

Assignment: A Revolutionary Argument



"Are we there yet?"

Assessment: This assignment will culminate with the Revolutionary Argument project.

Packet Contents:

Essential Questions

Assignment Readings

Revolutionary Argument Directions

Revolutionary Argument Grading Rubric

Essential Questions: As we go forth into this unit, consider the following questions. How might they apply to the American Revolution or to the present day? Feel free to refer to these questions during class discussions, in your notes, or on written assignments.

- Who grants "authority" or "power"? How and when is authority exercised justly? Unjustly?
- When is the questioning of authority justified? When should authority be respected?
- What "natural rights" are common to all humans?
- Is the use of violence ever justified? If one avoids violence, what are other viable options to create change?
- Is "leadership" a natural trait or a learned behavior?
- What qualifies one to be a leader? (Education? Race? Religion? Social or economic standing? All of the above? None of the above?)
- From whom does a leader receive authority?

If you feel that you have another question to add to this list, do not hesitate to share it with me.



This person has a rest-stop named after her on the New Jersey Turnpike. Who is it?

Assignment Readings

Directions for Each Reading:

- Complete each reading by the assigned due date. (Check Moodle Courses or the whiteboard for exact due date postings.)
- Feel free to read / work ahead.
- Use reading questions to take notes on each assigned reading. Take notes in the format that works best for you.
- Spend only 30-45 minutes on Social Studies homework
- Bring all notes to class **ON PAPER** on the day they are due.
- USE LABS to stay ahead and ask questions.
- Review "What you can expect from Mr. Golon's class" for more clarification on these directions.

Section 1: Great Britain, France, North America, and the First "Real" World War.

HW Readings: (Optional) TB 140-145

Reading Questions:

- Why could the War between France and Great Britain be considered a "World War"?
- What role did Native Americans play in this conflict?
- In general, how did the French and English treat the Native Americans differently?
- What was George Washington's role in this conflict?
- What was the Albany Congress and Albany Plan of Union? What happened to this plan?
- How did the British overcome early setbacks to win the war?
- What were the most important results of the Treaty of Paris?
- Your textbook refers to this war as the "French and Indian War." In class, I refer to it as the "Seven Years' War." What's the difference? Is the difference significant?
- *Does this reading address any Essential Questions? If so, how?*

Section 2: Great Britain "Acts" Up; The Colonists Respond

HW Readings: TB 146-153, 155-158

Reading Questions:

- 146-153

- As you read, identify the following: Pontiac's War, Proclamation of 1763, Stamp Act, Townshend Acts, writ of assistance, Boston Massacre, committee of correspondence.
 - Why was managing "the frontier" so difficult for British authorities?
 - Why did Great Britain impose so many new taxes on their American colonies?
 - How did the colonists justify protesting the various "Acts" of Great Britain?
 - What is meant by the phrase "No Taxation without Representation"?
 - *Does this reading address any Essential Questions? If so, how?*
- 155-158
 - As you read, identify the following: Tea Act, Boston Tea Party, Intolerable Acts, Quebec Act, First Continental Congress
 - The Tea Act actually *lowered* the price of tea, yet it still angered the colonists. Why?
 - If you were a colonist in Boston, which part of the Intolerable Acts would you find most objectionable? Why?
 - *Does this reading address any Essential Questions? If so, how?*

Section 3: 1776 - Common Sense and The Declaration of Independence

HW Readings: *Common Sense* Excerpt, TB 175-180

Reading Questions:

- *Common Sense* Excerpt
 - Answer the three questions at the bottom of the excerpt handout.
- 175-180
 - What is the textbook's definition of natural rights? Do you agree or disagree with this definition? Give an example to explain your perspective.
 - How is the Declaration structured as a document?
 - Who was on the committee to draft the Declaration? Who actually wrote most of it?
 - Paraphrase the Declaration's introduction. (Put it in your own words.)
 - Select a quotation from each section of the document. First, paraphrase these quotes. Then, explain the significance of each quote. Why did you select it? Why did it "stand out"?
 - *Does this reading address any Essential Questions? If so, how?*

