose 1 POW

5. Your children are harassed by some other students and refuse to attend school.

Lose 3 POW

6. The local Sons of Liberty believe your wife is a Loyalist. British troops rescue her just as these Patriots are set to brand her with an “L” on her forehead.

Gain 5 POWS

Southern Colonies (South Carolina)

1. You are arrested and charged with burning the governor's house to the ground.

Lose 3 POWS

2. Three shiploads of smuggled commodities are landed and sold for cheap prices.

Gain 1 POW

3. Because your state assembly announces its support for the city of Boston when the Boston Port Act closes the port, the British troops dissolve your state legislature.

Lose 10 POWS

4. You are elected to a leadership position in the state assembly.

Gain 5 POWS

5. The Sons of Liberty destroy the local general store and no supplies are left in town.

Lose 5 POWS

6. You are hanged in effigy because you are suspected of being a Loyalist.

Lose 1 POW

DAILY DIRECTIONS

DAYS 10–11



You decide how to inform the students of the issues before the Second Continental Congress:

Option 1: *Students use the handout to guide discussion and plot strategy during their faction caucus, and take notes on the handout.*

Option 2: *Students use the **Second Continental Congress Proposals** summary on page 8 of the Student Guide to guide the discussion and take notes on their own papers during the caucus.*

Consider awarding additional POWS to individuals or factions demonstrating exemplary cooperative group work.

12. A Patriot from the New England Colonies will serve as the Chairperson of the Second Continental Congress.
 - a. Evaluate the public speaking skills/leadership abilities of the students with the following identities: Henry and Winthrop.
 - b. Prior to the end of the day select one of these students to chair the Second Continental Congress.
 - c. Call him/her aside and hand out the **CHAIRPERSON'S DIRECTIONS**.
 - d. Suggest that he/she also study page 6 of the Student Guide **General Congress Rules, Rules for Parliamentary Procedure, and Rules for Debate in congress** prior to Day 12.
 - e. Answer any questions.
13. Distribute or show the transparency of **CRISIS 3: Second Continental Congress**. Briefly review the various proposals.
 - a. Tell students to research and study prior to Day 12.
 - b. They are to decide which proposals they want adopted.
 - c. They should finalize their arguments and counter-arguments for the proposals as they prepare to debate on Day 12.
 - d. Encourage them to bargain and make deals outside of class.
14. Distribute **CRISIS 3 QUESTIONS**. Suggest that students cooperate to learn the answers to these questions. They will need the information to do well on their exam.
15. Again call students' attention to the **Debates in Congress Rubric** in the Student Guide, page 7. Remind students that their arguments in congressional debates must be clear, accurate, and effective.

Second Continental Congress

Objectives

- Read **Historical Bulletin 22**
- Conduct Second Continental Congress
- Gain or lose POWS due to actions of the Congress
- Third objective test
- Prepare for debriefing

Materials

- Student Guides — *class set*
- CRISIS 3: Second Continental Congress — *from previous day (if used)*
- CHAIRPERSON’S DIRECTIONS — *from previous day*
- ACTIONS OF THE ___ CONGRESS — *one*
- OBJECTIVE TEST 3: Second Continental Congress — *class set*
- Gavel — *one (optional)*
- Lined paper — *class set (for taking notes)*
- Timer or stopwatch — *one*

Procedure

1. Have students sit according to their faction—Patriots, Loyalists, and Neutralists. A Patriot from the New England Colonies serves as the Chairperson of the entire Congress.
2. If necessary, have students take out their Student Guides and turn to pages 6 and 7 to review the debate process.
3. Have the Chairperson move to the podium and conduct the Congress according to the CHAIRPERSON’S DIRECTIONS.
4. Read this **Historical Bulletin** to the students while they are assembled as the Second Continental Congress, **AFTER THEY HAVE CONSIDERED PROPOSALS 1–5.**

Historical Bulletin 22
1776 Common Sense

Thomas Paine publishes his pamphlet attacking the institution of the monarchy and portraying George III as a tyrant. Paine advocates a republican form of government.

Lose 10 POWS: *All with scores above 50*

Lose 10 POWS: *All Loyalists*

DAILY DIRECTIONS

DAY 12



Post this summary of Congressional action for all students to see.

All seven proposals were adopted at the Second Continental Congress.)



5. After the Congress has adopted its proposals, give to the Chairperson an ACTIONS OF THE ___ CONGRESS and have him/her record the decisions of the Congress. Have other students mark the appropriate boxes on page 8 of their Student Guides.
6. Have students determine the number of POWS they gained or lost and record on their INDIVIDUAL SCORE SHEETS.
Patriots Gain 10 POWS for each proposal passed
Loyalists Gain 10 POWS for each proposal defeated
Neutralists Gain nothing unless they aligned themselves with a particular faction *prior* to the vote on each proposal
7. After the Congress is over, briefly call the students' attention to what really happened and compare with what they decided. If there are any differences, ask students why. Be sure to clear up any misunderstandings about what really happened and what the students decided within their own Congress.
8. Have students move their desks so that all face the front of the room. Distribute and administer OBJECTIVE TEST 3: Second Continental Congress. Students must take this test by themselves. They may, at your option, use their notes.
9. Collect and grade prior to the next class. Have students record the test scores on their INDIVIDUAL SCORE SHEETS.
OBJECTIVE TEST 3: Second Continental Congress key:
 1. c 6. b
 2. d 7. c
 3. a 8. a
 4. a 9. b
 5. d 10. c
10. Have students look at the **Debriefing** information on page 7 of the Student Guide. Tell students that on Day 13 they will work with other students to develop answers to one or more of the questions. Suggest that students read over the questions and study the procedures.

Debriefing

Objectives

- Students drop their historical roles to look at history as modern American students.

Materials

- Student Guides — *class set*
- Lined paper — *class set*

Procedure

1. Have students assemble in factions. Suggest that they bring any notes that they took during the simulation.
2. Each faction Chairperson assigns one person to be responsible for developing a comprehensive answer to question 1, one to be responsible for question 2, etc.
3. Have all persons assigned to Question 1 form a circle; all assigned to Question 2, a circle; and so on through the six questions.
4. Allow student groups to work on answers to their questions. After 30 minutes (or half the class time) have students return to their original groups.
5. Have each student (who is now a question “expert”) lead a discussion on the question assigned her/him.
6. Recommend that students review their notes for the essay exam that they will take on Day 11 (optional).



If you do not have enough students for six circles, allow Question 6 to be an extra question for all groups.

DAILY DIRECTIONS

DAYS 14–15

Testing and Presentations

Objectives

- Students demonstrate mastery of unit content through a written exam and oral presentations.

Materials

- Research Papers — *student created*
- Challenge Projects — *student created*

Procedure

1. Accept any final Research Papers.
2. Assign one of the debriefing questions (or allow students to choose a question) as an essay exam. Allow up to 30 minutes for the exam.
3. If you have assigned Challenge Projects, allow a day for students to present their creations. Award extra credit. (If your students are particularly creative/productive, you may devote more than one day to these projects.)

IDENTITIES

NEW ENGLAND COLONIES: BOSTON AND RURAL MASSACHUSETTS

Arthur Adams First generation English ... assistant to Lt. Governor ... single ... very jovial ... unruly mustache ... overweight ... smokes cigars ... chronic cough ...

Loyalist with 100 POWS



George Dickinson Third generation English ... owns estate outside of Boston ... degrees from Harvard and Cambridge ... now a judge ... extremely shrewd mind ...

Loyalist with 100 POWS



Samuel Henry Third generation English ... idealistic ... Sons of Liberty leader ... enthusiastic and energetic ... outgoing, open, honest ... married ... two children ...

Patriot with 100 POWS



Jonathan Edwards Winthrop Fourth generation English ... Congregationalist minister in small town ... detests nobility and corrupt officials ... active in local militia ...

Patriot with 100 POWS



Horatio Hutchinson Second generation English ... merchant engaged in triangle trade ... talks very slowly ... careful in all his dealings ... tends to distrust others ...

Neutralist with 35 POWS



Dudley Dorchester Third generation English ... some college education ... farmer ... single ... speaks several languages ... sees both sides of controversial issues ...

Neutralist with 15 POWS



Daniel Hatfield Third generation English ... shopkeeper ... wife is chronically ill ... devoted father to his two children ... struggling economically ...

Neutralist with 25 POWS



Sean Devlin Second generation Scots-Irish ... tavern keeper in small town ... warm, comfortable personality ... has difficulty taking sides in an argument ...

Neutralist with 20 POWS



Oliver Otis Second generation English ... prosperous lawyer ... married ... many Loyalist and Patriot clients and friends ... excellent musician ... going bald ...

Neutralist with 40 POWS



Joshua Wilkes Second generation African ... formerly a slave, now a freedman ... farmer ... handsome ... athletic ... keenly aggressive in everything he does ...

Neutralist with 5 POWS



William Andrews Third generation English ... boat builder ... widowed ... one daughter ... does not like to be pushed around ... likes to make up his own mind ...

Neutralist with 30 POWS



Heinrich Hesse Second generation German ... prosperous farmer ... operates a brewery ... married ... two children ... greatly respected by neighbors ...

