



# The American Revolution (Part 1):

## Causes and Letter to the Canadiens.

Document collection helping students to consider essential Questions like: *Why do we fight?*



Source and larger annotated version at : [File:The Death of General Warren at the Battle of Bunker's Hill.jpg](http://www.wikimedia.org/wiki/File:The_Death_of_General_Warren_at_the_Battle_of_Bunker's_Hill.jpg) - [Wikimedia Commons](http://www.wikimedia.org/wiki/File:The_Death_of_General_Warren_at_the_Battle_of_Bunker's_Hill.jpg). Public domain.  
and via The American Revolution, Was It Worth It? <http://questgarden.com/47/76/3/070311160651/>

| Learning Intentions                                                     | Success Criteria                                                                               |                                                                                     |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| To evaluate the causes of the American revolution.                      | I can rank order the causes of the American revolution.                                        |  |
| To describe the letters from the Continental Congress to the Canadiens. | I can describe the demands of the letters to the Canadiens by analyzing and interpreting them. |  |

### >> ABOUT THIS TYPE OF COLLECTION

The documents below are collected to support basic learning intentions listed in various colours. These learning intentions are drawn directly from the “historical knowledge” and the specific “knowledge to be acquired” in the provincial program. (Note: These documents could be used by a teacher using a flipped-class approach, where the teachers just use these materials to prepare a content overview, video, Powerpoint, etc. Copy the Google document to use it as like.)

A few sample learning strategies will be *suggested*. Occasionally learning strategies and discussion questions are also noted within the specific document pages themselves. Teachers could build these activities into a larger Learning Situation, possibly centred around the suggested Essential Question above.

## >> ACTIVITY Suggestions:

### Competency 1 and 2

C1: Facts: actors, actions, etc. C2 Interprets: Analyzes by identify causes



### Introduction idea 1... Analyze an image

View introductory image to discuss what is going on, zoom in to discover who is fighting, discuss whether people “believe” in what they are doing?



Source and larger annotated version at : [https://commons.wikimedia.org/wiki/File:The\\_death\\_of\\_general\\_warren\\_at\\_the\\_battle\\_of\\_bunker\\_hill.jpg](https://commons.wikimedia.org/wiki/File:The_death_of_general_warren_at_the_battle_of_bunker_hill.jpg) and via The American Revolution, Was It Worth It? <http://questgarden.com/47/76/3/070311160651/> and also see <http://www.history.com/topics/american-revolution/battle-of-bunker-hill>

### Introduction idea 2... Make sense of a funny video!

View and note points from... fun overview video by John Green!

Tea, Taxes, and The American Revolution: Crash Course World History #28 <https://www.youtube.com/watch?v=HIUiSBXQHCw>

Discuss the various players and their motivations for the American Revolution.

### Introduction idea 3... Analyze an infographic!

<http://www.history.com/topics/american-revolution/american-revolution-history/infographics/american-revolution-by-the-numbers-infographic>

### Task: Research for causes of American Revolution

After reading through documents related to causes of the American Revolution, students could rank order the causes of the American revolution and then explain why they feel some causes were more important than others.

### Competency 1 and 2

C1: Geography, Chronology (sequence), Facts

C2 Interprets: Formulates explanations; distinguish intentions; etc. Analyzes by identify causes and (possible) consequences



### Task: Situated Congresses and Interpret their letters to Canadiens

After 1) explaining and mapping locations for the Continental Congresses and noting the reasons for their creations, students could 2) examine the original letters to the *Canadiens*. Students could list the demands (or requests) in the letters, explaining:

- why those from the American colonies wanted them, and
- why or why not agreeing to these demands might be good (or not) for the *Canadiens*.





## Learning Intentions

## Success Criteria

To evaluate the causes of the American revolution.

I can rank order the causes of the American revolution.



### America and Geography:

Colonies are far from mother country.  
This fostered an *independent attitude*

“Geographic Considerations - The distance of the colonies from Great Britain created an independence that was hard to overcome. Those willing to colonize the new world generally had a strong independent streak desiring new opportunities and more freedom.”