Section 4: The Revolutionary War (Nuts and Bolts)

HW Readings: TB 168-171, 181-185, 191-195

Reading Questions:

- 168-171
 - As you read, identify the following: King George III, Olive Branch Petition, Continental Army, George Washington, Patriot, Loyalist, Bunker Hill
 - Summarize the advantages held by each side as the War began.
 - Why did British troops sail from Boston to Halifax, Canada in March, 1776?
 - *Does this reading address any Essential Questions? If so, how?*
- 181-185
 - As you read, identify the following: Battle of Long Island, Battle of Trenton, Battle of Saratoga
 - Why was the Battle of Saratoga considered to be a "turning point" in the war?
- 191-195
 - As you read, identify the following: Battle of Yorktown, Treaty of Paris
 - What are guerrilla tactics? Why were they so effective for American troops throughout the war?
 - Why were the British forced to surrender at Yorktown?

- What important concessions did the Americans win from the British in the Treaty of Paris?
- Your textbook lists several reasons why the Americans won the war. Of these, which do you think was the most important? Explain your opinion using an example.
- *Does this reading address any Essential Questions? If so, how?*

Section 5: A Revolution for All?

HW Readings: TB 186-188

Reading Questions:

- As you read, identify the following: Molly Pitcher, Peter Salem
- Did the Revolutionary War result in any "progress" for American women?
- Why did Washington finally agree to let free African-Americans join the Continental Army?
- During the Revolutionary War, enslaved African-American joined both sides of the fight. What were the potential costs and benefits of joining either side?
- *Does this reading address any Essential Questions? If so, how?*



14. "Lord Stirling's Last Struggle Around the Old Cortelyou House," by Alonzo Chappel. The majority of the attacking Marylanders were killed in this rearguard action that saved the remnants of the retreating American Army.

(This event happened in your backyard. What is it?)

**Assessment:
Make a Revolutionary Argument**



"My thesis? These uniforms rule."

- **Your Task:** Use historical evidence to make a "revolutionary argument" in response to one of the questions below.
 - Did Thomas Paine make an effective argument in *Common Sense*? Why or why not?
 - Did Thomas Jefferson (and others) make an effective argument in the Declaration of Independence? Why or why not?
 - Were the "natural rights" of the colonists being denied by Great Britain? Why or why not?
 - Were women and people of color welcomed participants in the rebellion against Great Britain? Why or why not?
 - Did the Americans "win" the war, or did Great Britain "lose" the war?
 - Were the colonists justified in their use of violence against Great Britain? OR... Could the colonists have achieved their goals without the use of violence?

- **Step 1 (Required for ALL):** Answer your question using a clear thesis statement. Remember...
 - Thesis = What? (Argument), How? (What evidence will you use?), and "So what? (Why is this argument significant?)
 - *Example:*

- **Step 2 (You have options...):** Once your thesis is approved, you may choose how to develop your argument...
 - Create the front-page of a Revolutionary-era newspaper that presents your argument.
 - Write and deliver a speech as a historical character making your argument. (Costumes encouraged.)
 - Stage a press conference where a historical character has to answer questions proving your argument.

- Create a booklet that describes a museum exhibit that supports your argument. (What pieces would be in this exhibit? How do they support your argument?)
 - Create a report for "Revolutionary Radio." Who would you interview (living or dead) to help you make your argument?
 - Write a 5-paragraph essay outlining and supporting your argument.
 - Propose your own creative method to present your argument.
- **Primary Source Requirements:** Whatever "method of argument" you choose, you MUST use direct evidence from *at least 2 different primary sources* to prove your thesis! For example:
 - *The Way to Wealth*
 - *Common Sense*
 - *The Declaration of Independence*
 - Any primary source Mr. Golon puts on the Moodle.
 - Any primary source you find through individual research that is also approved by Mr. Golon
- **Deadlines:**
 - Working Thesis statement / "method of argument" proposed: **Friday, October 8th**
 - Final product due: **Monday, October 18th**
 - *Copy these deadlines down into your assignment book. (No, seriously. Do it. Now.)*
 - Keep in mind: Be creative, but be reasonable. Don't bite off more than you can chew. Think about what you can accomplish in the time allotted. You will have working labs in class on . Otherwise, this assignment must be completed as homework.
- **Grading:** See rubric for expectations!