Neutralist with 20 POWS



IDENTITIES

MIDDLE COLONIES: PHILADELPHIA AND RURAL PENNSYLVANIA

Cornelius Van Renslaar Third generation Dutch ... wealthy banker ... landowner of vast estates ... eligible bachelor ... finds the mob and revolutionaries disgusting ...
Loyalist with 100 POWS



Benjamin Churchill Second generation English ... wealthy merchant ... owns country estate ... many relatives in England ... respected for humanity and fairness ...
Loyalist with 100 POWS



Thomas Singleton Painter Third generation English ... friend of Ben Franklin ... deist ... teacher ... intellectual ... quietly advocated revolution for years ...
Patriot with 100 POWS



Jacques de Crevecoeur Second generation French ... farmer ... married ... strong respect for law ... increasing distrust of British ... wants to go West for new life ...
Patriot with 100 POWS



James Earle Warren Third generation English ... respected physician ... Loyalist and Patriot friends and patients ... lost an arm in the French and Indian War ...
Neutralist with 40 POWS



William Penn Windom First generation English ... Quaker ... farmer ... large family ... firm believer in the unity of all ... recent financial hardship ...
Neutralist with 20 POWS



Benedict Bradford Second generation English ... customs agent and tax collector ... has always had a nervous condition ... is shy ... few friends ...
Neutralist with 35 POWS



John Calvin Kleinschmidt First generation German ... farmer ... devout Lutheran ... recently widowed ... feels increasingly alone ... feels weak and sickly ...
Neutralist with 15 POWS



David Rosenbloom First generation German ... Jewish ... shopkeeper ... keen wit ... believes in revolutionary ideals ... his wife wants to return to England ...
Neutralist with 25 POWS



Dirk Vandermeter First generation Dutch ... former indentured servant ... strong believer in freedom ... farmer ... working to become a more skillful artist ...
Neutralist with 5 POWS



Ingmar Elfsborg First generation Swedish ... iron master ... required to send pig iron to England ... has organized illegal fabricating industry (nails, tools) ...
Neutralist with 30 POWS



Wiley Wigglesworth First generation English ... a miller ... gets along with everyone ... enjoys social scene at the local tavern ... considered a lively, friendly man ...
Neutralist with 10 POWS



IDENTITIES

SOUTHERN COLONIES: CHARLESTON AND RURAL SOUTH CAROLINA

Christopher Lancaster Fourth generation English ... Anglican priest ... believes the Church and England must dominate the colonies ... excellent speaker ...

Loyalist with 100 POWS



James MacAlister Third generation Scottish ... former indentured servant ... farmer ... grave fear of Indians on the frontier where he lives ...

Loyalist with 100 POWS



Daniel Marlborough Third generation English ... molasses smuggler ... under constant surveillance by the British ... loves good food ...

Patriot with 100 POWS



Patrick Adams Third generation English ... lawyer in small town ... land speculator ... interested in making a fortune from lands west of the Appalachians ...

Patriot with 100 POWS



Marcel Minuet First generation French ... quiet, reserved, gentle ... skilled shipbuilder ... talks slowly ... enjoys horse races ... detests England ... fears mob rule ...

Neutralist with 35 POWS



James Knox Worth Second generation Scottish ... Presbyterian minister in small town ... very unemotional ... thick beard and mustache ... very proper manners ...

Neutralist with 20 POWS



Reginald Marshfield Second generation English ... successful merchant ... lost leg as a child ... married ... six children ... wife related to Hapsburgs of Austria ...

Neutralist with 30 POWS



Charles Granville Third generation English ... tidewater indigo planter ... has 150 slaves ... married ... five children ... goes to England every year ...

Neutralist with 40 POWS



Jonathan MacIntosh Third generation Scottish ... physically powerful man ... blacksmith with Patriot, Loyalist, and Neutralist customers ... talks incessantly ...

Neutralist with 25 POWS



Morgan Miller Second generation English ... farmer ... has three slaves ... ambitious ... hard working and industrious ... loves to read history and poetry ...

Neutralist with 10 POWS



Samuel Sheffield Second generation English ... skilled furniture craftsman ... considers himself a wit ... dominates conversations ... wants to expand his business ...

Neutralist with 15 POWS



Henry Kennedy Second generation Scots-Irish ... farmer ... married ... very poor ... well-liked and trusted in his area ... known as a man of integrity ...

Neutralist with 5 POWS



COOPERATIVE GROUP WORK RUBRIC

COOPERATIVE GROUP WORK RUBRIC

Name: _____

4 — *Exemplary*

- You *consistently* and *actively* help your faction achieve its goals by communicating well with other group members, by encouraging the group to work together, and by *willingly* accepting and completing the necessary work for your role.

3 — *Expected*

- You *usually* help your faction achieve its goals by communicating with other group members, by encouraging your group to work together, and accepting and completing the necessary work for your role.

If your evaluation is less than *Expected*, try to use your cooperation skills more consistently.

2 — *Nearly There*

- You *make some effort* to help your faction achieve its goals.

1 — *Unsatisfactory*

- You *make little or no effort* to help your faction achieve its goals.

COOPERATIVE GROUP WORK RUBRIC

Name: _____

4 — *Exemplary*

- You *consistently* and *actively* help your faction achieve its goals by communicating well with other group members, by encouraging the group to work together, and by *willingly* accepting and completing the necessary work for your role.

3 — *Expected*

- You *usually* help your faction achieve its goals by communicating with other group members, by encouraging your group to work together, and accepting and completing the necessary work for your role.

If your evaluation is less than *Expected*, try to use your cooperation skills more consistently.

2 — *Nearly There*

- You *make some effort* to help your faction achieve its goals.

1 — *Unsatisfactory*

- You *make little or no effort* to help your faction achieve its goals.

LOYALIST ARGUMENTS

These arguments are only a skeletal outline for Loyalists to use in Congressional debates. Complete research to find examples to support the following points.

1. We are all English. We cannot fight our mother country. We have the same...
 - Traditions
 - Principles of justice (Magna Carta, common law, etc.)
 - Religion
 - Literature
 - Educational systems
 - Commercial practices
 - Language
 - Games
 - Dress
2. We need the military power of Great Britain. British soldiers...
 - Protect us from Indians on the frontier as they did during the French and Indian Wars (1756–1763)
 - Protect us from foreign aggression
3. We lack the military power and wealth to fight Great Britain.
4. We must control the mob of the landless and debtors. Those who advocate revolution...
 - Have contempt for law and order
 - Have destroyed property and injured people
5. The British government has generally been fair in running the empire.
 - The trade acts benefit the colonies more than they harm them.
 - The Admiralty Courts ensure fair trade and fair play on the high seas.
6. The rebels are hypocrites. They...
 - Object to taxes only as an attempt to evade them
 - Do not really want equality and freedom because they did not establish universal suffrage or proportional representation in their own government
 - Keep one foot on the lower classes while kicking the British with the other
7. George III is not a tyrant. He is a king trying to do his best in a difficult job.
8. The many colonies are too different. They are not capable of uniting or of governing themselves.
9. We are better off than other Europeans, including most English citizens. We should pay our fair share to the Empire. We have...
 - Wealth
 - Religious freedom
 - Equal opportunity for all
10. Total separation from England would create terrible problems:
 - There would be social anarchy.
 - Property rights and large land holdings would be threatened.
 - There would be constant conflict between the large and small colonies.
 - We could only win a war by turning to France and Spain for help, but we would then be totally at their mercy.

PATRIOT ARGUMENTS

These arguments are only a skeletal outline for Patriots to use in Congressional debates. Complete research to find examples to support the following points.

1. The British government is corrupt from top to bottom and is incapable of governing with justice. (America is morally superior.)
 - George III is incompetent.
 - Seats in Parliament are openly bought and sold.
 - Parliament shows an utter disregard for the plight of the English masses.
 - Bribery and corruption are commonplace in the British government.
2. British politicians are concerned only with protecting British interests and they totally ignore the colonies.
3. The British government has perpetrated countless humiliations, injustices, and degradations on the colonists. They have...
 - Taxed us inequitably
 - Taxed us without our representation
 - Closed off the western frontier to future settlements
 - Failed to solve the Indian problem
 - Denied us the right to trial before our peers by bringing us before the Admiralty Courts
 - Forced us to quarter troops in our homes
 - Regulated our trade and disrupted our economy
4. The British government has denied God-given rights to the colonies. It has...
 - Issued writs of assistance
 - Used *ex post facto* laws
 - Made arbitrary arrests
 - Limited the rights of freedom of speech, freedom of the press, and freedom of assembly
 - Denied the colonials their inalienable property rights by quartering troops
5. The Divine Right of Kings is a corruption. Monarchy is no longer a practical form of government.
6. No man should be taxed unless he chooses the representative who helps determine the tax.
7. Since Parliament does not have the right to tax the colonies, it also does not have the right to legislate for the colonies.
8. The principle of self-determination in governmental affairs is a God-given right, not a government-given privilege.

