

Teaching Guide

SEGMENT 6, WEBISODE 1

Please note: Each segment in this Webisode has its own Teaching Guide



Segment Overview



Let's Discuss

The First Continental Congress convened in response to the punitive “Intolerable Acts” Britain passed after the Boston Tea Party. Fifty-six delegates from every colony but Georgia gathered in Philadelphia, including radicals, moderates, and conservatives. The delegates agreed to pass resolutions opposing the Coercive Acts, boycotting British goods, and outlining the rights of colonists and their assemblies. Massachusetts had organized the Minutemen, a special militia that could be ready on a minute’s notice. After Minutemen skirmished with British troops at Lexington and Concord, other farmer-soldiers joined them outside Boston. They asked the Second Continental Congress, which convened in May, 1775, to take over their forces. The delegates named George Washington of Virginia to head the new Continental army.

Teacher Directions

1. Students discuss the following questions.
 - How did the colonists respond when King George III put the death penalty on many colonists’ heads?
 - What did delegates at the Second Continental Congress do?
 - What did Abigail Adams mean when she urged her husband John to “remember the ladies” ?
 - Why did Washington think commanding the Patriot forces would ruin his reputation?
2. Make sure students understand the following points in discussing the questions.
 - When King George III put the death penalty on many colonists’ heads, more people became convinced that the colonies must break with Great Britain.
 - Delegates at the Second Continental Congress named George Washington as commander-in-chief of the Continental army and directed that a committee write a formal document declaring independence from Great Britain and outlining their grievances.
 - Abigail Adams wanted her husband John and other colonial lawmakers to grant women more rights in the laws they would write for the new nation. She was especially concerned that married women be able to own property.



- Perhaps Washington believed that commanding the Patriot forces would ruin his reputation because the Continental army might lose the war.

Teacher Directions

1. Distribute the Student Sheet: *A Snake, A Horse, and a Plea*.
2. Students discuss the following questions about the Student Sheet.
 - What did this snake say about independence?
 - Who is being thrown off his horse? And what does the horse represent?
 - How do you think the artist of the horse cartoon felt about American independence?
3. Explain to students that Benjamin Franklin, who has been called the father of the American political cartoon, drew this snake cartoon in 1754 to encourage the colonies to band together for defense during the French and Indian War. The first cartoon published in an American newspaper, it reappeared during the Stamp Act crisis in 1765 and when revolution brewed in 1774. This English cartoon pictures King George III being thrown off his horse, America. A caption underneath read, "The horse America, throwing his Master."
4. Students read the quote from Abigail Adams' letter to her husband John.

"In the new code of laws which...it will be necessary for you to make, I desire you would remember the Ladies.... Do not put unlimited power into the hands of the husbands. Remember all men would be tyrants if they could."
5. Students discuss the following questions.
 - What did Abigail Adams want?
 - How is her request for rights similar to the demands of the colonists?
 - What do the two cartoons and Abigail Adams' request have in common?
6. Help students understand that just as the colonists did not want taxation without representation or to see their political rights trampled, Abigail Adams wanted women to be protected by the new laws the country would form.
7. Students draw their own cartoons that illustrate Abigail Adams' request to "remember the ladies." What symbols might be used in that cartoon?



What do you
Think?

Teacher Directions

1. Students discuss the following questions.
 - Would you have volunteered for service with the Continental army under General Washington?
 - What hardships might you face as a soldier?
 - How would you have responded as a citizen of Boston after Parliament passed the Intolerable Acts?
2. Remind students that these acts closed Boston Harbor until the colonists paid for the tea that they dumped in the harbor; stripped elected colonial officials of their power; gave all power to the royal governor; and allowed people accused of crimes to have their trials moved out of Massachusetts, even to England.

Teacher Directions

1. Ask the students.

Where were African Americans during the American Revolution?
2. Students share their prior information about the role of African Americans in the Revolution.
3. Share the following information with students.

Many African Americans were in the thick of battle—on both sides. Crispus Atticus, a black man who might have been part Native American, was among the five men killed in the Boston Massacre in 1770. Cuff Whitmore, Peter Salem, and nearly a dozen other black Patriots fought the British Redcoats at Lexington and Concord in 1775 in “the shot heard round the world.” Salem is credited with shooting British Major Pitcairn.

