

Purpose

The purpose of this lesson is for students to experience the affect of British rule and policies on colonists in early America.

Objective

The student will analyze colonial rule and policies with regard to the causes of the American Revolution.

Theme-Freedom & Progress

An all-inclusive definition of freedom is the absence of coercion. The decision of the colonists to declare independence from a coercive government resulted in the democratic way of life that created America. America is a nation that has attracted people from all over the world who want a better life for themselves and their families because of freedom.

NCSS Standards

Id. explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs.

Iic. identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, ...the growth and breakdown of colonial systems....

Ild. identify and use processes important to reconstructing and reinterpreting the past,...weighing evidence for claims,...and searching for causality.

IIia. elaborate mental maps of locales, regions, and the world....

Ve. identify/describe examples of tensions between belief systems & government policies & laws.

VIIa. give/explain examples of ways that economic systems structure choices about how goods and services are to be produced and distributed.

VIIIi. use economic concepts to help explain

historical and current developments and issues in local, national, and global contexts.

IXb. analyze examples of conflict, cooperation, and interdependence among groups, societies, & nations.

IXe. describe and explain the relationships and tensions between national sovereignty and global interests, in such matters as...natural resources, trade....

Xa. examine the origins and continuing influence of key ideals of the democratic, republican form of government...

Xe. explain/analyze various forms of citizen action that influence public policy decisions.

Time

45 minutes, 1-3 class periods

Materials

- ★ Game Players Handout/Transparency
- ★ Role Cards
- ★ Treasuries/Crown Cash
- ★ Events Journal sheets
- ★ Website - www.americanheritage.org

Preparation

- ★ Prepare Game Players as a transparency or as a handout for students.
- ★ Copy and cut Role Cards. The following ratio is suggested:

	Class Size		
	20	25	30
King	1	1	1
Parliament	5	6	8
Governor	1	1	1
Soldier	3	4	4
Merchant	2	3	5
Colonist	8	10	11

- ★ Copy, cut, and distribute Role Sheets/ Cards, Treasury Money, and Crown Cash.
- ★ Copy Events Journal sheets for students.

Focus

1. As a class, look at a world map of America and Europe. Explain how and where various figures discovered and explored America. Consider and discuss their motives and reasons for

doing so including trade, wealth, defense, power, and religion. Depth of this segment can be expanded as needed according to teacher and class goals.

2. Discuss how people immigrated from various places and settled in America. Have the class consider their reasons for coming to America. Then, consider and discuss what the relationship was like between America and Great Britain initially and over time. What possible challenges might arise? (See Links page on www.americanheritage.org for additional resources.)

Activity - THE INDEPENDENCE GAME

1. Vocabulary: Have students research, define in their own words, and discuss the vocabulary terms listed which they may encounter in the game. They may do this individually or in small groups and then discuss as a whole class. Write short definitions on the board.
2. Using Game Players as a transparency or handout, discuss the various roles played in the Independence Game. Discuss the rights and responsibilities of the various roles.
3. Distribute the role cards. Roles may be assigned by the teacher, selected at random, or both assigned and selected (e.g., the teacher may want to assign king/queen, parliament, and governor roles and then let the rest of the class select at random).
4. Distribute Events Journals. Students should write their role and its description from their card on the top of the Events Journal. Students should each have 2-3 journal pages as needed.
5. After roles have been determined, separate the king/queen, parliament, merchants, and soldiers and move them to one side. They may position themselves and act accordingly. Put the governor and colonists on the other side. The governor will be near the colonists but more in the center interacting with both sides. They may position themselves and act accordingly.
6. Distribute money in these approximate amounts:

King/Queen	British Treasury and Treasury money (\$300)
Parliament	Treasury money (\$300)
Governor	Treasury money (\$100), \$50
Merchant	\$50
Colonist	\$10

Distribute goods & services to colonists. Distribute sugar and tea to merchants and colonists.

7. Simulation--The teacher writes the name of each event on the board or transparency and leads students through a simulation and discussion of the event. Events may be simulated in part or in full based on educational goals. For each event, students consider how the figure they are role-playing might think, feel, decide, and act in a given situation. They may also consider and learn what actually happened and what their figure felt, thought, and did. These considerations may be a combined or 2-step process in the simulation. After each simulated event, students record in their Journal the event, what happened, and likely or obvious thoughts, feelings, decisions, actions, reactions of various people. They may focus on the figure they are role-playing or on several people. Students also reflect on their own thoughts and feelings about the events.

The Independence Game Vocabulary

In small groups, look up, discuss, and define the following terms in your own words. Give examples. Groups may divide up and share words.