RESEARCH PAPERS

- Step 1:** Choose a topic that interests you and is an important part of the American Revolution.
- Step 2:** Find at least three sources for your research. One should be an encyclopedia article that gives you an overview of your topic.
- Step 3:** Read the encyclopedia overview and see if the topic still interests you. If it does, go on to Step 4. If it no longer interests you, go back to Step 1 and start over.
- Step 4:** Narrow your topic by creating a focus question that you will answer. For example, if you choose the topic Abigail Adams, you might ask: “How dedicated a patriot was Abigail Adams?” What specific actions did Abigail Adams take that show that she was a dedicated patriot?
- Step 5:** Clear your focus question with your teacher before you start taking notes.
- Step 6:** Take all notes on note cards. Remember that each note card should contain a heading, one important fact or event, and the source and page numbers where you found the information.
- Step 7:** Once you have enough notes to write a complete paper, submit your note cards to your teacher who will either approve them as written or ask you to correct them or include more information.
- Step 8:** Write your paper. Be certain that your paper includes:
- An introductory paragraph to catch your reader’s interest and explain what your focus question is.
 - Body paragraphs organized to present the historical information that answers your focus question.
 - An ending paragraph that repeats the main idea of your paper and states (or reviews) your conclusions.
- Step 9:** Write a bibliography under your final paragraph. List the sources in alphabetical order based upon the authors’ last names.

RESEARCH PAPER TOPICS

- | | | |
|--------------------------------------|------------------------------------|---|
| 1. Abigail Adams | 18. First Continental Congress | 36. <i>Poor Richard's Almanack</i> |
| 2. Albany Plan of Union | 19. Galloway Plan | 37. Reverend Muhlenberg's Dilemma |
| 3. Architecture in Colonial America | 20. General Thomas Gage | 38. Revolutionary symbols, slogans, and songs |
| 4. Art in Colonial America | 21. George Washington | 39. Role of women in Colonial America |
| 5. Battle of Bunker Hill | 22. Governor Thomas Hutchinson | 40. Samuel Adams |
| 6. Battle of Lexington and Concord | 23. Intolerable Acts | 41. Second Continental Congress |
| 7. Benjamin Franklin | 24. James Wilson | 42. Sons of Liberty |
| 8. Black Americans during Revolution | 25. John Adams | 43. Stamp Act |
| 9. Boston Massacre | 26. John Dickinson | 44. Stamp Act Congress |
| 10. Boston Tea Party | 27. John Hancock | 45. Thomas Jefferson |
| 11. Colonial dress and customs | 28. King George III | 46. Thomas Paine |
| 12. Committees of Correspondence | 29. Lord North | 47. Transportation in Colonial America |
| 13. <i>Common Sense</i> | 30. Mercenaries | 48. Triangle Trade |
| 14. Crafts in Colonial America | 31. Minutemen | 49. William Pitt |
| 15. Crispus Attucks | 32. Music in Colonial America | 50. Wyoming Valley Massacre |
| 16. Declaration of Independence | 33. Newspapers in Colonial America | |
| 17. Education in Colonial America | 34. Patrick Henry | |
| | 35. Paul Revere | |

RESEARCH PAPER RUBRIC

RESEARCH PAPER RUBRIC

Name: _____

Research, explanations, and details

4 — *Exemplary*

- Your paper demonstrates a thorough, well-developed understanding of the concept, event, or person you researched.
- You use ample historical details to clearly support statements and/or positions.

3 — *Expected*

- Your paper demonstrates a general, adequately-developed understanding of the concept, event, or person you researched.
- You use some accurate historical details to support statements and/or positions.

2 — *Nearly There*

- Your paper demonstrates a limited, partially-developed understanding of concept, event, or person you researched.
- Your historical information is mostly accurate, but a small part must be corrected.

1 — *Incomplete*

Your paper is incomplete for one or more of the following reasons. See your teacher immediately to make a plan to correct and complete it as soon as possible.

- Your paper demonstrates a minimal, undeveloped understanding of the concept, event, or person you researched.
- You used no details to support statements and/or positions.
- Your paper was historically inaccurate.

RESEARCH PAPER RUBRIC

Name: _____

Research, explanations, and details

4 — *Exemplary*

- Your paper demonstrates a thorough, well-developed understanding of the concept, event, or person you researched.
- You use ample historical details to clearly support statements and/or positions.

3 — *Expected*

- Your paper demonstrates a general, adequately-developed understanding of the concept, event, or person you researched.
- You use some accurate historical details to support statements and/or positions.

2 — *Nearly There*

- Your paper demonstrates a limited, partially-developed understanding of concept, event, or person you researched.
- Your historical information is mostly accurate, but a small part must be corrected.

1 — *Incomplete*

Your paper is incomplete for one or more of the following reasons. See your teacher immediately to make a plan to correct and complete it as soon as possible.

- Your paper demonstrates a minimal, undeveloped understanding of the concept, event, or person you researched.
- You used no details to support statements and/or positions.
- Your paper was historically inaccurate.

CHALLENGE PROJECTS

To earn extra POWS, work on one of the following **Challenge Projects** during or outside of class. If you wish to do some project other than those listed below, make sure it is related to the period, 1763–1776. Clear any project you think up on your own with your teacher. Be prepared to explain or demonstrate your project.

SPEAKING

- Read a novel, biography, or autobiography relating to the 1763–1776 time period. Ask someone to interview you as you role-play the main character. Explain the origin of your views on independence.
- Bring actual artifacts of the revolutionary period to class. Explain each to the class.
- Use an encyclopedia or history of art to find out about colonial architecture and art. Give an illustrated talk for your class.
- Present a class report contrasting the *Declaration of Independence* with the *Communist Manifesto*.

VIDEOTAPING

- Make a three- to four-minute video. Keep it simple. Do not try to make your story too elaborate. Show how the life of one revolutionary-era person changed because of his or her political views.

WRITING

- Compile a *Who's Who in Colonial America*. Include a wide range of fields (for example, science, government, art, and literature).
- Write an original short story set during the First Continental Congress.
- Write about the contributions of women to the revolutionary movement.
- Write a book report based upon a novel, biography, or autobiography from the revolutionary period.

MODEL-MAKING

- Make a diorama of some revolutionary event.
- Make a model of Independence Hall or another famous building of the revolutionary time period.
- Construct a model of a ship from this historical period.

SINGING

- Research the music of Colonial America. Perform for your class several songs and explain what they meant to Colonial Americans. (Use live or recorded accompaniment.)
- After studying songs of the 1763–1776 period, compose an original colonial song and sing it to the class with musical accompaniment.

DANCING

- Research early American dancing. Then stage a Minuet Ball, explaining the dancing.

ILLUSTRATING

- Make a series of drawings to show the interior of a colonial home.
- Draw a series of cartoons illustrating a certain event or satirizing a group of people during the revolutionary era.
- Draw a map of the colonies. Include the major population centers and areas of political activity.
- Make a time line showing the important events and developments which led to the signing of the Declaration of Independence.

COOKING

- Prepare a sample of colonial food for the class.

PACTS TAKEN

Complete this form before you announce your Pressure Actions (PACTS). Your faction can take only three PACTS per Congress.

	CONGRESS	FACTION	FACTION CHAIRPERSON
1	Target: _____	Cost in POWS: _____	
	PACT taken: _____		
	Reasoning: _____		
2	Target: _____	Cost in POWS: _____	
	PACT taken: _____		
	Reasoning: _____		
3	Target: _____	Cost in POWS: _____	
	PACT taken: _____		
	Reasoning: _____		

CRISIS 1: STAMP ACT CONGRESS

(Assembled at New York in October 1765)

PROPOSALS

1. We will insist that merchants stop importing British goods.
2. We will make attempts to terrorize and intimidate all stamp distributors.
3. We will agree to refrain from doing any business that requires stamps.
4. We demand that Parliament repeal the Sugar Act and the Stamp Act.
5. With all due subordination to Parliament, we nevertheless reject the policy of *virtual representation* (that members of Parliament in England represent the colonies).
6. We will accept the authority of Parliament to legislate for the colonies, but we will not give Parliament the right to tax the colonies or to hold trials in the Admiralty Courts.
7. We reject colonial representation in Parliament because Parliament has no right to legislate for the colonies.

DEBATES IN CONGRESS RUBRIC

PREPARATION, ORGANIZATION, AND DETAIL

DEBATES IN CONGRESS RUBRIC PREPARATION, ORGANIZATION, AND DETAIL

Name: _____

4 — *Exemplary*

- Your arguments provide an **excellent explanation** of the goals of your faction.
- The information is **very well organized**, and you **provide compelling reasons** to convince Neutralists to support your position.

3 — *Expected*

- Your arguments provide an **accurate and appropriate explanation** of the goals of your faction.
- Your information is **organized** and includes **some reasons** to convince Neutralists to support your position.

2 — *Nearly There*

- Your arguments offer only **some information** about the goals of your faction.
- Your arguments are **poorly organized** and **seldom provide reasons** for Neutralists to support your position.

1 — *Incomplete*

- Your arguments offer **too little information** or are **too disorganized** to understand.

DEBATES IN CONGRESS RUBRIC PREPARATION, ORGANIZATION, AND DETAIL

Name: _____

4 — *Exemplary*

- Your arguments provide an **excellent explanation** of the goals of your faction.
- The information is **very well organized**, and you **provide compelling reasons** to convince Neutralists to support your position.