However, the contributions of African American men were not always welcomed in the war. As commander of the Continental army, George Washington refused to allow enslaved African Americans to join. But after the British offered freedom to enslaved black men who joined their side, Washington changed his tune. He finally recommended that free black men be allowed to serve in the Continental army, and between 5,000-9,000 free and enslaved African Americans joined up. During the war, nearly 50,000 enslaved African Americans from South Carolina, Georgia, and Virginia escaped and fought with the British.

4. Students discuss the following question.

Whose side did Native Americans join during the American Revolution?
5. Share the following information with the students.



Moving Toward
Freedom

6. Native Americans joined both sides. During the Revolutionary War, several tribes, including the Mohawk, Shawnee, and Cherokee, joined the British forces to fight against the colonists. A chief from a New York tribe, the Oneida, sent supplies to General Washington during a miserable winter in Valley Forge.

Teacher Directions

Use the following activities with your students.

Science — George Washington brought many innovations and improvements to farming at Mount Vernon, including crop rotation and soil replenishment. Students research how these conservation methods work. Are they still used in modern farming?

Language Arts — Students read a biography of one of the “greatest men upon this continent” who met at the Second Continental Congress. Ask your school librarian for some suggestions.

Media Center/Library — Many of Abigail Adams’ letters still exist. Students search the Internet for copies of her letters to her husband John.

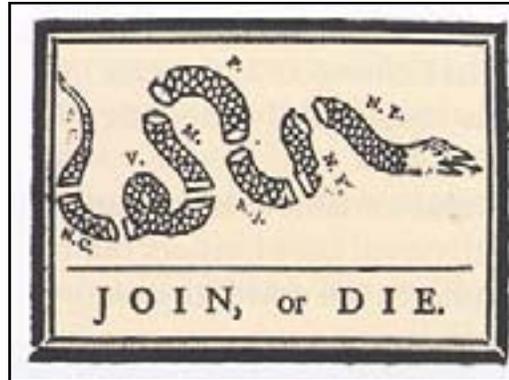
Media Center/Library — While the colonies wanted to be free from oppression from Britain, they each wanted to protect their own rights as individual colonies. This debate over states’ rights versus the rights of a central government began way back in the Second Continental Congress. Students research how this debate surfaced in the following events: debate over the Articles of Confederation and the Constitution; the American Civil War; the disputed presidential election of 2000.

Language Arts/History/Religion — In *Thoughts Upon Slavery*, published in 1774, John Wesley, English minister and leading figure in the colonial religious revival known as the Great Awakening, wrote that keeping people in slavery is sinful. Students research to determine what other religious leaders spoke out against slavery in Britain and America. Students research the role William Wilberforce played in ending the slave trade in Britain.



Connections

A Snake, A Horse, and a Plea



In the new code of laws which...it will be necessary for you to make, I desire you would remember the Ladies.... Do not put unlimited power into the hands of the husbands. Remember, all men would be tyrants if they could.

— Abigail Adams

Excerpt from The Declaration and Resolves of the First Continental Congress

That the inhabitants of the English colonies in North-America, by the immutable laws of nature, the principles of the English constitution, and the several charters or compacts, have the following RIGHTS:

Resolved, N.C.D. 1. That they are entitled to life, liberty and property: and they have never ceded to any foreign power whatever, a right to dispose of either without their consent.

Resolved, N.C.D. 2. That our ancestors, who first settled these colonies, were at the time of their emigration from the mother country, entitled to all the rights, liberties, and immunities of free and natural-born subjects, within the realm of England.

Resolved, N.C.D. 3. That by such emigration they by no means forfeited, surrendered, or lost any of those rights, but that they were, and their descendants now are, entitled to the exercise and enjoyment of all such of them, as their local and other circumstances enable them to exercise and enjoy.

Resolved, 4. That the foundation of English liberty, and of all free government, is a right in the people to participate in their legislative council: and as the English colonists are not represented, and from their local and other circumstances, cannot properly be represented in the British parliament, they are entitled to a free and exclusive power of legislation in their several provincial legislatures...

Resolved, N.C.D. 5. That the respective colonies are entitled to the common law of England, and more especially to the great and inestimable privilege of being tried by their peers of the vicinage, according to the course of that law.