



AMERICAN COLONIES AMERICAN REVOLUTION



CREATED AND PERFORMED
by



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S T U D Y G U I D E

INCLUDES STUDY MATERIALS FOR VOLUMES I, II & III

Part I - Virginia Colony • Tobacco • Slavery (1606 - 1660)

Part II - Prosperity • 13 Colonies • Boston Massacre (1660 - 1770)

Part III - Rebel/British Soldier's Life • War • Victory (1770 - 1781)

STUDY GUIDE

AMERICAN COLONIES AMERICAN REVOLUTION

Note to Educators:

You are tired and overworked, and here you are looking at this Study Guide. I know that your time and energy are not unlimited, so I've designed this material to assist you in getting your students to talk about historical themes, become research hounds, and think critically about America's past.

The purpose of this video series is not to attempt an all-inclusive work on the American Colonies and the American Revolution, but to offer a context in which learning about the American Colonies and the American Revolution informs and excites kids about American history.

The questions in this guide serve a threefold purpose:

- 1) To recall what was stated in the video.
- 2) To engage students to "mine" answers using textbook/library/internet sources. For information on how students can utilize the internet, type: "The Learning Resource Server" in a search engine query.
- 3) To invite discussion.

The Extension Activities are provided to allow educators and students the opportunity to explore selected historical events and ideas.

Please stop this video at any time to discuss materials included in this Study Guide, or from your own classroom study aids. Download song lyrics from www.findthefunproductions.com

PART I

OVERVIEW: Part I of this video will explore:

- 1) The kinds of passengers that first traveled to the Virginia Colony.
- 2) The harsh reality of trying to become wealthy in North America.
- 3) The importance of growing tobacco in the colony.
- 4) The importation of African slaves and child-indentured servants to work the land.

QUESTIONS

- 1) In the Song *Look Around*, the colonist sings, “We built a fort; fire burned it down. We live like animals on the frozen ground.” What were these terrible events? How soon after the colonists’ arrival did these events take place?
- 2) Why did the first colonists find it so difficult living on land that the Powhatan and other Indian groups successfully inhabited for as long as they could remember?
- 3) What did it mean to the English to own land? Did the Powhatan have the same beliefs about owning land?
- 4) Did the Powhatan and the English have the same understanding of trade?
- 5) What is the purpose of slavery? How can one human being treat another human being as a slave without feeling remorse? What are the advantages of having slaves? Could the Virginia Colony have succeeded without the use of slave labor?
- 6) Do you believe it would be harder to be homeless while living in the countryside or in a city?

EXTENSION ACTIVITIES:

- 1) Ask a student if he/she would be willing to trade a pencil for their shoes. When the student refuses, ask why. Obviously, a pencil is worth far less than a pair of shoes. However, if one person needs a pencil and another really needs shoes, isn’t that a fair trade? In general, Powhatan and other Indian groups traded to fill a need, not a pocket with wealth.
- 2) Have students pretend to be a businessperson and ask them to write a journal about their hopes of wealth and the realities of becoming rich in the Virginia Colony. Encourage students to use words of the period in their journals.
Resource: <http://ling.kgw.tu-berlin.de/lexicography/data/slang03.htm>.
Note: You (the educator) will have to “mine” this source to gather potential words.
- 3) Invite students to transform historical events/stories of this period into a puppet play, a song, or a dance.
- 4) Create your own advertising, encouraging people to come to Jamestown. This can be done as a TV commercial, a person(s) on the street talking to pretend pedestrians of the time, or as a broadside or brochure. (PERSUASIVE SKILL BUILDERS)
- 5) Transform a classroom into Jamestown or create Jamestown models. Encourage students to make a model that shows the progression of what Jamestown looked like from its beginnings in 1607, to how it appeared around ten years later.
- 6) Have students write a journal/diary about their feelings, fears, & hopes if they were taken away from their home into slavery.

Note: During the puppetry play, some students may laugh when the African boy is branded. If this occurs, discuss why someone would laugh at such a sobering event. Bring up puppetry. Has anyone ever seen shadow puppetry? When you think of puppetry, do you think of the Muppets and comedy? Do you think that seeing action films with bullets flying all around makes a boy being branded seem silly?

