

<Name>

Mr. Burns

Pre-AP US History I

<Date>

Document Based Essay 02

Instructions: Answer the following Document Based Questions and the accompanying background information boxes for each document. Then complete the Document Based Essay.

Historical Context: The roots of the American Revolution can be traced to the year 1763 when British leaders began to tighten imperial reins. Harmonious relations between Britain and the colonies became increasingly conflict-riven. Britain's land policy prohibiting settlement in the West irritated colonists as did the arrival of British troops.

The most serious problem was the need for money to support the empire. Attempts through the Sugar Act, the Stamp Act, and the Townshend Acts to raise money rather than control trade met with growing resistance in the colonies. Tensions increased further after Parliament passed the Coercive Acts and the First Continental Congress took the first steps toward independence from Britain.

Task: Using information from the documents and your knowledge of United States history, read each document and answer the question that follows it. Your answers to the questions will help you write the document-based essay.

Document Based Essay 02

Analyze the extent to which the Americans were justified or not justified in their Revolution of the mid to late 1700s.

Restate the Question: (Do you believe the reasons Americans gave for wanting independence are legitimate enough to have the Revolution?)

Grading Rubric: Final Score = (Total Points x 2)

30 Points for PARCC Rubric

5 Points for Submitting through Website and Shared properly

5 Points for Submitting through Turn-It-In

10 Points for Document Based Questions

Document 1: Continental Congress, July 6, 1775, Authors: Thomas Jefferson & John Dickinson

A declaration by the Representatives of the United Colonies of North America, now met in General Congress at Philadelphia, setting forth the causes and necessity of their taking up arms.

Lest this declaration should disquiet the minds of our friends and fellow-subjects in any part of the empire, we assure them that we mean not to dissolve that Union which has so long and so happily subsisted between us, and which we sincerely wish to see restored.-Necessity has not yet driven us into that desperate measure, or induced us to excite any other nation to war against them.-We have not raised armies with ambitious designs of separating from Great Britain, and establishing independent states. We fight not for glory or for conquest. We exhibit to mankind the remarkable spectacle of a people attacked by unprovoked enemies, without any imputation or even suspicion of offence. They boast of their privileges and civilization, and yet proffer no milder conditions than servitude or death.

In our own native land, in defence of the freedom that is our birth-right, and which we ever enjoyed till the late violation of it-for the protection of our property, acquired solely by the honest industry of our fore-fathers and ourselves, against violence actually offered, we have taken up arms. We shall lay them down when hostilities shall cease on the part of the aggressors, and all danger of their being renewed shall be removed, and not before.

With an humble confidence in the mercies of the supreme and impartial Judge and Ruler of the universe, we most devoutly implore his divine goodness to protect us happily through this great conflict, to dispose our adversaries to reconciliation on reasonable terms, and thereby to relieve the empire from the calamities of civil war.

Source: *Journals of the Continental Congress, 1774-1789 Volume 2*. Place of Publication Not Identified: Theclassics Us, 2013. Print. 155-157.

Question:	According to Document 1, why should the American colonists fight, what is their purpose?
Answer:	
Proof:	
Background	

Info:	
<u>Practice Signal Phrase</u>	

SPACEY the Document

Speaker: Who was the creator of the document? What can we tell about the creator from the contents of the document?	
Purpose: Why did the creator make this document? What are they trying to do with it? I.e. persuade, educate, entertain, inform etc...	
Audience: Who was the intended audience? What impact does the audience's culture, background, or mood have on the message?	
Context: When and where was this document created? What was happening at the time? How does the time and place of the document impact it's effectiveness?	
Exigence: Why does this message matter in the moment, for the audience, and for the speaker? What motivated the creator?	
whY: How does the document impact popular arguments on the subject?	

Document 2: These excerpts are from Letter 2 on December 7, 1767 from a collection of 12 Letters from A Farmer in Pennsylvania, (1767-1768) by John Dickinson. Dickinson was a Pennsylvania political leader who served in the Stamp Act Congress of 1765. Later in his career, he served in the Continental Congress, and later still, in the Constitutional Convention. In the following statement, Dickinson condemned some of the new taxes being imposed by Parliament.

There is another late act of parliament, which appears to me to be unconstitutional, and as destructive to the liberty of these colonies, as that mentioned in my last letter; that is, the act for granting the duties on paper, glass, &c. [the Townshend Act].

The parliament unquestionably possesses a legal authority of regulate the trade of Great Britain, and all her colonies. I have looked over every statute (law) relating to these colonies, from their first settlement of this time; and I find every one of them founded on this principle, till the Stamp Act administration...All before, are calculated to regulate trade...The raising of revenues...was never intended...Never did the British parliament, (until the passage of the Stamp Act) think of imposing duties in America for the purpose of raising a revenue.

Here then, my dear countrymen ROUSE yourselves, and behold the ruin hanging over your heads. If you ONCE admit, that Great-Britain may lay duties upon her exportations to us, for the purpose of levying money on us only, she then will have nothing to do but to lay those duties on the articles which she prohibits us to manufacture- and the tragedy of American liberty is finished . . . If Great-Britain can order us to come to her for necessaries we want, and can order us to pay what taxes she pleases before we take them away, or when we land them here, we are as abject slaves...

Source: Miller, Randall M., Theodore J. Zeman, Francis J. Sicius, and Jolyon P. Girard. *Daily Life through American History in Primary Documents*. Santa Barbara, CA: Greenwood, 2012. Print. 197.