Source: [The Root Causes of the American Revolution](http://www.loc.gov/teachers/classroommaterials/connections/amrev-maps/file.html)



Source: The American Revolution and Its Era: Maps and Charts of North America and the West Indies, 1750-1789  
[www.loc.gov/teachers/classroommaterials/connections/amrev-maps/file.html](http://www.loc.gov/teachers/classroommaterials/connections/amrev-maps/file.html)



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## The “Founding Fathers” of the American Revolution were independent and *forward* thinkers.

[George Washington](#), [John Adams](#), [Thomas Jefferson](#), [James Madison](#), [Samuel Adams](#), [Thomas Paine](#) and others of the founding fathers of the United States had many independent and radical ways of thinking.

Visit

<http://americanhistory.about.com/od/revolutionarywar/tp/foundingfathers.htm> And see also  
<http://www.biography.com/people/groups/founding-fathers>

*Would everyone have agreed with this declaration?*



John Trumbull's painting, Declaration of Independence, depicting the five-man drafting committee of the Declaration of Independence presenting their work to the Congress. The painting can be found on the back of the U.S. \$2 bill. The original hangs in the US Capitol rotunda.

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## The Founding Fathers were radicals...influenced by the ideas of Enlightenment

Many of the revolutionary leaders had studied major writings of the Enlightenment including those of Thomas Hobbes, John Locke, Jean-Jacques Rousseau, and the Baron de Montesquieu. From these writings, the founders gleaned the concepts of the [social contract](#), limited government, the consent of the governed, and [separation of powers](#).

Source:  
[http://americanhistory.about.com/od/revolutionarywar/a/amer\\_revolution.htm](http://americanhistory.about.com/od/revolutionarywar/a/amer_revolution.htm)

See also:  
Creating the United States Revolution of the Mind  
<https://www.loc.gov/exhibits/creating-the-united-states/revolution-of-the-mind.html>

*What was life like for these founding fathers “before” they pushed for independence from Britain?*



Declaration of Independence signatory Stephen Hopkins, Governor Joseph Wanton, Admiral Esek Hopkins, and Governor Nicholas Cooke in a painting 25 years before they participated in the American revolution as founding fathers.

Source: [https://commons.wikimedia.org/wiki/File:John\\_Greenwood\\_-\\_Sea\\_Captains\\_Carousing\\_in\\_Surinam.jpg](https://commons.wikimedia.org/wiki/File:John_Greenwood_-_Sea_Captains_Carousing_in_Surinam.jpg)



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## Colonial Legislatures

“The existence of [colonial legislatures](#) meant that the colonies were in many ways independent of the crown. The legislatures were allowed to levy taxes, muster troops, and pass laws. Over time, these powers became rights in the eyes of many colonists. When they were curtailed by the British, conflict ensued. The future leaders of the United States were born in these legislatures.”

Source: [The Root Causes of the American Revolution](http://www.history.org/almanack/places/hb/hbcap.cfm)



Source: Colony government moved to Williamsburg <https://www.history.org/almanack/places/hb/hbcap.cfm>