PART II

OVERVIEW: Part II of this video will explore:

- 1) Budding commerce in the Virginia Colony
- 2) Duties on foreign goods
- 3) Smugglers
- 4) The thirteen colonies
- 5) Puritan culture and religious intolerance in the Massachusetts Bay Colony
- 6) The Stamp Act of 1765
- 7) The Townshend Act of 1765
- 8) The Boston Massacre of 1770

QUESTIONS

- 1) What caused traders to become smugglers? Does smuggling go on in today's world? Offer examples.
- 2) Name the New England Colonies, the Middle Colonies, and the Southern Colonies. What were some major differences between the New England colonies and the Southern colonies?
- 3) Did the British help increase the colonists' prosperity?
- 4) Mr. Information briefly states that "We (the British) have left you alone for a long time." What does he mean by this?
- 5) Does Mr. Information have the right to be irritated over the colonists' unwillingness to pay duties and taxes? Are colonists being selfish when they refuse to pay the King's duties and taxes?
- 6) Why would King George III look upon the colonists as children? How can a modern-day parent be perceived as an overbearing king or government?
- 7) Mr. Information mentions that the money collected from the Stamp Tax is going to protect colonists from Indian attacks. Indians lived among and around colonists. What relationship did Indian groups have with the colonists? Why did Indians attack the colonists?
- 8) How could the Townshend Act reduce opportunities for colonists to improve their way of life?
- 9) Why did the "Puritan Boy" want to stop himself from dancing?

EXTENSION ACTIVITIES

- 1) How many students have had to leave their homes for a new country/state/city because it offered their family the opportunity of a better life? Write an essay about the experiences of having to leave, of coming to a new home, and of the opportunities and disappointments.
- 2) Have students create their own song about one of the colonies. Use the "Colonial Hit Parade" song as a springboard to create a compare-and-contrast table between two of the thirteen colonies. Possible topics: environment, products of the colonies, use of slave labor, and religion
- 3) British uniforms were highly detailed and difficult to put on. Create groups and challenge them to come up with their own original, detailed, and highly cumbersome uniform, then have a "race" to see which group's uniform takes the longest time to put on.
- 4) Hold class "town hall meetings," where classroom colonists can debate such issues as King George III: Good or Bad King?; Slavery: Good or Bad for the Colonies?
- 5) Have students play colonial games. Resource: www.ctstateu.edu/noahweb/games.html.

PART III

OVERVIEW: Part III of this video will explore:

- 1) How rebel and British soldiers perceived each other.
- 2) The Tea Act of 1773.
- 3) The Boston Tea Party.
- 4) The Intolerable Acts, also known as the Coercive Acts.
- 5) The function of the British Councils overseeing colonial law-making.
- 6) The First Continental Congress of 1774.
- 7) Rebels hiding arms and munitions in Lexington, Massachusetts and rebel spies foiling British plans to secretly seize these arms and munitions.
- 8) Skirmishes in Lexington (8 rebels dead) and in Concord, Massachusetts, in 1775 (the Concord skirmish resulting in a rebel ambush).
- 9) The declaration of American independence and the Revolutionary War (1776-1781) between the unseasoned, ill-equipped rebels versus the British army, the finest fighting force in the world.
- 10) Rebel victory (1781).
- 11) How the American Revolution lives on.

QUESTIONS

- 1) Use the song “I’m Itchy,” to identify rebel and British frustrations. Were the British soldiers just doing their job?
- 2) The colonists called them the “Intolerable Acts.” What did the British call these acts?
- 3) Why did the British think starving the rebels in Boston would be an effective form of punishment?
- 4) Did every colony send a representative to the First Continental Congress? What was the purpose of the First Continental Congress?
- 5) When was “Taxation without Representation” first used? Why was this statement of protest made? Was this the only time this unjust situation occurred?
- 6) Did Paul Revere say, “The British are Coming!”
- 7) Who wrote the Declaration of Independence?
 - a) If you were Thomas Jefferson what would you say in the Declaration of Independence?
- 8) In the Declaration of Independence Jefferson states: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable Rights, that among these are life, liberty, and the pursuit of happiness.” At the time, what did “all men” mean? Were Black Americans, women, and Native Americans also created equal and did they have the same claim to enjoy these rights?
- 9) What happened on July 2, 1776?
- 10) Why weren’t the rebel soldiers as well-trained as the British soldiers?
- 11) What part did the French nation play in America’s Independence?
- 12) What part did Indian groups play in the rebels’ fight for Independence? How did the American Revolution affect the Iroquois Nation?

EXTENSION ACTIVITIES

- 1) During this video, you have seen the “Miss Information” character and heard her misinforming statements about the colonies and the American Revolution. Though this character is intended to provide amusement, there is also a serious reason why this character has been included in the video. Have students gather in groups and pose the following questions:

- a) What does *misinformation* mean?
- b) Can you think of any examples of misinformation?

