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**


# To Sign or Not to Sign

## Loyalist Women


## Reverend Jonathan Odell


## Thomas Paine


## Patriot Women


# To Sign or Not to Sign

**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


Revolution and the new nation (1754-1820s). 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 2: The impact of the American Revolution on politics, economy, and society. Standard 3: The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights. The American Revolution is of single importance in the study of American history.

Many Cultures Around the World. U.S. history standards for grades 5-12 include the eras: (1) "Three Worlds Meet (Beginnings to 1620)"; (2) "Colonization and Settlement (1585-1763)"; (3) "Revolution and the New Nation" (1754-1820s); (4) "Expansion and Reform" (1801-1861); (5) "Civil War and Reconstruction" (1850-1877); (6) "The Development of the Industrial United States" (1870-1900); (7) "The Emergence of Modern America" (1890-1930); (8) "The Great Depression and World War II" (1929-1945); (9) "Postwar..."