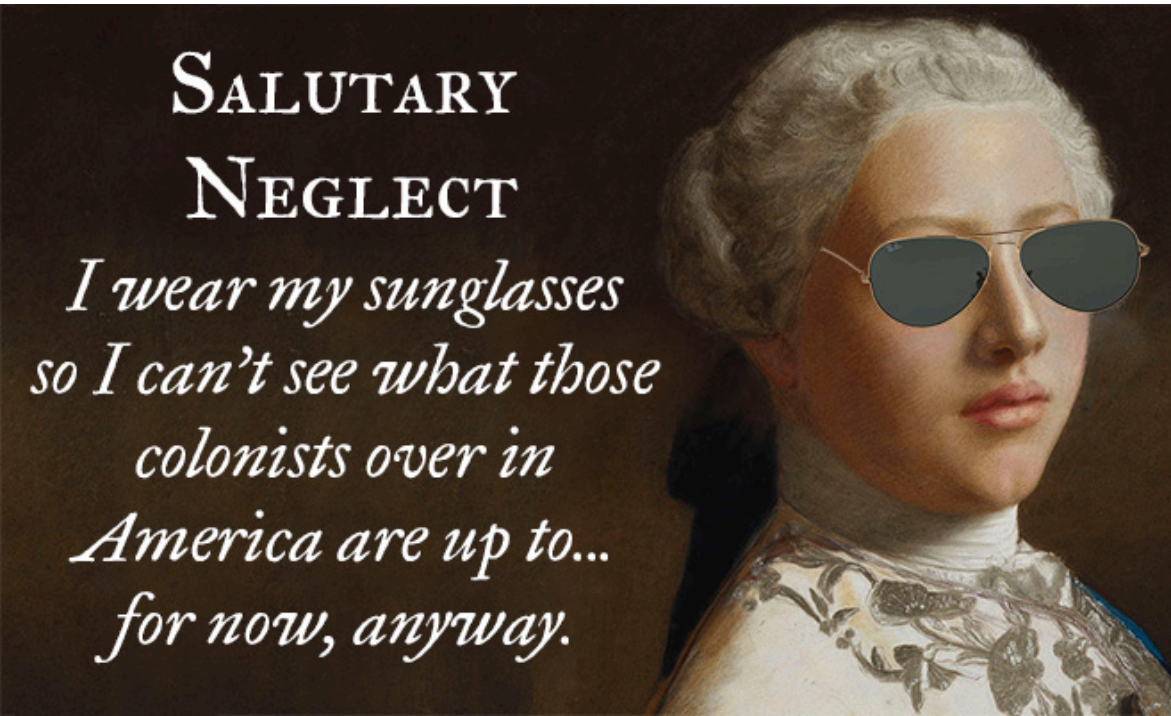
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**Salutary Neglect ... Less restrictions led to independent economy**

“Even though England believed in a system of [Mercantilism](#) where the colonies existed for the benefit of the Mother Country, Sir Robert Walpole decided to try something different to stimulate commerce. Walpole, the first Prime Minister of [Great Britain](#), espoused a view of salutary neglect whereby the actual enforcement of external trade relations was lax. In other words, the British did not strictly enforce commerce laws with the colonies. As Walpole said, "If no restrictions were placed on the colonies, they would flourish." This unofficial British policy was in effect from 1607-1763.

Once the British government became stricter in their enforcement of commerce laws after 1763, protests and eventually calls for independence became more pronounced amongst the colonists. This would, of course, lead to the [American Revolution](#).”

Source:  
[http://americanhistory.about.com/od/americanhistoryterms/g/salutary\\_neglect.htm](http://americanhistory.about.com/od/americanhistoryterms/g/salutary_neglect.htm)



Source: What was Salutary Neglect and why did things get bad when it ended?  
<http://adamfletcherseries.com/salutary-neglect/>



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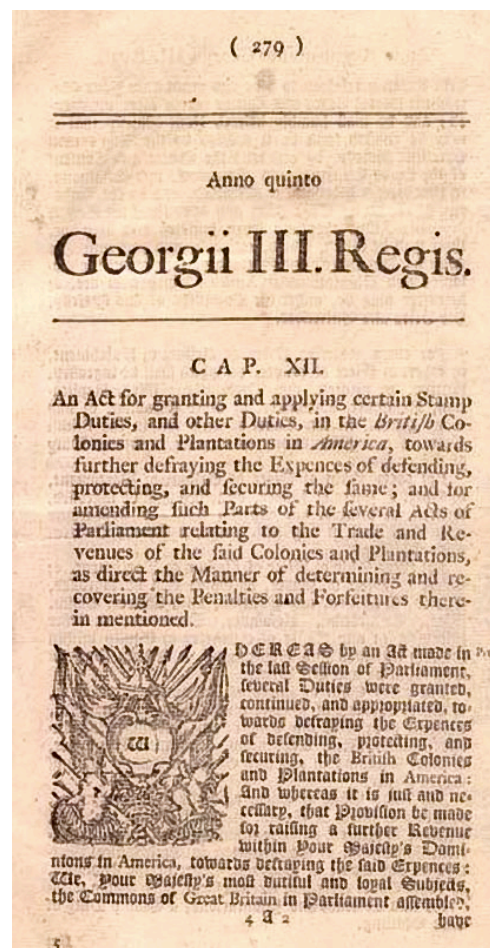
## Event: The Intolerable Acts... The Stamp Act