3 — *Expected*

- Your arguments provide an **accurate and appropriate explanation** of the goals of your faction.
- Your information is **organized** and includes **some reasons** to convince Neutralists to support your position.

2 — *Nearly There*

- Your arguments offer only **some information** about the goals of your faction.
- Your arguments are **poorly organized** and **seldom provide reasons** for Neutralists to support your position.

1 — *Incomplete*

- Your arguments offer **too little information** or are **too disorganized** to understand.

CRISIS 1 QUESTIONS

1. What _____ actions did the British government take in response to the conflicts with Native Americans in the west in 1763?

2. George Grenville, First Lord of the Treasury, instituted several taxes that affected the colonies. What was his main purpose?

3. What were the main provisions of the Currency Act of 1764?

4. What was the primary purpose of the Sugar Act of 1764?

5. What were the main provisions of the Stamp Act of 1765?

6. In general how did the colonists feel about Parliament and its actions towards the colonies?

7. What did the Stamp Act Congress of 1765 accomplish?

8. What was *Virtual representation* and how did it affect the colonies?

9. Who was the leading radical agitator in the Massachusetts colony?

10. Who was the leading radical Patriot leader from Virginia?

HISTORICAL BULLETINS 1-7

Directions: Read and discuss these bulletins. How would each bulletin affect the colonists? Put a + or a - in the **Gain or Loss** box. Write at least one question in the space provided.

GAIN OR
LOSS

Historical Bulletin 1 — 1763 Proclamation Line

All settlement is forbidden in the area west of the Appalachians.

Historical Bulletin 2 — 1764 Currency Act

The colonials are forbidden to make paper money as legal tender.

Historical Bulletin 3 — 1764 Sugar Act

The duty on the importation of foreign molasses is reduced 6d (pence) to 3d (pence). (It is now hoped that the colonials will pay the tax and not the bribe.) There will be new duties on the imports of sugar, indigo, coffee, pimento, wine, and textiles. All those violating this act will be tried in the Admiralty Courts—not in courts of local jurisdiction.

Historical Bulletin 4 — 1765 Stamp Act

All of the following documents must display a government stamp: legal documents, newspapers, almanacs, playing cards, and dice. All those violating this act will be tried in the Admiralty Courts—not in courts of local jurisdiction.

Historical Bulletin 5 — 1765 Quartering Act

All colonies in which British troops are located must furnish the troops with living quarters and supplies like candles, vinegar, salt, and bedding.

Historical Bulletin 6 — 1765 Virginia Resolution

The House of Burgesses, representatives of the sovereign people of Virginia, reject the right of Great Britain to tax Virginians, and hereby declare that only Virginians can tax Virginians.

Historical Bulletin 7 — 1765 The Sons of Liberty

This patriotic group is organized, vowing to refrain from doing any business that requires stamps.

HISTORICAL BULLETIN RECORDING SHEET

HISTORICAL BULLETINS	PATRIOTS Lose / Gain POWS	LOYALISTS Lose / Gain POWS	NEUTRALISTS Lose / Gain POWS	ACTUAL Gains & Losses of POWS
Historical Bulletin 1 1763 Proclamation Line				Lose 5 POWS: <i>Worth, de Crevecoeur, P. Adams, Windom, Kennedy</i> Gain 10 POWS: <i>MacAlister, Churchill, Van Renslaar, Dickinson</i>
Historical Bulletin 2 1764 Currency Act				Lose 5 POWS: <i>All farmers, merchants, bankers</i>
Historical Bulletin 3 1764 Sugar Act				Lose 5 POWS: <i>Hutchinson, Devlin, Marlborough, Hatfield, Andrews, Rosenbloom, Minuet</i> Lose 2 POWS: <i>everyone else</i>
Historical Bulletin 4 1765 Stamp Act				Lose 5 POWS: <i>Henry, Otis, Hatfield, Rosenbloom, A. Adams</i> Lose 2 POWS: <i>everyone else except Bradford</i> Gain 10 POWS: <i>Bradford</i>
Historical Bulletin 5 1765 Quartering Act				Lose 3 POWS: <i>All city residents</i>
Historical Bulletin 6 1765 Virginia Resolution				Lose 1 POW: <i>Everyone</i>
Historical Bulletin 7 1765 The Sons of Liberty				Lose 5 POWS: <i>Patriots</i> Lose 2 POWS: <i>Neutralists and Loyalists</i>

HISTORICAL BULLETIN RECORDING SHEET

HISTORICAL BULLETINS	PATRIOTS Lose / Gain POWS	LOYALISTS Lose / Gain POWS	NEUTRALISTS Lose / Gain POWS	ACTUAL Gains & Losses of POWS
Historical Bulletin 8 1766 The Stamp Act				Gain 5 POWS: <i>Henry, Otis, Hatfield, Rosenbloom, A. Adams</i> Gain 10 POWS: <i>Everyone else</i>
Historical Bulletin 9 1766 Declaratory Act				Lose 1 POW: <i>Everyone</i>
Historical Bulletin 10 1767 Townshend Acts				Lose 5 POWS: <i>All Pennsylvanians</i> Lose 3 POWS: <i>Elfsborg, Macntosh, Winthrop, Granville, Hatfield, Devlin</i>
Historical Bulletin 11 1770 Boston Massacre				Lose 5 POWS: <i>All New Englanders</i>
Historical Bulletin 12 1770 The Townshend Acts				Gain 7 POWS: <i>Winthrop, Granville, Hatfield, Devlin</i>
Historical Bulletin 13 1772 Committees of Correspondence				Lose 3 POWS: <i>All Patriots</i> Lose 1 POW: <i>All Neutralists and Loyalists</i>
Historical Bulletin 14 1773 Tea Act				Lose 3 POWS: <i>Hutchinson, Churchill, Marshfield</i>

HISTORICAL BULLETIN RECORDING SHEET

HISTORICAL BULLETINS	PATRIOTS Lose / Gain POWS	LOYALISTS Lose / Gain POWS	NEUTRALISTS Lose / Gain POWS	ACTUAL Gains & Losses of POWS
Historical Bulletin 15 1773 Boston Tea Party				Gain 10 POWS: <i>All Patriots</i> Gain 5 POWS: <i>All Neutralists</i> Lose 5 POWS: <i>All Loyalists</i>
Historical Bulletin 16 1774 The Intolerable Acts				Lose 15 POWS: <i>All Bostonians</i> Lose 10 POWS: <i>Other citizens in Massachusetts</i> Lose 3 POWS: <i>Everyone else</i>
Historical Bulletin 17 1774 Quebec Act				Lose 5 POWS: <i>All farmers</i> Lose 2 POWS: <i>Sheffield, Lancaster, Otis, Devlin, Windom, de Crevecoeur, P. Adams</i>
Historical Bulletin 18 1775 Lord North's Compromise				Lose 3 POWS: <i>All judges and lawyers</i>
Historical Bulletin 19 1775 Acts Of Parliament				Lose 5 POWS: <i>All bankers, merchants, New Englanders</i> Lose 3 POWS: <i>Minuet and Marlborough</i>
Historical Bulletin 20 1775 Battles of Lexington and Concord				Lose 10 POWS: <i>All with scores above 70</i> Lose 5 POWS: <i>All Loyalists</i> Lose 3 POWS: <i>Devlin, MacIntosh, Wigglesworth, Warren, Otis</i>
Historical Bulletin 21 1775 Battle of Breed's Hill (Bunker Hill)				Lose 10 POWS: <i>All with scores above 60</i> Lose 7 POWS: <i>All Loyalists</i> Lose 5 POWS: <i>Devlin, MacIntosh, Wigglesworth, Warren, Otis</i>

CHAIRPERSON'S DIRECTIONS

GENERAL RULES

You are responsible for the success of the Congress. Read and understand these rules of procedure. You also need to understand the rules in your Student Guide. Your teacher is both the *sergeant-at-arms* (keeps order) and the *parliamentarian* (ensures that all delegates follow proper procedures). Ask for help when necessary.

GENERAL RULES

1. Keep order at all times.
 - a. Use your gavel to call the Congress to order and to quiet delegates.
 - b. After asking for quiet twice, you have the power to fine anyone who is noisy or unruly (fines range from 1–3 POWS).
 - c. If a delegate continues to be unruly, have the sergeant-at-arms remove him/her.

2. A Congress may take action only on formal motions offered by delegates.
 - a. Delegates make motions for the Congress to consider certain proposals.
 - b. Here are motions delegates *may* make:
 - “Ms (or Mr.) Chairperson, I move that we adopt ... (e.g., Proposal #1).”
 - “Mr. (or Ms) Chairperson, I second the motion.”
 - “Ms (or Mr.) Chairperson, I move for a recess.” (May be offered at any time. The recess cannot last more than two minutes.)
 - “Mr. (or Ms) Chairperson, I rise to a point of order.”
 - “Mr. (or Ms) Chairperson, I move to table the motion on the floor.”
 - This motion requires a 2/3 vote to pass.
 - Usually a successful motion to table “kills” the motion that is tabled.