- ★ *assembly*
- ★ *charter*
- ★ *colonist*
- ★ *colony*
- ★ *commerce*
- ★ *congress*
- ★ *continental*
- ★ *economy*
- ★ *emigrate*
- ★ *export*
- ★ *freedom*
- ★ *goods*
- ★ *govern*
- ★ *government*
- ★ *governor*
- ★ *immigrate*
- ★ *import*
- ★ *intolerable*
- ★ *law*
- ★ *liberty*
- ★ *mercantilism*
- ★ *merchant*
- ★ *navigation*
- ★ *oppression*
- ★ *parliament*
- ★ *petition*
- ★ *regulate*
- ★ *restrict*
- ★ *settlement (as in a colony)*
- ★ *simulation*
- ★ *tax*
- ★ *trade (noun and verb)*
- ★ *tyranny*

Simulation of Events

Event #1: Immigration and Colonization: Coming to America

- 1. Establishing colonies in America:** To further its wealth and power, the King/Queen in Great Britain decides to establish colonies in America. Have the king explain to parliament and colonists the reasons for going and establishing colonies in America. What is their purpose? What do they hope to find? What challenges might they face? How do they plan to survive?
- 2. Colonists seeking wealth and opportunity:** Some people immigrate to America to find wealth and opportunity. Have some colonists discuss with one another and with the king and parliament why they would go to America and what they hope to find there. The king gives a group of colonists a charter (authorization) to go. What dangers do they face? How do they plan to survive? What skills might they have? How do they plan to make a living? What kind of community do they want to live in?
- 3. Colonists seeking religious freedom:** Some people wish they could practice their religious beliefs and worship as they choose. However, as is common at the time, they are required to worship as the government or main church decides. Some colonists decide to immigrate to America to have religious freedom. Have some colonists discuss why they would go to America and what they hope to find there. What dangers do they face? How do they plan to survive? What kind of community do they want to live in? How do they plan to make a living?
- 4. Government in the colonies:** Each colony has a government to oversee everything that typically includes a governor or proprietor chosen by the King or colony founder as well as an assembly of men from the colonies. This government makes laws and rules for its colony. Discuss how the King/Queen and the colonists wish to set up and govern the colonies. Have the King appoint a governor, and let the colonists set up an assembly. How do they plan to make rules? How do they plan to oversee things? What does the King want? What do the colonists want? What might/do they decide and agree to?

Event #2: Restrictions on Trade and Commerce: The British government restricts trade and commerce in the American colonies

- 1. Life in the colonies:** People in Great Britain and other countries have immigrated to America. They live in several colonies that now also have towns. They believe and worship as they choose. They build church buildings and schools. They build, farm, produce raw materials, and make goods and various things to live. Such goods include fish, corn, wheat, flour, oil, soap, and lumber. They trade among the colonies and with Native Americans. They buy and sell with Great Britain. They trade with other countries. Initially, Britain does not interfere much in the colonies. Have the colonists discuss and simulate colonial life and trade. What is colonial life like? How do they make a living?
- 2. British restrictions on trade and commerce:** Reflecting the thinking of the time, the British government in England decides to put its own laws (**Navigation Acts, 1660**) on the colonies in order to increase its wealth and to restrict colonial trade and commerce. It sees the colonies as a source of profit. It requires the colonists to sell and buy things only from Great Britain. Colonists cannot trade with, sell to, or buy from other countries without Great Britain's permission and costly fees. Also, they cannot make and sell things in the colonies on their own

that are made in Great Britain. They must buy those products from Great Britain and its merchants. Also, the British sugar planters get British parliament to pass a law so that colonists can only buy sugar from the British and not other countries (**Sugar & Molasses Act, 1733**). Colonists evade this law and trade with other countries. Discuss the trade laws. Have members of the British government discuss the acts with the governor and colonists. What are their thoughts, motivations, and purposes? What might the governor think? What might the colonists think and feel? Why? How might the colonial assembly think and feel about rules made by British Parliament? Have colonists discuss. What might be/are their concerns? How do they respond? What are the political, financial, and social effects of these acts on the colonists?

Event #3: Taxes without Representation: British taxes imposed, removed after colonies resist

1. **British tax put on paper documents, then removed:** The British government revives the Navigation Acts. It also puts a tax on various documents in the colonies to raise money for an army, supposedly for the colonies' defense against the Native Americans. The colonies do not want British troops in America (**Stamp Act, 1765**). The government does not intend to offend the colonies, but it meets with an unexpectedly violent reaction. The British government removes this act because colonists do not like taxes made without their agreement or having fewer rights than those in Britain. Colonists want to vote on their own taxes in their own assemblies. Have colonists discuss the issues and their thoughts and feelings with the governor. Have the governor discuss issues, thoughts, feelings, concerns with the king and parliamentarians. What does the British government do?