Have students create advertisements of products they know and use that include statements of misinformation.

- c) How can misinformation be a danger to citizens?
- d) How can the victors of a war use misinformation to their advantage?

Use a battle from the Revolutionary War and have several groups write a report of the battle from the perspective of the victors. Have several other groups write a report from the perspective of the defeated.

- 2) How can a student council be an illegal form of government? Form a “legal” classroom council. Pick a topic for discussion and resolution. Create a system to ensure everyone can speak freely and will be respected. Create a voting system to produce a resolution. Should it be that the majority vote wins? Or, must everyone agree before a decision is made, like the government of the Iroquois Nation? (See information in Part III, answer 11.)
- 3) Five thousand Black Americans fought for America’s independence. Yet, thousands of Black Americans also fought with the British. Why?
- 4) Have students discuss how they can keep the American Revolution going.
- 5) American rebels often used violent protest to repeal royal taxes and, ultimately, to achieve independence. Research violent protest by citizens in various centuries. Is it necessary for citizens to use violent protest to achieve justice when the opponent is so overwhelming in size like a city, a state, or a country?
- 6) Create a colonial game show with two panels and a moderator. The moderator asks questions related to Colonial America and the American Revolution. Each panel is allowed to confer as a group. The first group that is ready rings a bell and is called on. Class works out the game details.
- 7) Challenge students to create a colonial crossword puzzle.
- 8) Listen and compare popular music of today to music of the seventeenth and eighteenth centuries. What does the music tell you about the culture of that time? Of our time?
- 9) America means many things to many people. Have students design their own American Flag.
- 10) In the 1700s tea/coffee were “political” drinks. Drink tea: you’re a king. Drink coffee: for the rebels. Could Coke and Pepsi be “political” drinks?

ANSWERS

P A R T I

- 1) This section of the song refers to the year 1608 when a fire consumed the fort at Jamestown. The fire was followed by a terrible frost called the Great Frost of 1608.
- 2) The English colonists were not used to the swamp, the coastal land of the Virginia Colony. They were not used to brackish waters or the mosquitoes. They were unfamiliar with the general wilderness and the plant life. They did not know how to farm the land. Colonists were not aware, for example, that fish could be used to fertilize the ground and help to grow corn and other vegetables. The colonists were not hard-working laborers, for the most part. They were unprepared for the hard work, the conditions; and lastly, the colonists were not good planners. Their refusal to store food contributed to their food shortage problem.
- 3) To the English, to Europeans, a person has a right to own the land. Land can be purchased for money or acquired through conquest or war. To the Powhatan and many other Indian groups, land cannot be owned. No one can own the dirt, the rivers, and the trees. People can use and occupy the land. They can protect the land. The Powhatan defended their land against attack from the English and other Indian groups. However, no person could truly own the land.

- a) There was also a misunderstanding of how land should be used. The Powhatan did not clear large areas of land to create villages. Much of the land was left as wilderness. In contrast, the English cleared large areas of land when creating villages and towns. When the English saw the wilderness in North America, they simply assumed that Powhatan and other Indian groups had no interest in the land and they, the English, could simply take it.
- 4) To the English, trade was a way to make a profit: trade something of lesser worth in exchange for something of greater worth. To many Indian groups, trade was not done for profit. Trade was a way for people to get what they needed. It allowed people the opportunity to acquire something they felt was important to their lives. Indian trade was not a way for one group to take advantage of another group.
- 5) The purpose of slavery is to use or exploit another person's life to make the slaveowner's life easier and increase their wealth.
 - a) When a person can view another person as less than human, as property or a thing, then there is no reason for a slaveowner to feel remorse.
 - b) Slavery provides the opportunity to use human labor to make a profit. By giving the slave little, and asking much, the slaveowner can achieve their financial goals at a faster rate than using paid labor.
 - c) Student answers will vary.
- 6) Student answers will vary.

P A R T II

- 1) Foreign traders became smugglers to avoid paying a duty on non-English goods. Paying a duty, meant the trader had to take money out of his pocket before ever selling his goods. To compensate for paying this duty, the traders increased the price of their goods, making them less desirable for purchase. By smuggling the goods into the colonies, traders kept the prices of foreign goods down, which, in turn, made them attractive to the buyer or colonist.
 - a) Smuggling still goes on today. Each year the U.S. government loses billions in revenue because of smugglers. In Great Britain, the government loses over a billion dollars a year to smugglers of tobacco and alcohol. In Pakistan, smugglers smuggle in three billion dollar's worth of goods, including 500,000 televisions, each year.