"The Stamp Act, which taxed Americans for stamps imprinted on a wide variety of legal and official documents, was the first measure passed by the British parliament to arouse widespread antagonism in the thirteen colonies. Taking effect on November 1, 1765, it was considered by both British and American leaders as a precedent-setting measure because of the important point it established, the right of parliament to lay an internal tax upon the colonies

Source: <https://www.loc.gov/exhibits/british/brit-2.html>

"The Stamp Act was passed by the British Parliament on March 22, 1765. The new tax was imposed on all American colonists and required them to pay a tax on every piece of printed paper they used. Ship's papers, legal documents, licenses, newspapers, other publications, and even playing cards were taxed. The money collected by the Stamp Act was to be used to help pay the costs of defending and protecting the American frontier near the Appalachian Mountains (10,000 troops were to be stationed on the American frontier for this purpose)."

Source: <https://www.history.org/history/teaching/tchcrsta.cfm>



Notice of Stamp Act of 1765 in a newspaper  
[https://en.wikipedia.org/wiki/Stamp\\_Act\\_1765](https://en.wikipedia.org/wiki/Stamp_Act_1765)



American newspapers reacted to the Stamp Act with anger and predictions of the demise of journalism. Rare Books and Manuscripts Division, The New York Public Library, Astor, Lenox and Tilden Foundations via [https://commons.wikimedia.org/wiki/File:O!\\_the\\_fatal\\_Stamp.jpg](https://commons.wikimedia.org/wiki/File:O!_the_fatal_Stamp.jpg) and American Revolution: The Stamp Act of 1765 <http://militaryhistory.about.com/od/americanrevolution/p/stampact.htm>



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## Protests Lead to Repeal of Stamp Act