2. **British tax put on imported goods and restrictive acts imposed, then removed:** Still, the British government imposes another act that puts a tax on imported goods and more restrictions on colonists to raise money from America to help pay off Britain's debt. It puts into effect search warrants for smuggled goods, British control of colonial ports, trade cases in America tried without jury in courts, and local British government officials freed from dependence on colonial assemblies for salary (**Townsend Acts, 1767**). Tensions rise. Colonists do not like restrictions and having to pay a tax they do not agree to. Colonists maintain their right to petition the king. Colonists in Boston boycott (don't buy) goods from Britain. British troops are brought in to enforce the rules. Five colonists are killed in a quarrel with British troops in Boston (**Boston Massacre, 1770**). Troops are removed. The British government removes acts except for a tax on tea. Have colonists discuss. Have a colonist go to governor about the troops. Have parliamentarians discuss the tax and colonists respond. Have king and parliament respond.

Event #4: Punishment, Rebellion, and War: Rebellion in and punishment of colonies, war breaks out

1. **British put a tax on tea to maintain control over colonies, colonies rebel:** To assert the right of parliament to control the American colonies, King George III puts a small tax on tea. Colonists refuse to buy the tea. One night in Dec. 1773, colonists in Boston, Massachusetts, disguise themselves, go onto the tea ships, and dump the tea into the water (**Boston Tea Party**). Have colonists discuss the tea tax and their response, carrying out their plan.

2. **British response to rebellion of colonies:** The angry king and parliament make rules to punish the colonies—especially Boston. They close the ports until the tea is paid for, forbid town meetings, house British troops in colonial public buildings, and send colonists accused of treason or capital crimes to England (**Intolerable Acts, 1774**). Unlike other acts made for the

better coordination of the British government, these acts are intended to punish. The king does not remove them. Have the king and parliament discuss the colonists' reaction to the tea tax, their thoughts and feelings, and their plan of action.

3. **Colonies meet and petition, petition rejected** : The colonists gather for a meeting (**First Continental Congress**) to restore their rights and harmony with Great Britain. They respectfully petition King George III with a list of 13 acts of parliament seen as violations of their rights. The petition is rejected by British parliament. The king considers the colonies in rebellion. What are the acts they list? Have colonists discuss the violations of their rights and petition the governor, king, and parliament for their rights and harmony with Great Britain. Have the governor, king, and parliament discuss the petition. What is the reaction and response?

4. **War between colonists and Great Britain**: On night of April 18, 1775, the British governor Gen. Gage sends British troops at Boston to seize gunpowder in Concord and to arrest rebellious colonists John Hancock and Samuel Adams in Lexington. Patriot Paul Revere rides ahead to warn colonists. Minutemen (colonists ready to fight at a minute's notice) gather. On April 19, Redcoats and Minutemen meet at Lexington. The "shot heard round the world" goes out from the British. The colonists drive back the British at Concord and besseige the general in Boston. The **Second Continental Congress** meets and, with consent of colonies, assumes governmental power, forms Continental Army, elects George Washington as Commander in Chief, and, in July 1775, makes formal declaration of war. The war lasts six difficult years.

Enrichment

Students may complete the *Songs* reading comprehension activity which compares the verses of "God Save the King" to "America" ("My Country 'Tis of Thee").

Closure

1. **Evaluation**: Students evaluate their decisions and actions during events in their Journal. Consider thoughts, feelings, actions of British government and of colonists. Are their thoughts similar to or different than those of the figure you played? How? Students may give examples.

2. **Attitudes**: Regarding British colonial policy in the 18th century, Theodore Roosevelt remarked that the American revolution was "a revolt against the whole mental attitude of Britain in regard to America, rather than against any one special act or set of acts." Discuss what he meant. What was the mental attitude of Great Britain toward the colonies at the time? Why might this have been the case at this time? What were the colonists' attitudes about Britain and about their rights? Why might they have held these attitudes? Consider history, time period, government, economics, finance, trade, commerce, religion, geography, motivations, etc. Research as needed.

3. **Final outcome?** Have students discuss and write in their Events Journal what they think was the final outcome or result of the conflict and war in the Independence Game? What do they think happened? Ask students to defend their answers. How/in what ways do they think America's government has changed? Also discuss how U. S. relations and policies with other countries including Great Britain are different today and/or have changed.

Assessment

Based on what they learned from the Independence Game and other research, students write an essay or journal entry explaining reasons why the American colonies revolted against the British government—causes of the American Revolution.