Good Luck, Go Forth Unafraid...

Rubric: Revolutionary Argument Project

	Exceeds Expectations	Meets Expectations	Nearly Meets Expectations	Needs Improvement
Introduction & Thesis (Central Argument)	<p>The introduction uses an effective written strategy to introduce the reader to the topic.</p> <p>The thesis demonstrate "What? How? And So What?" in a manner that is thoughtful and sophisticated.</p>	<p>The introduction clearly introduces the reader to the topic.</p> <p>The thesis clearly demonstrates "What? How? and So What?"</p>	<p>The introduction is unrelated or unclear.</p> <p>The thesis does not full demonstrate "What? How? and So What?"</p>	<p>The introduction is unclear or overly simplistic.</p> <p>The thesis does not present a clear argument.</p>
Evidence / Quotes (Content)	<ol style="list-style-type: none"> 1. The speaker of the quote is clearly introduced. 2. The quotes used are distinct from each other. (They don't say the same thing!) They also come from different primary sources. 3. The quotes used provide a large amount of relevant information for analysis. 4. The sources have been cited correctly. 	<ol style="list-style-type: none"> 1. The speaker of the quote is clearly introduced. 2. The quotes used are distinct from each other. (They don't say the same thing!) More than one primary source is used. 3. The quotes used provide sufficient relevant information for analysis. 4. The sources have been cited correctly. 	<ol style="list-style-type: none"> 1. The speaker of the quote is unclear. 2. The quotes used are not distinct from each other. (They say the same thing!) Only one primary source is used. 3. The quotes used provide some relevant information for analysis. 4. The sources have been cited incorrectly. 	<p>Quotes? What quotes?</p>
Analysis of Evidence (Context and Significance)	<ol style="list-style-type: none"> 1. Context: Sufficient historical background for each quote has been provided. 2. Significance: The writer has clearly explained how the evidence proves the thesis to be true in a manner that is thoughtful and sophisticated. 3. The writer has clearly analyzed the language of the 	<ol style="list-style-type: none"> 1. Context: Sufficient historical background for each quote has been provided. 2. Significance: The writer has clearly explained how the evidence proves the thesis to be true. 	<ol style="list-style-type: none"> 1. Context: Partial historical background for each quote has been provided. 2. Significance: The writer needs to better explain how the evidence proves the thesis to be true. 	<ol style="list-style-type: none"> 1. Context: Insufficient historical background for each quote has been provided. 2. Significance: The writer has not explained how the evidence proves the thesis to be true.

	quote and why it is significant to the argument.			
Conclusion	The main argument is clearly summarized and a complex significance ("take-away") is synthesized.	The main argument is clearly summarized. A take-away is attempted, but needs more development.	Both summary and take-away need greater development.	The work ends abruptly.
Proofreading, Editing, Revising (Spelling, grammar, punctuation, use of formal language, transitions, etc.)	The work is pristine. If errors exist, they are minor.	Some errors exist.	Too many errors exist.	The work is in great need of revision.
Overall thoughtfulness, originality, and clarity of work.	Wow. I can't find my socks because they have been knocked off. Make a lab so I can tell you all about it.	Very strong work. Be proud. Stand tall. Make a lab so we can look at what adjustments to make for next time.	You're totally getting there. Read all comments. Next time is going to be much better. A lab would be very helpful.	Even Babe Ruth struck out 1,330 times. Make a lab. Let's make a plan.