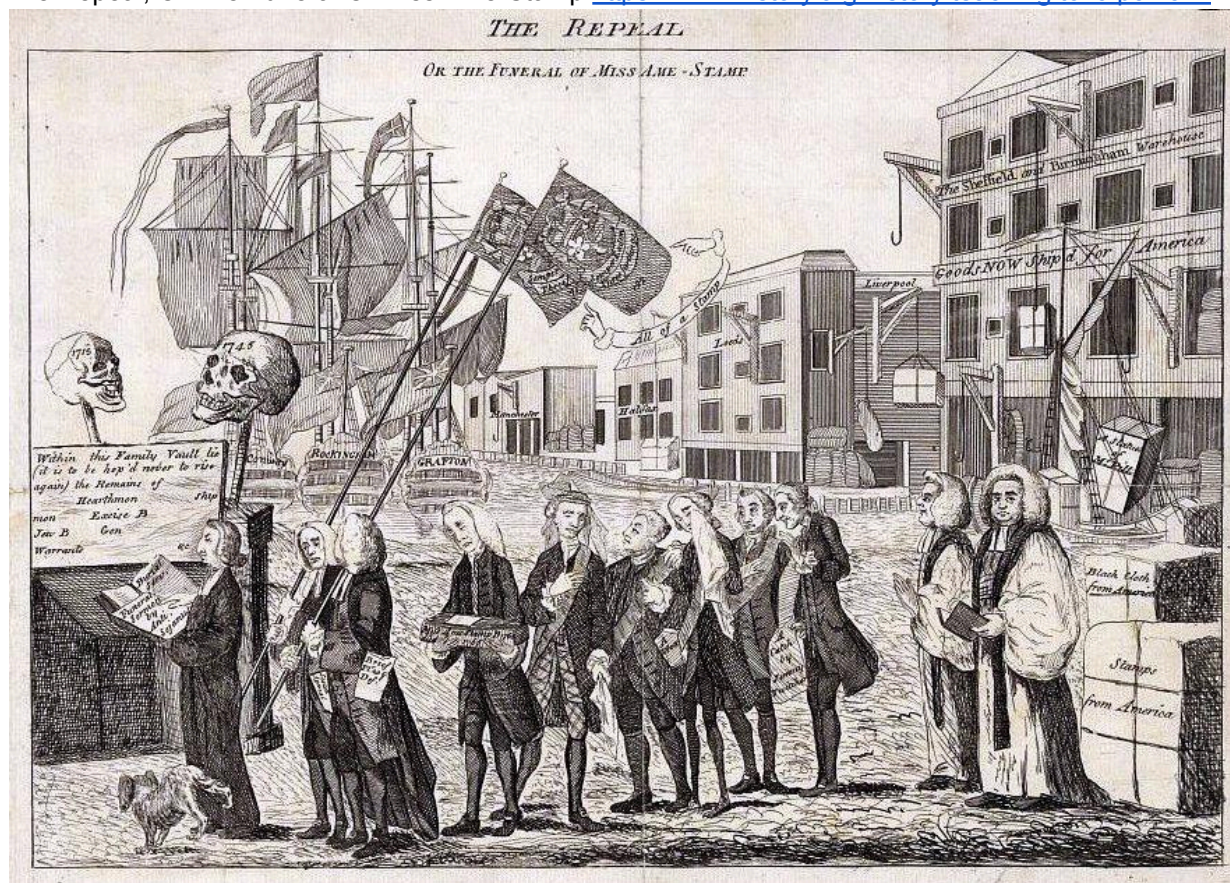
"The British government enacted the Stamp Act to raise revenue from its American colonies for the defense of North America. Prime Minister George Grenville (1712–1770) also wanted to establish parliament's right to levy an internal tax on the colonists.

Viewing the act as taxation without representation, Americans passionately upheld their rights to be taxed only by their own consent through their own representative assemblies. Future revolutionists saw the act as a harbinger of greater direct taxation and the loss of political rights. Widespread American opposition led to repeal of the act in 1766."

Source: Creating the United States Revolution of the Mind

<https://www.loc.gov/exhibits/creating-the-united-states/revolution-of-the-mind.html>

The Repeal, Or The Funeral Of Miss Ame-Stamp <https://www.history.org/history/teaching/tchcrpc1.cfm>



Source: Joan D. Dolmetsch, *Rebellion and Reconciliation: Satirical Prints on the Revolution at Williamsburg* (Williamsburg, Va., 1976), pp. 38-39. Via Wikipedia at

[https://commons.wikimedia.org/wiki/File:Repeal\\_of\\_the\\_Stamp\\_Act.jpg](https://commons.wikimedia.org/wiki/File:Repeal_of_the_Stamp_Act.jpg)

See also the British newspapers reactions at "The Triumph of America" - Lord Pitt drives America's triumphal chariot into the abyss. The horses symbolize various members of Pitt's administration. This cartoon appeared in London newspapers in 1766. [https://commons.wikimedia.org/wiki/File:Stamp\\_Act\\_1765\\_-\\_Triumph\\_of\\_America.jpg](https://commons.wikimedia.org/wiki/File:Stamp_Act_1765_-_Triumph_of_America.jpg)