3. Consider all proposals using proper procedures.
 - a. Proposals are considered under a *closed rule*: they cannot be amended.
 - b. Consider only one proposal at a time.
 - c. If a motion has been made and seconded, no other proposal can be offered until after a vote is taken on the motion before the Congress (on the floor). (The exception is a motion to table.)

CHAIRPERSON'S DIRECTIONS

GENERAL PROCEDURES

GENERAL PROCEDURES

1. Call the Congress to order.
 - a. Take your place at a desk or podium at the front of the room.
 - b. Ask all to rise and sing *either* “God Bless America” or “God Save the King.”
 - If you feel that the song(s) would cause too much dissension, proceed immediately to considering the proposals.
 - You may compromise and sing both songs.
 - c. Ask everyone to sit down and to be quiet. Insist on cooperation.

2. Begin the work of the Congress.
 - a. Call for motions on proposals. (All proposals are listed on page 8 of the Student Guide.)
 - A delegate makes a motion using the proper wording.
 - Allow the delegate two minutes to explain why the proposal should be adopted.
 - b. Another member “seconds” the motion.
 - If no one seconds the motion, the motion dies. There is no vote needed.
 - c. Open the floor to the delegates for a 5–10 minute debate on the proposal.
 - d. At the end of that time the Congress votes on the proposal. All votes are public (there are no secret, written ballots).

3. Follow these rules for debate.
 - a. All speakers must stand and be recognized by the chair (you) before they are allowed to speak (be given the floor).
 - b. All speakers are limited to no more than two minutes.
 - c. Each delegate may speak only once. (See below for an exception.)
 - d. One delegate may yield his or her time to someone who has already spoken.
 - The delegate rises and is recognized by the chair.
 - The delegate then announces that he/she yields his/her time to another delegate.
 - e. During debate on a proposal, the chair will allow only three other types of motions:
 - Motions to end debate, to table, or to recess may be made during debate.
 - If seconded, these motions must be voted on immediately.
 - Motions to call a recess require a simple majority to adopt.
 - Motions to table a motion on the floor require a 2/3 majority to adopt.

4. Conduct a valid vote on all proposals.
 - a. A simple majority (one-half of all delegates + one person) is needed to pass any proposal.
 - b. Tie votes are considered a negative vote; the proposal does not pass.
 - c. Count the vote on all motions by:
 - *voice vote*
Ask all those in favor to say “Aye” and those opposed to say “Nay.”
Decide which side wins based on your judgement of the numbers responding.
 - *tally vote*
If a member asks for a “Division of the Congress,” ask all who are in favor to stand. Quickly count the number standing (tally their total votes).
Do the same for all who are opposed. Announce which side wins.
 - d. The chair always votes last.
 - e. Record the results of each vote on paper.

5. After all proposals have been debated and voted upon, record the official results on the **Actions Of _____ Congress** and submit it to your teacher.

OBJECTIVE TEST 1

STAMP ACT CONGRESS

Your name: _____

Number correct : _____

- _____ 1. In response to the conflicts with Native Americans in the west in 1763, the British government
- issued a proclamation forbidding settlement beyond the crest of the Appalachian Mountains
 - allowed the area to revert to French control
 - sent large numbers of troops and supplies to aid the colonists
 - established a separate Indian nation
- _____ 2. The tax programs of George Grenville, First Lord of the Treasury, were designed to
- reduce the American colonies to a state of bankruptcy
 - crush the Indian rebellions
 - deal with England's financial problems
 - force the American colonies to submit to English domination
- _____ 3. Under the Currency Act of 1764
- colonists could not make their paper money legal tender
 - colonists could make their paper money legal tender
 - English creditors were forced to accept the colonists' paper money as payment for their debts
 - English currency could no longer be used in the colonies
- _____ 4. The stated purpose of the Sugar Act of 1764 was to
- pay the complete cost of stationing British troops in the American colonies
 - ruin New England trade with the West Indies
 - Help defray the expenses England would incur protecting her new American possessions
 - Support the monopoly on the sugar trade held by a British company
- _____ 5. The Stamp Act of 1765
- increased the cost of sending letters
 - was a completely novel idea that had never been tried in England
 - called for taxes on legal documents, newspapers, almanacs, playing cards, and dice
 - was a hasty measure introduced by Lord Grenville
- _____ 6. In general the colonists felt that Parliament
- represented colonial interests fairly and honestly
 - had some right to legislate for the colonies but no right to tax the colonies
 - had little right to interfere in the colonies in any way
 - had usurped the power of the king

OBJECTIVE TEST 1

STAMP ACT CONGRESS

- _____ 7. The Stamp Act Congress of 1765 did all of the following except
- petitioned the king and Parliament for repeal of the Sugar Act and the Stamp Act
 - resolved that the colonies would declare themselves independent if the Sugar Act and the Stamp Act were not repealed
 - resolved that colonial subordination did not include acceptance of Parliamentary taxation
 - resolved that colonial subordination did not include acceptance of Admiralty Courts
- _____ 8. *Virtual representation* meant
- the colonists could be represented in Parliament only by representatives whom they elected
 - a member of Parliament could not be criticized or arrested
 - a member of Parliament had to meet certain qualifications before being elected
 - a member of Parliament represented the people in the colonies even though they did not elect him
- _____ 9. The leading radical agitator in the Massachusetts colony was
- Samuel Adams
 - George Grenville
 - Patrick Henry
 - John Hancock
- _____ 10. Of the following, who was a radical Patriot leader from Virginia?
- John Hancock
 - Patrick Henry
 - Joseph Galloway
 - John Adams

HISTORICAL BULLETINS 8-17

Directions: Read and discuss these bulletins. How would each bulletin affect the colonists? Put a + or a - in the **Gain or Loss** box. Write at least one question in the space provided.

GAIN OR
LOSS

Historical Bulletin 8 — 1766 The Stamp Act
is hereby repealed.

Historical Bulletin 9 — 1766 Declaratory Act

The British Parliament affirms that it has the authority to make laws and statutes of sufficient force and validity to bind the colonies and people of America in all cases whatsoever.

Historical Bulletin 10 — 1767 Townshend Acts

1) Duties are hereby placed on colonial imports of lead, paper, glass, and tea.

2) Since the colonies are not following the spirit of the Quartering Act, an example must be made of the New York assembly (the worst offender); therefore, all actions of the New York assembly are null and void until full supplies are forthcoming.

3) In order to ensure collection of all taxes, the customs bureau has been reorganized. The Board of Commissioners is headquartered in Boston and has full supervisory authority.

Historical Bulletin 11 — 1770 Boston Massacre

A skirmish on March 5 between British troops and Boston citizens results in five killed and six wounded.

Historical Bulletin 12 — 1770 The Townshend Acts

are hereby repealed, except for the duties on tea and the quartering of troops

Historical Bulletin 13 — 1772 Committees of Correspondence

are organized by Sam Adams. The Committees will ensure communications between the colonies and publicize all British atrocities.

HISTORICAL BULLETINS 8-17

GAIN OR
LOSS

Historical Bulletin 14 — 1773 Tea Act

The British government tried to stop the smuggling of tea into the colonies from other countries. In order help the East India Company, Britain allowed the company to pay lower import duties on tea sold in the colonies than it would pay for tea sold in England.

Historical Bulletin 15 — 1773 Boston Tea Party

A group of colonials board the ships of the East India Company and pitch the tea into Boston Harbor. This was a response to Governor Hutchinson's order that the ships were not to depart until the tea was unloaded. (The company feared violence if they attempted to unload the tea.)

Historical Bulletin 16 — 1774 The Intolerable Acts

1) *Boston Port Act* The port of Boston is closed until restitution is made for the tea dumped into Boston harbor.

2) *Massachusetts Government Act* The constitution of 1691 is hereby altered. The Governor's Council will now be appointed by the King instead of elected by the state assembly. Town meetings may be held only once a year unless the governor calls for one.

3) *The Administration of Justice Act* All British government officials and customs officers who are indicted for murder can be tried in England rather than in the colonies before colonial juries.

4) *The Quartering Act* All British troops are to be quartered *within* the city, not just in the barracks. Boston is the headquarters of all British troops in North America.

Historical Bulletin 17 — 1774 Quebec Act

The government of Canada will operate under French Civil Law without a representative assembly. Special provisions allow powers to the Catholic Church. Additionally, all land west of the Appalachians and north of the Ohio is now under the territorial jurisdiction of the province of Quebec.

CRISIS 2: FIRST CONTINENTAL CONGRESS

(Assembled at Philadelphia in 1774)

PROPOSALS

1. We will form outright opposition and resistance to the Intolerable Acts.
2. We will form “The Association” whereby we refuse to import, export, or conduct trade of any kind with Great Britain, Ireland, and the West Indies.
3. We will adopt the Galloway Plan of Union to establish a Grand Council of the Americas.
 - The Acts of the Grand Council are subject to parliamentary review and veto, but Acts of Parliament affecting the colonies are subject to the approval of the Grand Council.
 - The Council has authority over matters of defense, westward expansion, and Indian relations. It may raise armies, build forts, and warships.
 - The Grand Council may levy taxes to pay its expenses.
4. Parliament has neither the authority to tax the colonies nor to legislate for them.
5. Parliament has no legislative or tax authority over the colonies, but still has the right to regulate colonial trade as a just compensation for the British navy’s protection of colonial shipping.

