

What Were the Reasons that the Colonists Rebelled against the King in 1776?

(Social, Political, and Economic)

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Name: \_\_\_\_\_ Date \_\_\_\_\_

The following question is based on the accompanying documents (1-4). It is designed to test your ability to examine and interpret the meaning of the documents. Then you will write a final essay which uses important information from the documents that you have analyzed.

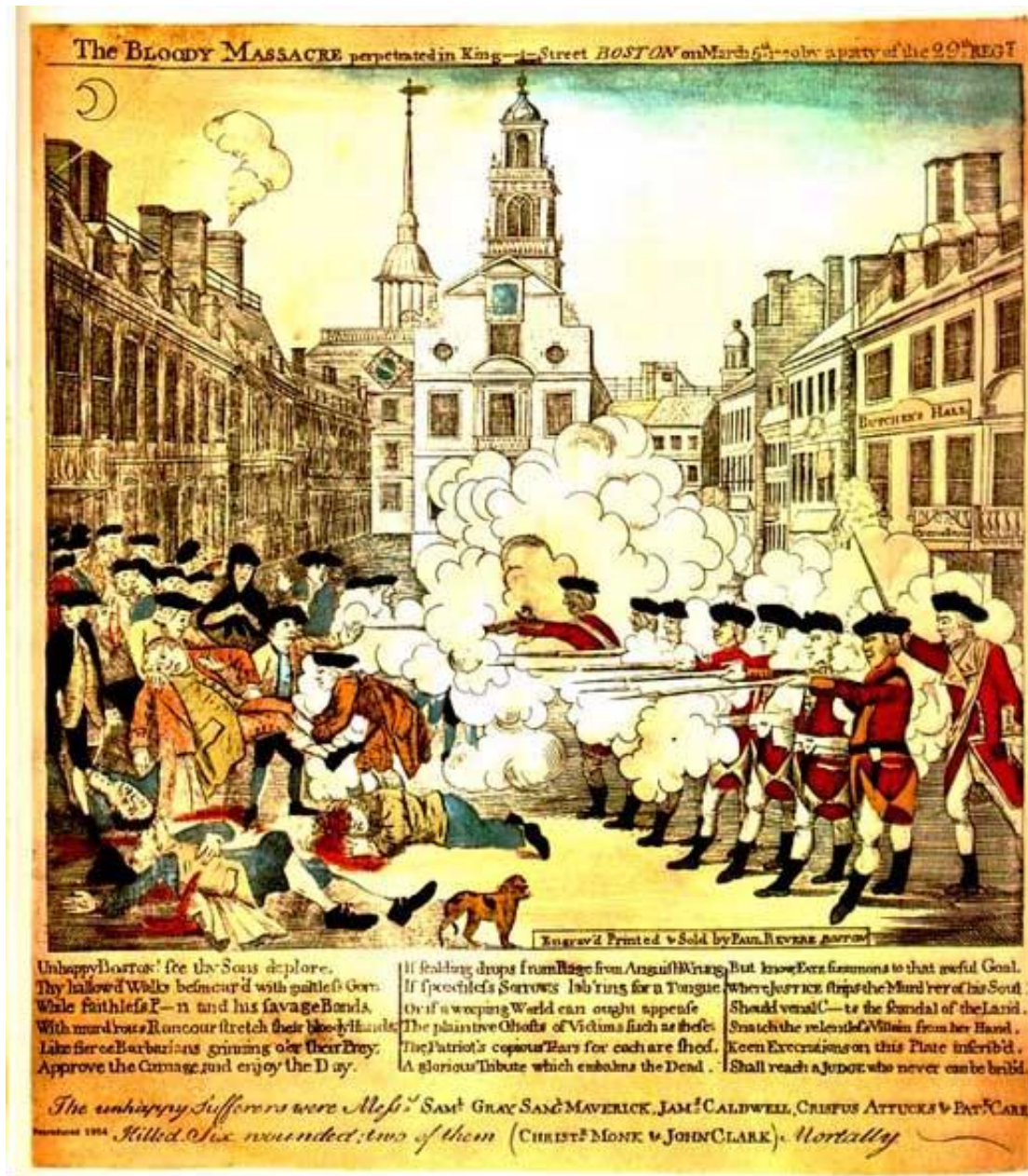
**Directions:** Read the documents in Part A and answer the questions after each document. Then read the directions for Part B and write your essay.

**Historic Background:** There were many reasons that the colonists rebelled against the king in 1776. The struggle between England and the thirteen colonies took place over several years during the middle of nineteenth 18<sup>th</sup> century. There were many important events that lead to the rebellion against the King and the Revolutionary War which led to the creation of the United States of America and freedom for the colonists.