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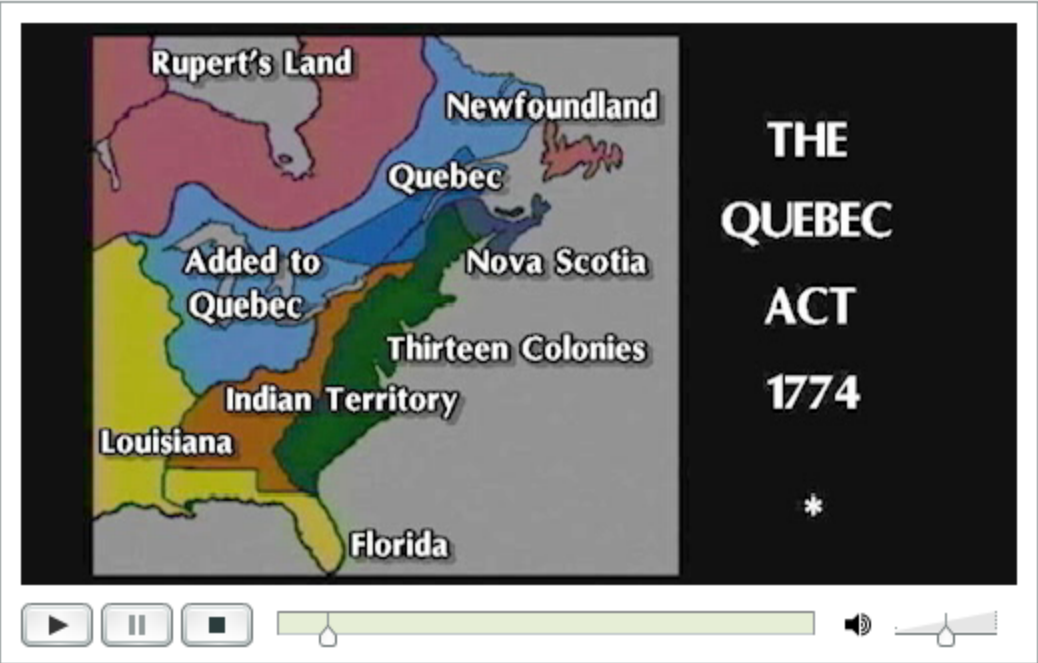
**Event: The Intolerable Acts... Quebec Act**

Hoping to secure Canadien support, the British government passed the Quebec Act in 1774. This Act enlarged Quebec to include the Great Lakes region and Ohio Valley, granted religious freedom to Roman Catholics and allowed them to hold public office, established French civil law and British criminal law, and recognized the seigneurial system. The Quebec act further alienated Americans, and contributed to the outbreak of the American Revolution.

Source: [http://www.warmuseum.ca/cwm/exhibitions/gallery1/revolution2\\_e.shtml](http://www.warmuseum.ca/cwm/exhibitions/gallery1/revolution2_e.shtml)

“Unconsciously, perhaps, the Quebec Act embodied a new principle in colonial government - the freedom of non-English people to be themselves within the British Empire. It also began what was to become a tradition in Canadian constitutional history - the recognition of certain distinct rights, or protections for Quebec - in language, religion and civil law.”

Source: <http://www.canadahistoryproject.ca/1774/>



Source and video at <http://www.canadahistoryproject.ca/1774/>

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### Event: The Intolerable Acts... Quebec Act

Quebec Act (An Act for making more effective Provision for the Government of the Province of Quebec in North America) was a British statute which received royal assent 22 June 1774 and became effective 1 May 1775. The Act enlarged the boundaries of the PROVINCE OF QUEBEC to include Labrador, Ile d'Anticosti and Iles de la Madeleine on the east, and the Aboriginal territory south of the Great Lakes between the Mississippi and Ohio rivers on the west.

Source [www.thecanadianencyclopedia.ca/en/article/quebec-act/](http://www.thecanadianencyclopedia.ca/en/article/quebec-act/)



Source: <https://commons.wikimedia.org/wiki/File:RapeBoston.jpg>



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### Event: 1770 - Boston Massacre

The colonists and British soldiers openly clashed in Boston. This event was used as an example of British cruelty despite questions about how it actually occurred.