CRISIS 2 QUESTIONS

1. What were the provisions of the Declaratory Act of 1766?

2. What were the events that led up to the Boston Massacre?

3. Why were the Committees of Correspondence important?

4. What were the provisions of the Quebec Act of 1774?

5. What were the provisions of the Intolerable Acts?

6. Who presented a moderate proposal for a Grand Council of the colonies?

7. What did the First Continental Congress of 1774 accomplish?

8. What were the provisions of the Townshend Acts of 1767? When and why were they repealed?

9. Why did the Tea Act of 1773 anger the American colonists?

10. What actions did the British government take as a direct result of the Boston Tea Party?

OBJECTIVE TEST 2

FIRST CONTINENTAL CONGRESS

Your name: _____

Number correct : _____

- _____ 1. The Declaratory Act of 1766
- declared the colonies to be in a state of rebellion
 - affirmed the authority of Parliament to make laws and statutes to bind the colonies and the people of America
 - granted direct parliamentary representation to the colonists
 - affirmed the principle of virtual representation
- _____ 2. The Boston Massacre was probably caused by
- Samuel Adams
 - a crowd of colonists who were taunting a group of British soldiers
 - British soldiers firing into an innocent group of colonists
 - a group of customs commissioners
- _____ 3. The Committees of Correspondence were important because they
- helped make British rule more efficient
 - were the first official American government
 - provided the machinery for collection of taxes under the Stamp Act
 - enabled the colonists to coordinate their views and actions
- _____ 4. The Quebec Act of 1774
- gave the area west of the Appalachian Mountains and north of the Ohio River to the province of Quebec
 - gave Quebec a representative assembly
 - was a punitive measure against the citizens of Boston
 - denied protection to the Catholic Church in Quebec
- _____ 5. The Intolerable Acts did not include
- the Massachusetts Government Act
 - the Administration of Justice Act
 - a new Quartering Act
 - the Quebec Act
- _____ 6. A moderate proposal for a Grand Council of the colonies was presented to the First Continental Congress by
- Benjamin Franklin
 - Patrick Henry
 - Joseph Galloway
 - Thomas Jefferson

OBJECTIVE TEST 2

FIRST CONTINENTAL CONGRESS

- _____ 7. The First Continental Congress
- established an army under the direction of George Washington
 - condemned the Intolerable Acts
 - adopted the Galloway Plan
 - established an independent government
- _____ 8. The Townshend Acts of 1767
- were repealed because of colonial opposition
 - provided revenues to pay royal officials in the colonies
 - placed duties on several previously untaxed articles
 - did all of the above
- _____ 9. The Tea Act of 1773 angered the American colonists because it
- increased the cost of tea by 10%
 - continued taxation that angered the colonists and helped a British company
 - required American growers to ship their tea directly to England
 - deprived American merchants of a share of the profits from the tea trade
- _____ 10. Which of the following was not a direct result of the Boston Tea Party?
- the Massachusetts government was severely limited
 - the British Army was allowed to quarter troops in American buildings
 - Parliament passed the Second Tea Act doubling the cost to Americans
 - Parliament closed the port of Boston until restitution was made

HISTORICAL BULLETINS 18–21

Directions: Read and discuss these bulletins. How would each bulletin affect the colonists? Put a + or a – in the **Gain or Loss** box. Write at least one question in the space provided.

GAIN OR
LOSS

Historical Bulletin 18 — 1775 Lord North’s Compromise

Parliament will not tax any colony whose inhabitants tax themselves for the purpose of contributing to the common defense.

Historical Bulletin 19 — 1775 Acts Of Parliament

New England is hereby excluded from the Newfoundland fisheries and prohibited from all trade except with England and the British West Indies. Also, no arms or ammunition may be imported by any of the colonies.

Historical Bulletin 20 — 1775 Battles of Lexington and Concord

On April 19, the fighting begins. British casualties: 73 killed, 174 wounded, 26 missing; American casualties: 49 killed, 39 wounded. Boston is under siege by the Americans.

Historical Bulletin 21 — 1775 Battle of Breed’s Hill (Bunker Hill)

On June 17 the fighting resumes. British casualties: 2,226 killed, 828 wounded; American casualties: 140 killed, 271 wounded, 30 captured.

CRISIS 3

SECOND CONTINENTAL CONGRESS

(Assembled at Philadelphia in 1775 and 1776)

PROPOSALS 1775

1. We will give aid and supplies to the colonial militia currently besieging Boston.
2. We will form a Continental Army with George Washington as commander-in-chief.
3. We will issue paper money to support the Army.
4. We will give appoint a committee to handle negotiations with foreign countries.
5. We petition King George III to personally promote repeal of the oppressive measures. The Colonies will stop the independence movement if the Intolerable Acts are repealed and Parliament agrees to regulate only trade.

PROPOSALS 1776

after *Common Sense* was published

6. We will authorize privateering against British shipping.
7. We will sign The Declaration of Independence: “When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another...”
The document recognizes these basic points:
 - the origin of government is in the consent of the governed;
 - the obligation of the government is to protect the natural rights of the people;
 - when a government does not protect these rights, it is the responsibility of the people to abolish that government and institute a new one.

CRISIS 3 QUESTIONS

1. What were the main arguments of Thomas Paine in his booklet *Common Sense*?

2. What did the Second Continental Congress of 1775–1776 accomplish?

3. What were the main ideas about government in the Declaration of Independence?

4. How did the radicals persuade others in colonial America to join their cause?

5. What types of individuals formed the leadership of the American “radicals”?

6. What political faction dominated the Second Continental Congress? What was their main purpose?

7. Certain Colonial leaders agreed with the Tory viewpoint. Who were they?

8. Thomas Jefferson borrowed the ideas of others when he wrote his Declaration of Independence. Whose ideas did he borrow? What were some of the sources that he used?

9. What other colonial leaders helped Thomas Jefferson write the Declaration of Independence?

10. Who was the leader in Parliament on July 4, 1776?

OBJECTIVE TEST 3

SECOND CONTINENTAL CONGRESS

Your name: _____

Number correct : _____

- _____ 1. In *Common Sense*, Thomas Paine argued for
- more colonial representation in Parliament
 - closer ties with England
 - independence and republicanism
 - support of King George III
- _____ 2. Which of the following was not an immediate action of the Second Continental Congress?
- name George Washington commander-in-chief of the Continental Army
 - appoint a committee to negotiate foreign affairs
 - issue paper money to support the army
 - declare independence
- _____ 3. The Declaration of Independence did not include
- a request for an alliance with France
 - the statement that government had an obligation to protect natural rights
 - an affirmation of the origin of government in the consent of the governed
 - the recognition that it was the duty of the people to alter or abolish a government that does not fulfill its obligation to the people
- _____ 4. The radical spirit finally prevailed in colonial America only when
- the radicals captured the attention of public opinion and directed and controlled anti-British actions
 - the king initiated gun-control legislation
 - the pamphlet *Common Sense* insulted the intelligence of most Americans
 - colonial aristocrats were deprived of their seats in Parliament
- _____ 5. Most of the leadership of the American “radicals” was provided by
- the wealthy colonists who had the biggest tax burden
 - ethnic minorities who did not consider England their “mother country”
 - the clergy and intellectuals
 - the anti-aristocratic middle class
- _____ 6. The Second Continental Congress was not
- dominated by the radicals
 - dominated by Tories
 - devoted to preparation for war
 - willing to appeal to the king for a peaceful settlement

OBJECTIVE TEST 3

SECOND CONTINENTAL CONGRESS

- _____ 7. The Tory viewpoint in America was represented by such thinkers as
- William Pitt and Edmund Burke
 - Richard Price and Thomas Paine
 - Thomas Hutchinson and Samuel Seabury
 - John Dickinson and James Otis
- _____ 8. The Declaration of Independence borrowed heavily from
- the ideas of John Locke
 - the British Constitution
 - the liberal doctrine of *absolution*
 - all of the above
- _____ 9. Thomas Jefferson's major collaborators in writing the Declaration of Independence were
- Thomas Paine and Sam Adams
 - John Adams and Benjamin Franklin
 - Richard Henry Lee and Patrick Henry
 - George Washington and Francis Marion
- _____ 10. The leader in Parliament on July 4, 1776, was
- Lord Grenville
 - Thomas Gage
 - Lord North
 - William Pitt

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INDEPENDENCE

Introduction

Welcome to **Independence!** And welcome to the American colonies in the years just before the War for Independence. During this simulation you will become a colonist. Your exact identity will be determined by chance. You may be a merchant, a farmer, a ship builder, a lawyer, or have some other occupation. Two things are certain, though. First, you will be a male.* Second, you will belong to a political faction:

- You may be a *Loyalist*, who wishes to remain under British rule.
- You may be a *Patriot*, who wishes to declare independence.
- You may be a *Neutralist*, who is undecided about these important issues.

*Women colonists did not have the same rights as men. They were not allowed to vote. They could not be delegates or speak at the Congresses.