**Task:** The 1760's and 1770's were years of dissatisfaction and rebellion for colonial America. Use the following documents to write an expository essay that describes the reasons that the colonists rebelled against the King in 1776. Include information about the Boston Massacre, The Boston Tea party, The Sons of Liberty, the Stamp Act and other information you may have learned from our readings and discussions.

Part A- Short Answer

Document 1: The Boston Massacre (Educational Impressions, Inc. pg.14)



The event known as the Boston Massacre took place on March 5, 1770. It began when some boys began taunting the British Troops and one of the boys threw a snowball at a British soldier. The soldier became frightened and called for help. Other people became involved, and soon the British began to fire on the crowd. Five people died and many others were wounded. It was the opening fight in the Revolutionary War. This is an engraving representing the tragic event (Jaffe & Doherty, 2003).

1. What was the title of this engraving? \_\_\_\_\_

2. What is happening in this picture? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Do you think it is a realistic portrayal of the event? Why or why not? \_\_\_\_\_

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4. In your opinion, what was the creator's purpose in creating this illustration of the event? \_\_\_\_\_

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5. How did this image help the colonists' cause? \_\_\_\_\_

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Document 2 – The Boston Tea Party

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*Gentleman, - You are desired to meet at the Liberty Tree this day at twelve o'clock noon, then and there to hear the persons to whom the tea shipped the East India Company is consigned make a public resignation of their offices as consignees upon oath; and also swear that they will reship any teas that may be consigned to them by the said Company, by the first sailing vessel to London.*

T

*Boston, November 3, 1773*

*Show me the man that dare take this down!*

This is a transcription of a notice posted in Boston previous to what is now known as the Boston Tea Party.

The American colonists had long objected to paying taxes imposed on them by the British. The objection was especially strong because they had no representation in Parliament. One tax was on tea. To get around this, the colonists bought tea from the Dutch. In 1773, the British passed the Tea Act allowing the English East India Tea Company to sell tea more cheaply, even including the tax. The British thought that as long as Americans could pay less for the British Tea than the Dutch tea, they wouldn't mind paying the tax. They were wrong.

Colonial leaders in Boston organized a raid on the English ships which were in the harbor; the ships were loaded with the British tea. On the night of December 16, 1773, a group disguised as Mohawk Indians boarded the ships and threw the tea into the harbor. As a consequence, the British closed the port of Boston. This disruption in trade and transportation caused great hardship for the people of Massachusetts. Benjamin Franklin offered to pay for the destroyed cargo, but his offer was refused. In other colonies cargoes of British tea met with similar results. More and more British naval ships and troops were sent to her rebellious colonies (Jaffe & Doherty, 2003).

1. What is the purpose of this document? \_\_\_\_\_

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2. Name three facts contained in this document. \_\_\_\_\_

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3. What does the author hope will happen? \_\_\_\_\_

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4. What is meant by the last sentence (Under the date)? \_\_\_\_\_

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5. In your opinion, was the advertisement effective? Explain. \_\_\_\_\_

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Document 3 – The Sons of Liberty



Tar & feathering cartoon

In several of the colonies there were groups of men calling themselves the Sons of Liberty. These men were among the first to call for freedom against the British oppression. At first they met and acted secretly. Eventually, as more and more people became convinced of the injustices of the British rule, they met and acted in public. Their early activities included giving speeches, writing letters, publishing pamphlets, organizing demonstrations, and petitioning government officials.

In Boston, the Sons of Liberty included Samuel Adams, Paul Revere, and Dr. Joseph Warren. The award-winning book *Johnny Tremain* tells about a young boy who joins the Boston Sons of Liberty. One of their meeting places in Boston was a certain elm tree, which became known as the Liberty tree. The area under it was called the Liberty Hall. Meeting under a tree gave participants the ability to run in many directions when

necessary. The resistance of the Boston Sons of Liberty to British rule soon spread, and dozens of towns in the thirteen colonies formed their own Sons of Liberty. One of the actions of the Sons of Liberty was to class for the Continental Congress to meet, discuss, and coordinate activities.

Above is a 1774 British cartoon of an excise man and some members of the Boston Sons of Liberty (Jaffe & Doherty, 2003).