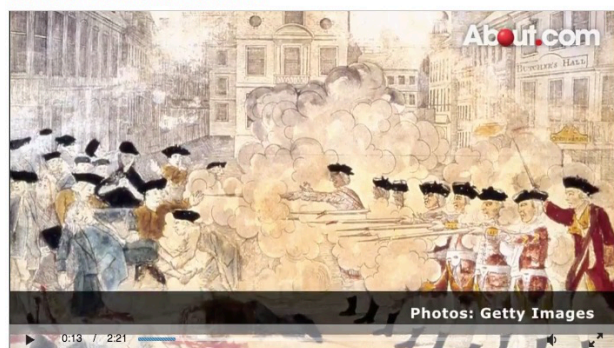
### Event: 1773 - Tea Act

To assist the failing British [East India Company](#), the Company was given a monopoly to trade tea in America.

### Event: 1773 - [Boston Tea Party](#)

A group of colonists disguised as Indians dumped tea overboard from three ships in Boston Harbor.

Causes Of The American Revolution



Source for above and video at:

[http://americanhistory.about.com/od/revolutionarywar/a/amer\\_revolution.htm](http://americanhistory.about.com/od/revolutionarywar/a/amer_revolution.htm)



Source: [https://commons.wikimedia.org/wiki/File:Boston\\_Tea\\_Party\\_Currier\\_colored.jpg](https://commons.wikimedia.org/wiki/File:Boston_Tea_Party_Currier_colored.jpg)

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## Different perspectives

(working on this section)

British

<http://www.eyewitnesstohistory.com/bostonmassacre.htm>

Different perspectives

<http://www.masshist.org/features/massacre>

Hardly a Massacre - British View

[www.bostonmassacre.net/british.htm](http://www.bostonmassacre.net/british.htm)

[http://web.mnstate.edu/tah/lesson-plans/lesson\\_plans\\_for\\_2008-2009/the\\_boston\\_massacre\\_a\\_diffe.html](http://web.mnstate.edu/tah/lesson-plans/lesson_plans_for_2008-2009/the_boston_massacre_a_diffe.html)

## Boston Massacre: Think – Pair – Share

What different story do these two different images tell?



Screenshot testing Fireshot Chrome extension, nice!  
Original source and other ideas at American Revolution: Build up, overview, results Agenda: 1.American Revolution Notes 2.Primary Source Analysis. at <http://slideplayer.com/slide/10884247/>



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## 1774 - First Continental Congress

In response to the Intolerable Acts, 12 of the 13 colonies met in Philadelphia from September-October, 1774. One of the main results of this was the creation of The Association calling for a boycott of British goods.

Source:

[http://americanhistory.about.com/od/revolutionarywar/a/amer\\_revolution.htm](http://americanhistory.about.com/od/revolutionarywar/a/amer_revolution.htm)

"The Congress first met in Philadelphia on September 5, 1774, with delegates from each of the 13 colonies except Georgia. On October 20, the Congress adopted the Articles of Association, which stated that if the Intolerable Acts were not repealed by December 1, 1774, a boycott of British goods would begin in the colonies. The Articles also outlined plans for an embargo on exports if the Intolerable Acts were not repealed before September 10, 1775."

Source: <https://history.state.gov/milestones/1776-1783/continental-congress>



Source:

[https://commons.wikimedia.org/wiki/File:Flickr\\_-\\_USCapitol\\_-\\_The\\_First\\_Continental\\_Congress,\\_1774.jpg](https://commons.wikimedia.org/wiki/File:Flickr_-_USCapitol_-_The_First_Continental_Congress,_1774.jpg)



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### FYI... There were several Continental Congresses:

Below is a Wikipedia list of the three congresses. Click the links to learn more

| 1st Continental Congress                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Declaration and Resolves</li> <li>Continental Association</li> <li>Petition to the King</li> </ul>                                                                                                                                                                                    |
| 2nd Continental Congress                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>Olive Branch Petition</li> <li>Committee of Secret Correspondence</li> <li>Necessity of Taking Up Arms</li> <li>Lee Resolution</li> <li>Declaration of Independence</li> <li>Model Treaty</li> <li>Articles of Confederation</li> <li>Court of Appeals in Cases of Capture</li> </ul> |
| Congress of the Confederation                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>Bank of North America</li> <li>Land Ordinance of 1784 / of 1785</li> <li>Northwest Ordinance of 1787</li> </ul>                                                                                                                                                                       |
| Members                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>List of delegates</li> <li>Presidents of the Continental Congress</li> <li>Secretary of the Continental Congress</li> </ul>                                                                                                                                                           |



Saved from  
youtube.com

Visit

**The Muppets Reenact the Continental Congress**  
Video by PFAWdotorg on Youtube

Just for fun... Muppets do the **Second Continental Congress** at  
[https://youtu.be/aAVpj\\_Vo7zk?t=2m19s](https://youtu.be/aAVpj_Vo7zk?t=2m19s)

Found at Second continental congress on Pinterest  
<https://uk.pinterest.com/explore/second-continental-congress/>





## History of Québec and Canada

Digital resources for students and teachers by LEARN & partners  
<http://secondaryhistory.learnquebec.ca>



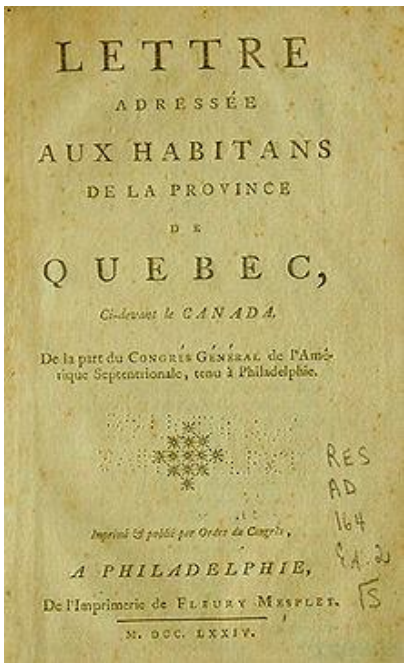
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### Letter to the Canadiens

On October 21, 1774, the First Continental Congress, meeting to craft a united response to the Intolerable Acts, resolved to address letters to the populations of Quebec, St. John's Island, Nova Scotia, Georgia, East Florida and West Florida, all being colonies that were not represented by delegates in the Congress.....

....The letter informed the people of Quebec of five important rights of British constitutional law which were not in force in their colony over a decade after the peace treaty of 1763, which ended the French and Indian War, and resulted in every French subject in Canada becoming a new British subject, theoretically equal in rights to all other British subjects. These five rights were representative government, trial by jury, Habeas Corpus, land ownership, and freedom of the press. The text quotes a passage of Beccaria's On Crimes and Punishment and multiple excerpts of Montesquieu's The Spirit of Laws. Quebec historian Marcel Trudel believes this first letter to have been "a crash course on democratic government", while Gustave Lanctôt claims that the Congress' letter "introduced [among the inhabitants] the notion of personal liberty and political equality.", calling it their first "political alphabet" and "first lesson in constitutional law".[9]

Source: [https://en.wikipedia.org/wiki/Letters\\_to\\_the\\_inhabitants\\_of\\_Canada](https://en.wikipedia.org/wiki/Letters_to_the_inhabitants_of_Canada)



Source: [https://en.wikipedia.org/wiki/Letters\\_to\\_the\\_inhabitants\\_of\\_Canada#/media/File:1774QuebecLetter.jpg](https://en.wikipedia.org/wiki/Letters_to_the_inhabitants_of_Canada#/media/File:1774QuebecLetter.jpg)

View also Canadiens français, révoltez vous ! <https://www.youtube.com/watch?v=9Umqdryl-bQ>