Note: You can ask students to relate personal observations of smuggling, such as smuggling candy into your room. You may want to ask student groups to go onto the Internet to research modern-day smuggling. There are plenty of websites dedicated to this topic.

- 2) The New England Colonies: Massachusetts Bay Colony, New Hampshire, Rhode Island, and Connecticut. The Middle Colonies: New York, New Jersey, Pennsylvania, and Delaware. The Southern Colonies: Maryland, Virginia, North Carolina, South Carolina, and Georgia.
 - a) Some general differences between New England and Southern Colonies:
 - 1a) There were more people living in Southern colonies than in the New England colonies.
 - 2a) Due to a warmer climate, Southern colonies grew such crops as tobacco, wheat, corn, indigo, and rice.
 - 3a) Southern colonies used far more slave labor than New England colonies to produce goods for consumption and trade. By 1760, there were about 400,000 slaves in the colonies. Seventy-five percent of these slaves were in the Southern colonies.
 - 4a) Most Southern colonists were farmers. Due to generally rocky, harsh soil conditions, New England colonists were more often craftsmen engaging in carpentry, masonry, blacksmithing, tailoring, weaving, barrel making (cooperage), and shoemaking.
- 3) The colonists would have had a difficult time attaining the level of prosperity they enjoyed in America without British sea power, British military power, and without knowledge of commerce and trade. Though the British

were focused on squeezing as much profit from the colonies as possible, colonists did make a profit; for many that was their main goal. Ben Franklin warned of colonists who used their profits solely to increase their material goods. Ask students if there is a danger in becoming overly reliant on material goods to make life easier.

- 4) In the 1600s, the English government did not pay much attention to the colonies. With the English Civil War of the 1640s and the inability of English sea power to extend to North America until 1660, colonists were left on their own and, to greater degree, ruled themselves.
- 5) Student answers will vary.
- 6) Student answers will vary.
- 7) Indians and colonists traded goods. Indians would leave their homes to live in colonial settlements. Conversely, colonists left their settlements to live in Indian villages. Indian and colonial officials would meet to create agreements over land and treaties of peace. Unfortunately, most Indian-Colonial interaction was of a violent nature. From the first English settlers to the Pilgrims, to the Puritans, there was a deep belief among many of the colonists that they had a right to the land Indians were living on. If trade did not allow colonists to acquire Indian land, then colonists used force to take the land. Indian groups grew to realize that colonists would break treaties of agreement whenever it suited their interests. When the English first settled Martha's Vineyard in 1642, there were 3,000 Wampanoag Indians. By 1764, there were 313 Wampanoags. Indian annihilation was a common element in the English-Indian relationship. However, disease was the main annihilator of the Indian population. Europeans brought over smallpox and plague. Indians, never being exposed to these diseases, were highly vulnerable to contracting and dying from these illnesses. There are those who see this event as a predecessor to biological warfare.

Note: The great Iroquois society (see information contained in Part III, answer #11) believed in working collectively and sharing possessions. Parents did not use harsh punishment to discipline their children, but rather encouraged independent spirit. Children were never taught that men are better than women. Men controlled the forest and fought wars, but women controlled daily life in the great Iroquois society, including who represented their people in the government or Great Council. Have students research and compare this society to the Puritan society and their beliefs—especially how children were raised.

- 8) Revenues from the Townshend Act were used to pay English officials governing the colonies. By making these officials exclusive employees of the King, these officials were then loyal to the needs of the King—not the colonists. Therefore, when colonists complained of duties, taxes, decisions by judges, and edicts by a governor, nothing was done about it. This political situation made it very difficult for colonists to create change and enact improvements, thus limiting the chances to make their lives better.
- 9) Puritans believed that merriment, like dancing, could lead to a loss of respect for godly things.

P A R T I I I

- 1) The song states rebels were frustrated over the British ruling their lives, the large presence of British soldiers, British soldiers taking jobs that colonists should be doing, and duties and taxes. The British soldier was frustrated over the uncomfortable uniform, lack of food for his family—due to poor pay, the inability to call a place his true home, and the lack of respect by colonists and their children.
- 2) The British called the Intolerable Act the Coercive Acts.
- 3) Student answers will vary.
- 4) The First Continental Congress was attended by fifty-six people from twelve colonies. Georgia did not send any representatives but agreed to stand by the decisions of the Congress.
 - a) The purpose of the First Continental Congress was to denounce the Intolerable Acts and force colonists to stop buying British goods. These actions were called the Suffolk Resolve. However, before the

Congress met, there was the potential for loftier goals than an agreement on the Suffolk Resolve. The Virginia assembly had called upon the Congress to form a plan of defense to preserve colonists' common rights. The First Continental Congress was very important. It was a statement that colonies were finally willing to think of themselves as one people, willing to form a separate government from the British parliament and willing to fight as one people.