Question:	According to Dickinson, was Parliament justified in imposing taxes on the colonies?
Answer:	
Proof:	
Background Info:	
<u>Practice Signal Phrase</u>	

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<p>whY: How does the document impact popular arguments on the subject?</p>	

Document 3: On March 5, 1770, a crowd of Boston boys and men surrounded a number of British soldiers and began taunting and cursing them while they pelted them with snowballs. Order quickly broke down, and the frightened soldiers fired into the crowd. When the shooting ended, several people were dead and more were wounded. This engraving by Paul Revere, a leader of the Boston Sons of Liberty, was sent throughout the Colonies in the following weeks to arouse anti-British feelings.



Source: Revere, Paul, The Bloody Massacre perpetrated in King Street Boston on March 5th, 1770. Revere's print appeared on or about March 28, 1770.

Question:	Why do you think the Patriots described this incident as the "Boston Massacre" even though only 5 people were actually killed?
Answer:	
Proof:	
Background Info:	

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Document 4: These excerpts are from the "Declaration of Independence," adopted by the Continental Congress on July 4, 1776.

The history of the present King of Great Britain is a history of repeated injuries and usurpations (unlawful seizures), all having in direct object the establishment of an absolute Tyranny over these States

In every stage of these Oppressions, We have petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Source: Jefferson, Thomas, and Sam Fink. *The Declaration of Independence*. New York: Scholastic Reference, 2002. Print.

Question:	Was the Declaration an objective, unbiased statement of the American-British conflict?
Answer:	
Proof:	
Background Info:	
<u>Practice Signal Phrase</u>	

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Document 5: Excerpt from Thomas Paine's *Common Sense*, 1776.

The cause of America is, in a great measure, the cause of all mankind. Many circumstance have, and will arise, which are not local, but universal, and through which the principles of all lovers of mankind are affected, and in the event of which, their affections are interested. The laying a country desolate with fire and sword, declaring war against the natural rights of all mankind, and extirpating the defenders thereof from the face of the earth, is the concern of every man to whom nature hath given the power of feeling; of which class, regardless of party censure, is the author.

Source: Paine, Thomas. *Common Sense*. The Capital.Net, 2009. 2.

Question:	How do you think Thomas Paine's <i>Common Sense</i> would have enhanced the already presented arguments of other Revolutionary writers?
Answer:	
Proof:	
Background Info:	
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DBE Rubric

	Component	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
A.	Introduction and Conclusion Paragraphs	-purposeful coherence, clarity, and cohesion -strong introduction, conclusion, & a logical, well-executed progression of ideas -easy to follow progression of ideas	-coherence, clarity, and cohesion -introduction, conclusion, & a logical progression of ideas -easy to follow progression of ideas	-some coherence, clarity, or cohesion -introduction, conclusion, & logically grouped ideas, -progression of ideas usually evident but not obvious.	-limited coherence, clarity, and/or cohesion -progression of ideas somewhat unclear -missing components of introduction and conclusion	-demonstrates a lack of coherence, clarity and cohesion. -missing components of introduction and conclusion
B.	(I)Idea statement and (T)Transitions	-idea statement presents a precise and reasonable claim -transitional statement returns to main idea or wraps paragraph successfully	-idea statement presents a reasonable claim -transitional statement returns to idea or wraps paragraph adequately	-idea statement presents a claim -transitional statement references main idea but does not successfully provide finality to the paragraph	-idea statement is unclear or confusing -paragraphs end abruptly -transitional statement does not reference main idea	-lacking an ideas statement and/or transitional statement
C.	(C) Citations	- Strong citations including: -Strong connections to thesis -appropriate for the purpose of the paragraph -Uses a wide variety of required sources	- Good citations including: -Effective connections to thesis -appropriate for the purpose of the paragraph -Includes citations from multiple sources	- Citations are appropriate including: -Limited connection to thesis -somewhat appropriate for the purpose of the paragraph -Includes citations from a few sources	- Citations are weak or irrelevant including: -Weak connections to thesis -inappropriate for the purpose of the paragraph -Solely relies on 1 source	-No citations -No connection to thesis
D.	(E) Explanations	-Explanation fully and clearly connects evidence to idea statement	-Explanation connects evidence to idea statement	-Explanation attempts to connect evidence to idea statement	-Explanation is confusing	-Explanation is nonexistent
E.	MLA Format	-Adheres to MLA Formatting completely	-Mostly adheres MLA format	-Some mistakes in MLA format	-Multiple mistakes in MLA format	-Little to no adherence to MLA format
F.	Grammar and Usage	-establishes & maintains an effective style -uses precise language consistently	-establishes & maintains an effective style -uses mostly precise language	-response has limited effectiveness -response includes limited	-response has limited effectiveness -response includes limited descriptions,	-response has an inappropriate style. -writing shows little to no

		-demonstrates command of conventions -consistent with effectively edited writing. -may be a few minor errors in grammar and usage, -meaning is clear throughout.	-demonstrates command of conventions of edited writing. -may be a few distracting errors in grammar and usage, -meaning is clear	descriptions, sensory details, -limited transitions, tone, or domain-specific vocabulary. -demonstrates inconsistent command of conventions of written language -few patterns of errors in grammar and usage that may impede understanding	sensory details, transitions, tone, or domain-specific vocabulary. -limited command of conventions -multiple errors in grammar and usage -demonstrates minimal control over language.	awareness of the norms - little to no precise language -little to no command of conventions -frequent errors in grammar and usage -little or no control over language.
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