1. What country did this cartoon originate? \_\_\_\_\_  
\_\_\_\_\_
2. Was the artist in favor of the British or the Sons of Liberty? Give fact to support your opinion. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Where did this cartoon take place? Why is it significant? \_\_\_\_\_

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4. What activity is shown in the background? \_\_\_\_\_

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5. What is symbolized by forcing the man to drink? What is the drink? \_\_\_\_\_

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6. Can you tell what had happened to this man before this scene? \_\_\_\_\_

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Document 4 – **The Stamp Act of 1765**

Under British Control, the American colonists felt that they were not being treated fairly. Because they had no voice in parliament of Great Britain, the colonists claimed that they suffered from ‘taxation without representation.’ The British insisted that the taxes were fair and that the money was to be used for the benefit of the colonies. The colonists disputed this. They said that the money went to Great Britain to enrich itself. On March 22, 1765, the British parliament passed the Stamp Act. George Grenville, the Chancellor of the Exchequer, had suggested the idea. A special tax was to be added in the form of a stamp. It required the colonists to buy stamps printed in England and to use them on all sorts of papers, including legal documents, licenses, contracts, newspapers, pamphlets, and playing cards. Because of strong protests by the colonists, it was later repealed (Jaffe & Doherty, 2003).

**March 22, 1765**

*AN ACT for granting and applying certain stamp duties, and other duties, in the British colonies and plantations in America, towards further defraying the expenses of defending, protecting, and securing the same; and for amending such parts of the several acts of parliament relating to the trade and revenues of the said colonies and plantations, as direct the manner of determining and recovering the penalties and forfeitures therein mentioned.*

*WHEREAS, by an act made in the last session of Parliament several duties were granted, continued, and appropriated toward defraying the expenses of defending, protecting, and securing the British colonies and plantations in America; and whereas it is just and necessary that provision be made for raising a further revenue within your majesty's dominions in America toward defraying the said expenses; we, your majesty's most dutiful and loyal subjects, the Commons of Great Britain, in Parliament assembled, have therefore resolved to give and grant unto your majesty the several rates and duties hereinafter mentioned; and do humbly beseech your majesty that it may be enacted, and be it enacted by the king's most excellent majesty, by and with the advice and consent of the lords spiritual and temporal, and commons, in this present Parliament assembled, and by the authority of the same, that from and after the first day of November, one thousand seven hundred and sixty five, there shall be raised, levied, collected, and paid unto his majesty, his heirs, and successors, throughout the colonies and plantations in America, which now are, or hereafter may be, under the dominion of his majesty, his heirs and successors:*

For every skin or piece of vellum or parchment, or sheet or piece of paper, on which shall be engrossed, written, or printed, any declaration, plea, replication, rejoinder, demurrer or other pleading, or any copy thereof; in any court of law within the British colonies and plantations in America, a stamp duty of *three pence*... (Independence Hall Association, 1999-2011).

Where was this document written? \_\_\_\_\_

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1. When did the act take effect? \_\_\_\_\_

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2. Which terms are repeated several times? \_\_\_\_\_

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3. What action did the colonists take in response to the Stamp Act? \_\_\_\_\_

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4. What items were taxed under the Stamp Act? \_\_\_\_\_

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5. Why did the American Colonists believe they were being treated unfairly? \_\_\_\_\_

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**Rubric**

(<http://www.studyzone.org/testprep/ss5/b/causesofamrevdbqfinal/index17.html>)

4

- Answers all aspects of the tasks by using the documents and may bring in relevant outside information related to the documents.
- Consistently uses accurate data.
- Develops ideas fully, using such supporting evidence as examples, reasons, details, explanations, and generalizations that are relevant and appropriate.
- Demonstrates a logical plan of organization and coherence in the development of ideas.
- Consistently expresses ideas clearly.

3

- Answers most aspects of the task by using the documents.
- Generally uses accurate data.
- Develop ideas satisfactorily with adequate supporting evidence.
- Develops an answer, using a general plan of organization.
- Generally expresses ideas clearly.

2

- Answers some aspects of the tasks by using some of the documents.
- Uses some accurate data.
- Demonstrates weakness in development of ideas with little supporting evidence.
- Attempts to organize an answer but is weak and goes off topic.
- Attempts to express ideas clearly.

1

- Does not use information to support ideas or uses information which is not relevant.
- Shows limited understanding of the task.
- Fails to use documents or only vaguely refers to the documents.
- Lacks a plan of organization.
- Does not express ideas clearly. (Study Zone, 2010).

References

Independence Hall Association. (1999-2011). *ushistory.org*. Retrieved from <http://www.ushistory.org/declaration/related/stampact.htm>

Jaffe, C. S., & Doherty, B. T. (2003). *Document-based activities*. Hawthorne, New jersey: Educational Impressions.

Study Zone. (2010, January). *Causes of American Revolution* [PowerPoint slides]. Retrieved from <http://www.studyzone.org/testprep/ss5/b/causesofamrevdbqfinal/index16.html>.