Colonial Congresses

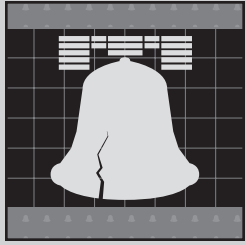
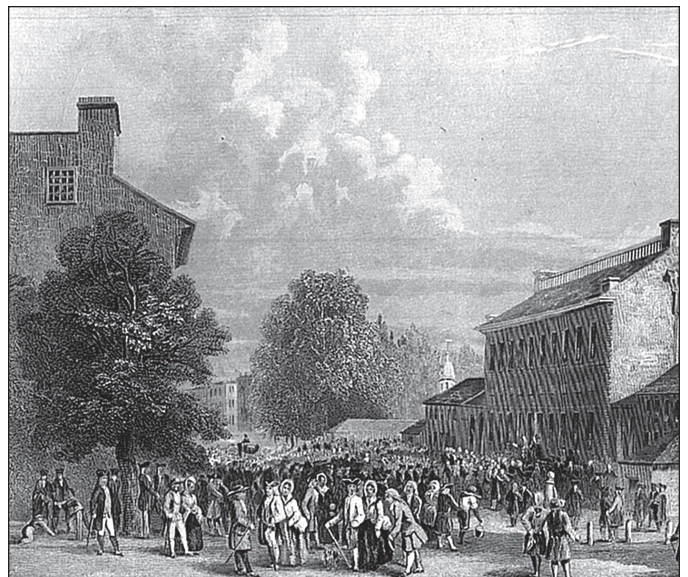
Every student identity will be a delegate to three colonial Congresses:

1. Stamp Act Congress (1765)
2. First Continental Congress (1774)
3. Second Continental Congress (1775)

Just like the actual delegates in the 1700s, you will use the power of debate to win support for your position. Debates are battles of ideas fought with words. In the 1700s the delegates debated important issues. The Patriots will attempt to defeat the issues of the Loyalists. The Loyalists will attempt to defeat the issues of the Patriots. The Neutralists will have to decide which position they will support.

Debates and Decisions

Study the issues. Prepare and present good, strong arguments. Be able to support your own cause and discredit the cause of your opponents. As you listen and reflect, you must decide what you believe, and what you will do. If you decide to vote for independence from England, you must be prepared to bear the terrible burden. Remember that a declaration of independence may have a very high cost. It could mean war—chaos, violence and bloodshed.



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Independence

INT925SG

POWS

Every colonial identity begins with a number of Power Units (POWS). The number ranges from 5 POWS to 100 POWS. The number of POWS depends on the wealth, job and personality of the identity.

- A POW is a measure of the economic and political power of an identity.
- You may end up with no POWS (or negative POWS) due to **Historical Bulletins** or **Fates**. Be prepared to work to overcome any deficits.

How to Earn POWS

- Prepare and give good arguments to support proposals at each Congress. (Succeed with this and you will convince Neutralists to vote **for** your proposal.)
- Debate well in the Congresses **against** proposals of a rival faction. (Succeed with this and you will convince Neutralists to vote against that proposal.)
- Complete short research and/or text assignments.
- Score well on the exams at the conclusion of each Congress.

PACTS

Pressure Actions (PACTS) are tools that one faction will use to persuade a person or persons in another faction to change their behavior. See page 3 for a list of PACTS for each faction.

- Each faction can take only three PACTS during any Congress.
- The entire faction decides which PACTS to take. Individual members contribute the POWS necessary for the faction to take that action.
- Every PACT has a **Cost** in POWS that the faction must pay. The **Effect** of a PACT on the targeted individual and faction can be much greater than its initial cost.
- A faction may use PACTS to help an individual member within the faction. (For example, a faction may use one of its three PACTS to provide one faction member with bodyguards.)

Taking PACTS Against Others

Faction members must cooperate to decide:




1. Which PACTS to take
 - Which PACT will have the most effect on an opposing faction?
2. Which delegates to target with the PACTS
 - Which individual(s) in another faction will most likely be influenced by a PACT?
3. How to pay the **Cost** of the PACTS
 - Will individuals pay the entire cost?
 - Will faction members share the cost equally, by taking turns, or in proportion to their wealth?

Paying the Effect of PACTS

1. Every PACT, even if it targets one individual, affects the entire faction of that individual. Every member of the faction must pay the POWS of the **Effect**.
2. Faction members may decide to help other faction members pay the **Effect** of any PACT.

PRESSURE ACTIONS (PACTS)

Each Faction may use Pressure Actions (PACTS) against other Factions. Patriots may use PACTS to harass Loyalists or to convince Neutralists to join them. Loyalists may use PACTS to hinder the Patriots or to convince Neutralists to join them or to remain neutral. Neutralists may use PACTS for or against either side or not use any at all.

Pressure Action (PACT)	Cost (in POWS)	Effect (in POWS)	
1. March in a parade or other demonstration	1	2	<i>Patriots</i> 
2. Hang an effigy	2	4	
3. Distribute revolutionary pamphlets	3	6	
4. Join the Committees of Correspondence	4	8	
5. Join the Sons of Liberty	10	0	
6. Boycott merchandise	5	10	
7. Intimidate and harass someone	7	14	
8. Tar and feather someone	10	20	
9. Destroy private property (e.g., burn a house)	20	40	
10. Hire bodyguards to protect you (This stops any PACT against you, your home, family, and business)	20	0	
1. Petition the king to punish the rebels	1	5	<i>Loyalists</i> 
2. See that the laws are strictly enforced	2	5	
3. Hire spies to gather intelligence	3	5	
4. Make sure the taxes are collected	3	6	
5. Refuse to patronize a particular business	4	8	
6. Boycott certain establishments	5	10	
7. Have someone arrested	7	14	
8. Hire bodyguards to protect your business (This stops any PACT against your business)	15	0	
9. Hire a gang of toughs to rough up someone	10	20	
10. Hire bodyguards to protect you (This stops any PACT against you, your home, and family)	30	0	
1. Write a protest letter	1	2	<i>Neutralists</i> 
2. Petition the government	2	4	
3. Attend a grievance meeting	3	6	
4. Publicly criticize someone	4	8	
5. Boycott merchandise	5	10	
6. Refuse to pay your taxes	5	10	
7. Refuse to permit troops to be quartered in your home	7	14	
8. Join the Patriots by publicly announcing you are becoming a member of the Sons of Liberty	20	0	
9. Join the Loyalists by publicly announcing you are a loyal subject of the king	10	0	
10. Hire bodyguards to protect you (This stops any PACT against you, your home, family, and business)	20	0	

IDENTITIES

New England Colonies: Boston

Arthur Adams

Assistant to Lt. Governor ... *Loyalist ... 100 POWS*

Samuel Henry

Sons of Liberty leader ... *Patriot ... 100 POWS*

Horatio Hutchinson

Merchant in triangle trade ... *Neutralist ... 35 POWS*

Daniel Hatfield

Shopkeeper ... *Neutralist ... 25 POWS*

Oliver Otis

Prosperous lawyer ... *Neutralist ... 40 POWS*

William Andrews

Boat builder ... *Neutralist ... 30 POWS*

Middle Atlantic Colonies: Philadelphia

Cornelius Van Renslaar

Wealthy banker ... *Loyalist ... 100 POWS*

Thomas Singleton Painter

Deist ... teacher ... *Patriot ... 100 POWS*

James Earle Warren

Respected physician ... *Neutralist ... 40 POWS*

Benedict Bradford

Customs agent and tax collector ... *Neutralist ... 35 POWS*

David Rosenbloom

Jewish ... shopkeeper ... *Neutralist ... 25 POWS*

Ingmar Elfsborg

Iron master ... *Neutralist ... 30 POWS*

Southern Colonies: Charleston

Christopher Lancaster

Anglican priest ... *Loyalist ... 100 POWS*

Daniel Marlborough

Molasses smuggler ... *Patriot ... 100 POWS*

Marcel Minuet

Skilled shipbuilder ... *Neutralist ... 35 POWS*

Reginald Marshfield

Successful merchant ... *Neutralist ... 30 POWS*

Jonathan MacIntosh

Blacksmith with Patriot, Loyalist, and Neutralist customers ... *Neutralist ... 25 POWS*

Samuel Sheffield

Skilled furniture craftsman ... *Neutralist ... 15 POWS*

New England Colonies: Rural Massachusetts

George Dickinson

Judge ... *Loyalist ... 100 POWS*

Jonathan Edwards Winthrop

Congregationalist minister... *Patriot ... 100 POWS*

Dudley Dorchester

Farmer ... *Neutralist ... 15 POWS*

Sean Devlin

Tavern keeper in small town ... *Neutralist ... 20 POWS*

Joshua Wilkes

Formerly a slave ... farmer ... *Neutralist ... 5 POWS*

Heinrich Hesse

Prosperous farmer ... *Neutralist ... 20 POWS*

Middle Atlantic Colonies: Rural Pennsylvania

Benjamin Churchill

Wealthy merchant ... *Loyalist ... 100 POWS*

Jacques de Crevecoeur

Farmer ... *Patriot ... 100 POWS*

William Penn Windom

Quaker ... farmer ... *Neutralist ... 20 POWS*

John Calvin Kleinschmidt

Farmer ... *Neutralist ... 15 POWS*

Dirk Vandermeter

Former indentured servant ... farmer ... *Neutralist ... 5 POWS*

Wiley Wigglesworth

Miller ... *Neutralist ... 10 POWS*

Southern Colonies: Rural South Carolina

James MacAlister

Former indentured servant ... farmer ... *Loyalist ... 100 POWS*

Patrick Adams

Lawyer in small town ... *Patriot ... 100 POWS*

James Knox Worth

Presbyterian minister ... *Neutralist ... 20 POWS*

Charles Granville

Indigo planter ... has 150 slaves ... *Neutralist ... 40 POWS*

Morgan Miller

Farmer ... has three slaves ... *Neutralist ... 10 POWS*

Henry Kennedy

Farmer ... *Neutralist ... 5 POWS*

Study your Colonial Identity

Identities are from large cities or the countryside of the three regions of the American colonies.

