To Sign or Not to Sign

Diane Olsen
5th Grade
National Standard

Era 3: Revolution and the New Nation (1754-1820s) / Standard 1

Standard 1: The Causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory

Washington State EALRs

2.1.1: Analyzes the costs and benefits of decisions colonists made to meet their needs and wants.
2.3.1: Understands the impact of the British government on the economy of the thirteen colonies.
4.1.1: Understands and creates timelines to show how historical events are caused by other important events.
4.2.3: Understands how technology and ideas have affected the way people lived and changed their values, beliefs, and attitudes.
4.3.1: Understands how technology and ideas have affected the way people lived and changed their values, beliefs, and attitudes.
4.3.2: Analyzes the multiple causes of change and conflict in U.S. history.
5.1.2: Evaluates the relevance of facts used in forming a position on an issue or event.
5.2.1: Understands how essential questions define the significance of researching an issue or event.
5.4.1: Researches multiple perspectives to take a position on a public or historical issue in a paper or presentation.
5.4.2: Prepares a list of resources, including the title, author, type of source, date published, and publisher for each source, and arranges the sources alphabetically.

Washington State CBA

Causes of Conflict

PROBLEM

Students of history largely have a preconception that most, if not all, colonists living in America were in favor of fighting for independence from Britain through the Revolutionary War. It’s no wonder. Most of the learning materials present the issues leading up to the American Revolution from the biased perspective of American patriots. Students do not understand the complexity of the issues and the reasons why colonists chose to be loyalists or patriots.

SCENARIO

Following the French and Indian War, the differing interests of the American colonists and the British were made more evident. A number of issues developed, including historical, economic, political, and geographical, which ultimately led to the Revolutionary War. Not all American colonists supported the colonies’ independence from England, however. It is thought that about 1/3 were loyal to Britain and another third were supportive of the patriots’ cause. The final third were yet undecided when the war did begin.
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### TASK

You are one of those in the undecided group. However, after the event on April 19, 1775, it is clear that you will need to decide where your heart and support will lie. After carefully considering the economic, political, historical, and geographical issues leading up to the Revolutionary War, you finally make your decision. Because you feel so strongly about this decision, you decide to make public declaration of it and the reasons for it, in hopes of persuading others to agree.

### RESOURCES

#### Abigail Adams


#### John Adams


#### Sam Adams


#### African American Loyalists

To Sign or Not to Sign


**Benedict Arnold**


**Ann Bates**


**Reverend Mather Byles**


**Cornwallis**


## To Sign or Not to Sign


### Cornwallis


### Samuel Curwen


### Ben Franklin


### King George


### To Sign or Not to Sign

**John Hancock**


**Patrick Henry**


**Governor Thomas Hutchinson**


**Thomas Jefferson**


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<th>Loyalist Women</th>
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<th>Reverend Jonathan Odell</th>
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Reverend Samuel Seabury

Pamphlets:

Additional Possible Resources


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## Assessment
- Washington State CBA “Causes of Conflict” Rubric
- Process pieces: KWHL Chart, graphic organizer*, timeline of events* (*per CBA requirements)
- Team Collaboration Rubric

## References/Citations


life took root in the colonies, and how slavery reshaped European and African life in the America Standard 1: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory


Standard 5: Transformations in Asian societies in the era of European expansion ERA STANDARDS

Standard 6: Major global trends from 1450-1770

Standard 1: The causes and consequences of political revolutions in the late 18th and Fifth grade (called Grade 5 in some regions) is a year of education in many nations, and some other regions call it Year 5. In the United States, the fifth grade is the fifth and last school year of elementary school in most schools. Students are usually 10-11 years old unless the child has been held back or skipped a grade. In England and Wales, the equivalent is Year 6. In Ireland, the equivalent is 5th class. In the US, a 5th grader is considered a senior if they are going to another school. In Start studying Revolution & the New Nation (1754-1820’s). Learn vocabulary, terms and more with flashcards, games and other study tools. Hard to enforce; colonists eager to settle new lands. Paying Down the Debt to the colonies. Taxing. Series of acts passed to restrict colonists to only English goods & use only English shipping to transport their goods. Purchase. The Navigation Acts often times went unenforced: the of taxes and laws. Salutary Neglect; non-enforcement. Placed 3 cents per gallon tax on sugar imported from sources other than England. Result: caused many to custom officials or bribe; smuggle. Native Americans and the American Revolution Lesson Presentation (Ways of Making Treaties) Features Wampum, the Covenant Chain, and the Great Chain. American Revolution Native Americans Biography American History Presentation Words Native American Native American Indians Horses. biographiesofthenation [licensed for non-commercial use only] / NativeAmericans_andRev.pdf. African Americans and Indians in the American Revolutionary War Era (Content Presentation). Constitution American History Revolution Presentation Content. biographiesofthenation [licensed for non-commercial use only] / Federal Indian Policy_05.pdf. Great Depression Constitution American History Revolution Presentation Content Indian News Wwii.