

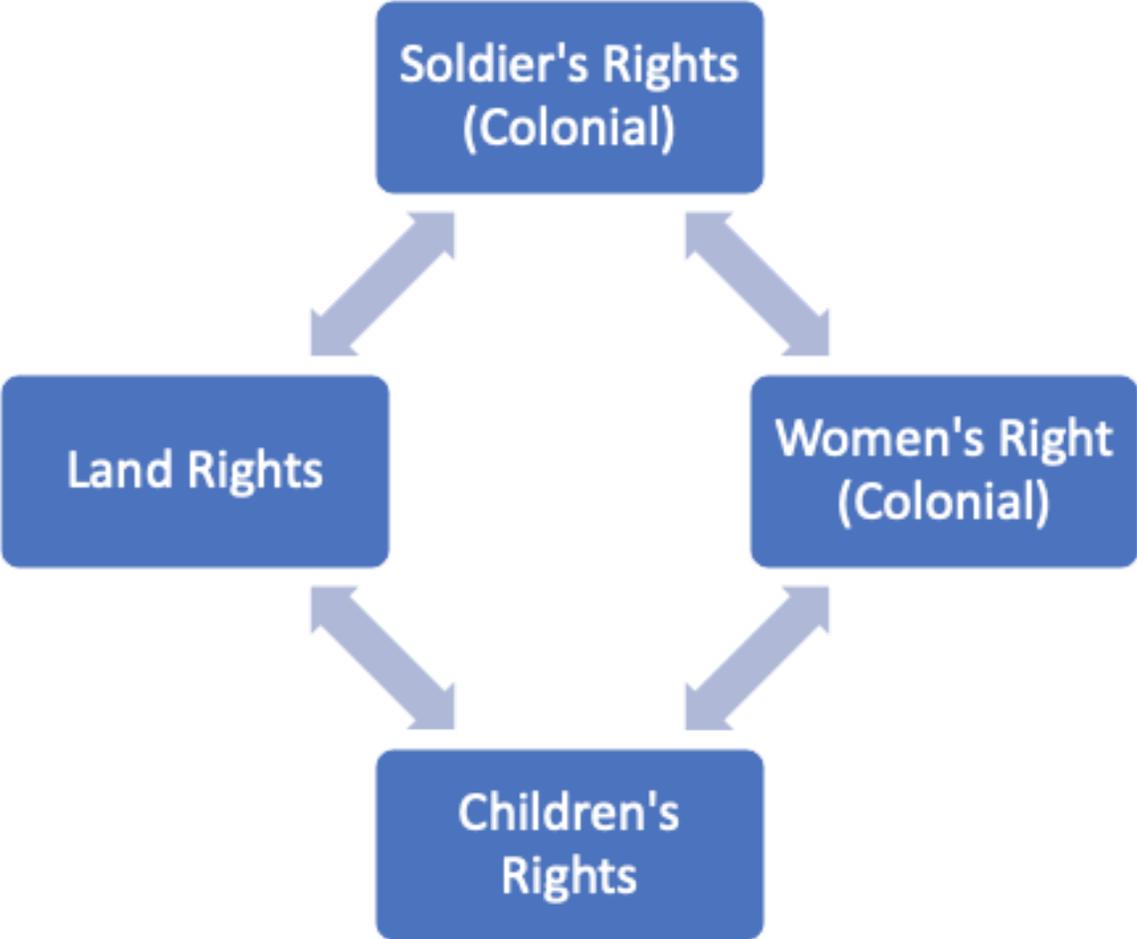
Name: _____
 Date: _____
 Teacher: _____

Evaluating Moments: Nancy Morgan Hart

Directions: Before we evaluate the use of natural resources, and the ethics involved, we need to understand the event itself. Answer the following questions about the events at the home of Nancy Morgan Hart. You can use Google, [Wikipedia](#), or the [National Women's History Museum](#). [History is Fun](#) also has great information about the Quartering Act. Not everything you read is objective, some things are quite *subjective*, like [this article](#).

Prompt	Response	Source Citations
Who was Nancy Morgan Hart? When was she born? Where did she live? How many children did she have in total?		
What did the local Cherokee people call her? Why?		
Was she a Loyalist, Patriot or neither?		
Why did the soldiers come to her house?		
What human right were the soldiers seeking to satisfy for themselves when they came to her house?		
Why did Nancy feel like her rights were being threatened?		
What other actions could Nancy have done to protect her rights whilst still not denying the soldiers their rights?		
Describe the Quartering Act. Where could soldiers stay? Why was this made into law?		

Directions: Now, let us discuss how the need for natural resources impacted human rights. This is a classroom discussion, you need to take notes on. You can put words, notes, arrows, etc.



Directions: Using your research about Nancy Morgan Hart, write four paragraphs about who was in the right: Nancy or the soldiers.

Paragraph 1: Introduce

- Write one sentence to hook in your reader with a profound statement, or question.
- Write a second sentence to briefly describe the American Revolution. You must include ...
 - What the people were revolting against
 - the years it occurred
- Write a third sentence about why soldiers were necessary in the American Colonies
- Write a fourth sentence about what the Quartering Act was
- Write a fifth sentence to connect the Quartering Act to Human Rights.

Paragraph 2: Describe Nancy Hart

- Transition to the first topic, such “First” or “On one hand” or “One perspective is”
- Write one sentence describing Nancy’s life and family life.
 - Be sure to connect her life to human rights.
 - For example,
 - “As a lone mother, Nancy has the right to...”
 - “As a rebel, Nancy had no right to...”
 - “As a subject of the king, Nancy had a responsibility to...”
- Write one sentence about why she was left without a man at home.
- Write one sentence about what you think motivated her the night of the alleged murders.

Paragraph 3: Describe the soldiers

- Transition, such as with “However” or “On the other hand,”
- Write one sentence about why the soldiers came to her farm.
- Write one sentence about the soldiers rights
 - Be sure to connect to the rights of King’s soldiers, using historical empathy
 - For example,
 - “As a servant of the king, the soldiers had a right to...”
 - “As working men, the soldiers had a right to...”

Paragraph 4

- Transition to the conclusion, such as “In conclusion” or “Therefore,”
- Write one sentence about the human needs involved in the American Revolution
- Write a second sentence about the human rights violations involved in the American Revolution
- Write one sentence about how human activity impacts human rights. You must use the words
 - Human activity
 - Human rights
 - Impacts

Graphics

- Go back and add a map to your paragraph. Whatever map you choose, it must be relevant to the point you are making in this essay.
- Go back and add a graph to your writing. Whatever graph you choose, you must create it yourself using a spreadsheet. It must have at least three data points relevant to your writing. Here are some ideas
 - Number of battles in Georgia in 1776, 1777, 1778, 1779, 1780, 1781, 1782. 1783
 - Number of British Regulars in the colonies in 1770, 1780, 1790
 - Number of casualties in 1776, 1777, 1778, 1779

- Number of family farms in Georgia....