Region	Representative Colony	Population in 1770
New England	Massachusetts	16,000
Middle Atlantic	Pennsylvania	40,000
South	South Carolina	12,000

- Think of how your background and occupation affects your opinions. Think of how your family situation affects you.
- Decide how to share personal details about your life with others. Include these details in your conversations and arguments.

Faction Meetings

Before each Congress you will meet with other members of your faction.

1. Select a chairperson for your faction
 - A simple majority is needed for election
2. Hear **Historical Bulletins**
 - These bulletins describe actual historical events that affected the colonists
 - **Historical Bulletins** may also cause individuals, regions or factions to lose or gain POWS
3. Decide which PACTS to take against other factions
 - Remember that your faction can only take three PACTS during each Congress; make these PACTS count
4. Experience the consequences of **Fate**
 - Your colonial identity, region or faction may benefit or suffer because of **Fate**
5. Prepare for the upcoming Congress
 - Plan political strategy and develop tactics to help your cause
 - Prepare arguments for the debates

Votes in Each Congress Affect POWS

Delegates will gain or lose POWS during each Congress.



Patriots

- For each proposal **adopted**, each Patriot receives 10 POWS.



Loyalists

- For each proposal **defeated**, each Loyalist receives 10 POWS.



Neutralists who stay neutral

- Neutralists do not gain or lose POWS as a result of the voting.

Neutralists who join other factions

- Neutralists may move to join either the Patriots or the Loyalists **prior** to any vote.
- These Neutralists gain or lose POWS along with members of the faction they join, depending on the outcome of the vote.
- After the vote, these Neutralists may move back to the center.

General Congress Rules

Study these rules carefully. They explain how to be effective.

1. Each Congress will have a different Chairperson.
 - a. Stamp Act Congress — Neutralist from the Southern Colonies
 - b. First Continental Congress — Loyalist from the Middle Atlantic Colonies
 - c. Second Continental Congress — Patriot from the New England Colonies
2. The Chairperson presides over all meetings at the Congress.
3. The delegates to each Congress sit facing the front of the room for all three Congresses:
 Patriots on the left Neutralists in the center Loyalists on the right
4. Patriots and Loyalists must always remain with their faction. Neutralists can join and leave other factions.
5. During the final vote on any proposal, record all votes as they are given.
 - This will help you keep track of the way the voting is going.
 - A voting trend may influence your decision to pass or ask for a recess.

Rules for Parliamentary Procedure

1. After the chairperson brings the Congress to order, delegates may make motions for the other delegates to consider, debate and vote upon. Each motion causes a certain effect:

Motion	Effect
“I move to adopt Proposal # ...”	This brings a proposal before the Congress to be considered for possible adoption.
“I second the motion.”	This requires the Congress to consider the proposal.
“I move to recess.”	A recess gives delegates extra time to make bargains or persuade other delegates. A recess may last up to five minutes.
“I rise for a point of order.”	This allows you to ask a question about procedure.
“I move to table.”	This asks that the motion that is now under consideration be put aside until later. This motion requires a 2/3 vote to pass. The usual effect is to “kill” the motion. It requires a 2/3 vote to remove from the “table” for reconsideration.

2. Your teacher is the *sergeant-at-arms* (keeps order) and the *parliamentarian* (ensures that all delegates follow proper procedures).

Rules for Debate in a Congress

1. A delegate has one vote on any proposal.
2. Delegates may speak only once for no longer than two minutes on any proposal.
3. Delegates may speak only after being recognized by the Chairperson.
4. Delegates may communicate with each other by writing notes.
5. A delegate may offer his/her speaking time to another delegate.
 - Ask to be recognized by the chair and then give away his/her two minutes.
6. Any delegate may request a recess. The speech requesting the recess is limited to two minutes.
 - Recess motions pass with a majority vote of the entire Congress of delegates.

DEBATE IN CONGRESS RUBRIC

Concentrate on preparation, organization and detail

4 — Exemplary

- Your arguments provide an **excellent explanation** of the goals of your faction.
- The information is **very well organized**, and you **provide compelling reasons** to convince Neutralists to support your position.

3 — Expected

- Your arguments provide an **accurate and appropriate explanation** of the goals of your faction.
- Your information is **organized** and includes **some reasons** to convince Neutralists to support your position.

2 — Nearly There

- Your arguments offer only **some information** about the goals of your faction.
- Your arguments are **poorly organized** and **seldom provide reasons** for Neutralists to support your position.

1 — Incomplete

- Your arguments offer **too little information** or are **too disorganized** to understand.

Debriefing Questions

1. What were the internal difficulties and disputes that the colonists had to overcome in order to make a united movement for independence?
2. What were the “techniques of revolution” the colonists developed from 1763–1776? Could the independence movement have succeeded without these revolutionary techniques?
3. What were the economic, social and political reasons for colonial unrest? Which was most important in bringing about the revolution?
4. What are the major political theories contained in the Declaration of Independence? Do they have any relevance today? Explain.
5. Could you ever actively participate in a revolution? Why?
6. When is revolution justified?

Debriefing Procedure

Work with other students to devise a comprehensive answer to one of the debriefing questions.

1. Within your faction you will select or be assigned one question. (Other members of your faction will be responsible for other questions.)
2. Meet with students from other factions who are responsible for your same question.
 - a. Explain what you believe and what you know about the question.
 - b. Listen carefully to what others have to say.
 - c. Take notes as your group discusses the question.
 - d. As a group, decide on a comprehensive answer to the question.
3. Return to your original faction.
 - a. Lead a discussion on your question. You are the expert in your faction on this one question.
 - b. Share as much information as possible with your other faction members.
 - c. Listen to the information that your faction members will share about other questions.
 - d. Take notes as your faction discusses all of the questions.

PROPOSALS FOR THREE CONGRESSES

Pass Fail

Stamp Act Congress Proposals

(Assembled at New York in October 1765)

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. We will insist that merchants stop importing British goods. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. We will make attempts to terrorize and intimidate all stamp distributors. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. We will agree to refrain from doing any business that requires stamps. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. We demand that Parliament repeal the Sugar Act and the Stamp Act. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. With all due subordination to Parliament, we nevertheless reject the policy of <i>virtual representation</i> (that members of Parliament in England represent the colonies). |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. We will accept the authority of Parliament to legislate for the colonies, but we will not give Parliament the right to tax the colonies or to hold trials in the Admiralty Courts. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. We reject colonial representation in Parliament because Parliament has no right to legislate for the colonies. |

First Continental Congress Proposals

(Assembled at Philadelphia in 1774)

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. We will form outright opposition and resistance to the Intolerable Acts. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. We will form “The Association” whereby we refuse to import, export or conduct trade of any kind with Great Britain, Ireland and the West Indies. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. We will adopt the Galloway Plan of Union to establish a Grand Council of the Americas. <ul style="list-style-type: none">• The Acts of the Grand Council are subject to parliamentary review and veto, but Acts of Parliament affecting the colonies are subject to the approval of the Grand Council.• The Grand Council has authority over matters of defense, westward expansion and Indian relations. It may raise armies, build forts and warships.• The Grand Council may levy taxes to pay its expenses. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Parliament has neither the authority to tax the colonies nor to legislate for them. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Parliament has no legislative or tax authority over the colonies, but still has the right to regulate colonial trade as a just compensation for the British Navy’s protection of colonial shipping. |

Second Continental Congress Proposals 1775

(Assembled at Philadelphia in 1775 and 1776)

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. We will give aid and supplies to the colonial militia currently besieging Boston. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. We will form a Continental Army with George Washington as commander-in-chief. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. We will issue paper money to support the Army. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. We will appoint a committee to handle negotiations with foreign countries. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. We petition King George III to personally promote repeal of the oppressive measures. The Colonies will stop the independence movement if the Intolerable Acts are repealed and Parliament agrees to regulate only trade. |

Second Continental Congress Proposals 1776

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 6. We will authorize privateering against British shipping. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. We will sign The Declaration of Independence: “When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another...” The document recognizes these basic points: <ul style="list-style-type: none">• the origin of government is in the consent of the governed;• the obligation of the government is to protect the natural rights of the people;• when a government does not protect these rights, it is the responsibility of the people to abolish that government and institute a new one. |