Game Players

King (Queen)

You are the ruler of Great Britain. You govern the country. You can make and pass laws. You can control trade and business to add to your and the country's wealth. You can use the force of your troops to achieve your goals.

Parliamentarian

You are a member of the ruling assembly in Great Britain. You govern the country with the king. You may make and pass laws. You can control trade and business to add to your and the country's wealth.

Governor

You are appointed by the king to oversee and govern a colony in America. You collect British taxes and implement and enforce British laws in the colonies. You also interact with an assembly of colonists who also govern the colonies. You are protected by the king's laws. You share in the wealth of the kingdom and of the colonies.

Soldier

You are a member of the British troops. You are commanded by the king or British government. You keep order and fight for your country when called upon. You provide protection under and enforce British law.

Merchant/Planter

As a British merchant or planter, you make your living by producing and/or buying and selling goods inside and outside of Great Britain. You sell to and buy from the colonies and with other countries. You control all goods going into and out of the colonies.

Colonist

You live in the colonies. You make a living with goods or a skill or service within the colonies. (For example, you might be a farmer, planter, weaver, hunter, trader, merchant, blacksmith, miner, builder, printer, teacher, pastor, lawyer, etc.). You use some of what you grow, make, or earn to trade with or sell for money from the British merchants. You must pay British taxes. You are protected by the king's troops and laws.

Role Cards

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Colonist

You live in the colonies. You make a living using a skill (for example, as a farmer, planter, weaver, hunter, trader, merchant, blacksmith, miner, carpenter, etc.). You provide a service, produce, and/or trade goods within the colonies. You must also use some of what you grow, make, or earn to trade with or sell for money from the British merchants. You must pay British taxes. You are protected by the king's troops and laws.

Role Cards

Add this column for 25 students.

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You live in the colonies. You make a living with goods or a skill or service within the colonies. (For example, you might be a farmer, planter, weaver, hunter, trader, merchant, blacksmith, miner, builder, printer, teacher, pastor, lawyer, etc.). You use some of what you grow, make, or earn to trade with or sell for money from the British merchants. You must pay British taxes. You are protected by the king's troops and laws.

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Add this column for 30 students.

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Treasury

TREASURY



**TREASURY
MONEY
\$100**



**TREASURY
MONEY
\$100**



**TREASURY
MONEY
\$100**



Money

\$10 CROWN  CASH 	\$10 CROWN  CASH 
\$10 CROWN  CASH 	\$10 CROWN  CASH 
\$10 CROWN  CASH 	\$10 CROWN  CASH 
\$10 CROWN  CASH 	\$10 CROWN  CASH 
\$10 CROWN  CASH 	\$10 CROWN  CASH 

Goods & Services

CORN

SUGAR

**FISH
OR MEAT**

SUGAR

WHEAT

TEA

OIL

TEA

**SERVICE
OR SKILL**

**SERVICE
OR SKILL**

Events Journal

ROLE _____

DESCRIPTION

EVENT _____

★ **WHAT HAPPENED TO YOU?**

★ **HOW DID YOU FEEL ABOUT IT?**

EVENT _____

★ **WHAT HAPPENED TO YOU?**

★ **HOW DID YOU FEEL ABOUT IT?**

EVENT _____

★ **WHAT HAPPENED TO YOU?**

★ **HOW DID YOU FEEL ABOUT IT?**

Songs

GOD SAVE THE KING Great Britain

God save our gracious King,
Long live our noble King,
God save the King:
Send him victorious,
Happy and glorious,
Long to reign over us:
God save the King.

Lord our God arise,
Scatter his enemies,
And make them fall:
Confound their politics,
Frustrate their knavish tricks,
On Thee our hopes we fix:
God save us all.

Thy choicest gifts in store
On him be pleased to pour;
Long may he reign:
May he defend our laws,
And ever give us cause
To sing with heart and voice
God save the King.

MY COUNTRY 'TIS OF THEE America

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the pilgrims' pride,
From ev'ry mountainside
Let freedom ring.

Let music swell the breeze,
And ring from all the trees
Sweet freedom's song;
Let mortal tongues awake,
Let all that breathe partake,
Let rocks their silence break,
The sound prolong.

Our fathers' God, to thee,
Author of liberty,
To thee we sing;
Long may our land be bright
With freedom's holy light;
Protect us by thy might,
Great God, our King.

1. How many times are the words *liberty* and *freedom* used in the American song?
How many times are these words used in the British song?
2. How does the American song describe God in the second line of the last verse?
3. How many times does the British song use the phrase "God save the King"?
4. What is God called in the last line of the American song?
5. Why do you think Americans used the music from "God Save the King" but changed the words?