- 5) "Taxation without Representation" was first used in 1764 at a Boston town meeting to speak out against the new Sugar Act. This act was created to double the cost on molasses for colonists and increase British revenues to be used for the defense of the colonies.
 - a) This protest phrase was first used to refer to the fact that there could be no colonists elected to the British Parliament. Yet, this same Parliament could impose taxes on the colonists. This was then "Taxation without Representation."
 - b) This was not the last time this unjust situation occurred. Colonists continued to be unfairly represented in Parliament and in the Colonial assemblies. Though "Taxation without Representation" may not have been the phrase of the day, during the First Continental Congress, the fact that colonists could not have their views represented in Colonial assemblies was another example of "Taxation without Representation" and an ongoing problem of English injustice.
- 6) It is famous, Paul Revere saying, "The British are Coming." However, many historians feel colonists believed they were British so Revere could have said: "redcoats" or "regulars."
- 6) It is famous, Paul Revere saying, "The British are Coming." However, many historians feel colonists believed they were British so Revere would have said: "redcoats" or "regulars." Research also shows Revere and William Dawers threw pebbles at windows and knocked on people's doors.
- 7) Thomas Jefferson.
 - a) Student answers will vary.
- 8) At the time "all men" referred to white men who owned land.
 - a) Black Americans, women, and Native Americans did not have the same rights and opportunities in America during the 18th century. Many Black Americans were slaves. Women did not have the right to own land and participate in government. Lastly, for the most part, Native Americans had no right to their happiness if it interfered with the happiness of Colonial men. Having said this, the Declaration of Independence was still an extremely important step in democracy.
- 9) On July 2, 1776, the Second Continental Congress formally dissolved ties with Great Britain.
- 10) Colonists relied on the British military, the finest fighting force in the world, to protect colonial interests. Secondly, if the British trained colonists to be a superb fighting force, it could become a danger to British interests. Colonists, highly trained in warfare, could turn that training against the British if they so chose to.
- 11) On February 6, 1778, Commissioner Benjamin Franklin and Count Vergennes met to sign two treaties. The first treaty made them partners in the War for the colonists' independence. The second treaty stated that both the colonists and the French would fight until American independence was won. In 1781, French ships headed to the Chesapeake Bay to help General Washington's troops surround British General Cornwallis and his army at Yorktown. The French ships were successful. They blocked the bay, preventing the British navy from coming to General Cornwallis's rescue. This prompted Cornwallis to surrender, which ended the war and gave America its independence.
- 12) For two hundred years, the Iroquois Nation had prospered. What had been continual blood feuds between Indian groups had ceased. The Mohawk, Oneida, Onondagas, Seneca, and Cayuga lived in peace. (Later, the Tuscarora joined the Iroquois nation.) They created a government based on liberty for all people, and lived by a code that rejected weapons of war. Then, when settlers came from Europe to North America, the Iroquois Nation became their friends. When the French and Indian War began, both the French and British sought the help of their Indian friends. The Indian nations were now forced to take sides. The united Iroquois nation was united no more. The Seneca nation broke from the other nations who had pledged to help the British and offered to help the French—along with groups of Mohawks and Onondagas. Indian groups that had once respected

each other found themselves killing one another. The French and Indian War began to unravel two hundred years of peace.

The Revolutionary War would complete the destruction. The Oneida and Tuscarora would fight alongside the American colonists. The Mohawk, Cayuga, Seneca, and Onondaga would fight alongside the British. The Iroquois nation's unity was shattered.

Note: On July 4, 1744, Chief Canassatego, the elected speaker of the Great Iroquois Council, suggested that the colonies stop focusing on their individual prosperity and form a union, as did the Iroquois nation. The colonies dismissed the idea. Later, however, American leaders used the principles of the Iroquois nation to help form the government of the new American nation.

SOURCES:

- www.crystalinks.com/iroquois.html (general)
- www.hartford-hwp.com/archives/41/036.html (Iroquois Constitution and the Great Council)
- <http://muweb.millersville.edu/~columbus/papers/ortega-1.html> (Iroquois and European child rearing).

Song lyrics from the video series are available
for download on our website:
www.FindTheFunProductions.com



If you would like to arrange for a live performance
of this series at your school, please contact:

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S o n o m a, C A