

11 American History/Grade 12 American Government

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Directions: The following question is based on the accompanying documents (1-8). Some of these documents have been edited for the purpose of these exercises. This question is designed to test your ability to work with historic documents. As you analyze the documents, take into account both the sources of the document and the author's point of view.

Historic Context

The colonies had many grievances against the British Empire. Eventually, these unresolved grievances would lead to revolution.

Question: Discuss some of the grievances that the colonies had with the British government and evaluate some of the events and laws which would eventually throw America into revolution with Britain.

After reading the documents, complete Part A.

Part A: Short Answer

Document 1

Title: A Summary View of the Rights of British America by Thomas Jefferson

Year: 1774

These are our grievances which we have thus laid before his majesty, with that freedom of language and sentiment which becomes a free people claiming their rights, as derived from the laws of nature, and not as the gift of their chief magistrate: Let those flatter who fear; it is not an American art. To give praise which is not due might be well venal, but would ill beseeem those who are asserting the rights of human nature. They know, and will therefore say, that kings are servants, not the proprietors of the people. Open your breast, sire, to liberal and expanded thought.

1. Describe what Jefferson believes the role of the King should be.

Document 2

Title: The Boston Tea Party by John Adams

Year: 1773

The last ministerial Maneuver has created a more open and determined Resistance than ever has been made before. The Tea Ships are all to return, whatever may be the Consequence. I suppose your wise Minister will put the Nation to some expense of a few Millions to quell this Spirit by another Fleet and Army. The Nation is so independent, so clear of Debt and so rich in Funds and Resources, as yet untried, that there is no doubt to be made, she can well afford it.

But let me tell those wise Ministers, I would not advise them to try many more such Experiments. A few more such Experiments will throw the most of the trade of the Colonies, into the Hands of the Dutch, or will erect an independent Empire in America--perhaps both.

Nothing but equal Liberty and kind Treatment can secure the attachment of the Colonies to Britain.

2. Discuss what John Adams believes will happen to America if the British government does not treat America with "equal liberty and kind treatment."

Document 3

Title: The Boston Massacre by Deacon John Tudor

Year: 1770

March 5th

This unhappy affair began by Some Boys & young fellows throwing Snow Balls at the sentry placed at the Customhouse Door. On which 8 or 9 Soldiers Came to his assistance. Soon after a Number of people collected, when the Capt commanded the Soldiers to fire, which they did and 3 Men were Kill'd on the Spot & several Mortally Wounded.

3. What started the event known as the Boston Massacre?

4. Why was it called a massacre?

Document 4

Title: The Townshend Acts, from a letter by John Hancock

Year: 1768

You are already too well acquainted with the melancholy and very alarming Circumstances to which this Province, as well as America in general, is now reduced. Taxes equally detrimental to the commercial interests of the Parent country and the colonies are imposed upon the People, without their consent; Taxes designed for the Support of the Civil Government in the Colonies, in a Manner clearly unconstitutional, and contrary to that, in which 'till of late, Government has been supported, by the free Gift of the People in the American Assemblies or Parliaments; as also for

the Maintenance of a large Standing Army; not for the Defence of the newly acquired Territories, but for the old Colonies, and in a Time of Peace...

5. What objection does Hancock have to the taxes imposed by the Townshend Acts?

Document 5

Title: The Stamp Act Crisis, from a letter by Archibald Hinschelwood

Year: 1765

There is a violent spirit of opposition raised on the continent against the execution of the Stamp Act, the mob in Boston have carried it very high against the Secre[ta]ry [Andrew Oliver]...for his acceptance of an office in consequence of that Act. They have even proceeded to sow violence, and burnt him in effigy. They threaten to pull down & burn the stamp office row building; and that they will hold every man as infamous that shall presume to carry the Stamp Act into execution, so it is thought Mr. Oliver will resign. I don't find any such turbulent spirit to prevail among us, if it should, the means are in our Hands to prevent any tumults or Insults; what the consequences may be in the colonies who have no military force to keep the rabble in order, I cannot pretend.

7. Why are the people of Boston angry at Andrew Oliver?

8. What do they threaten to do?

9. Why does Mr. Hinschelwood fear what may happen to the colonies?

Document 6

Title: Charles Thomson's letter to Benjamin Franklin

Year: 1769

The very nature of freedom supposes that no tax can be levied on a people without their consent given personally or by their representatives.

...I have often viewed with infinite satisfaction the prodigious growth & power of the British Empire and have pleased myself with the hopes that in a century or two the British colonies would overspread this immense territory added to the crown of Britain [i.e. Canada], carrying with them the religion of Protestants, and the laws, customs, manners, & language of the country from whence they sprung;... But alas! The folly of a weak administration has darkened the prospect.

10. What vision did Thomson have for the British Empire?

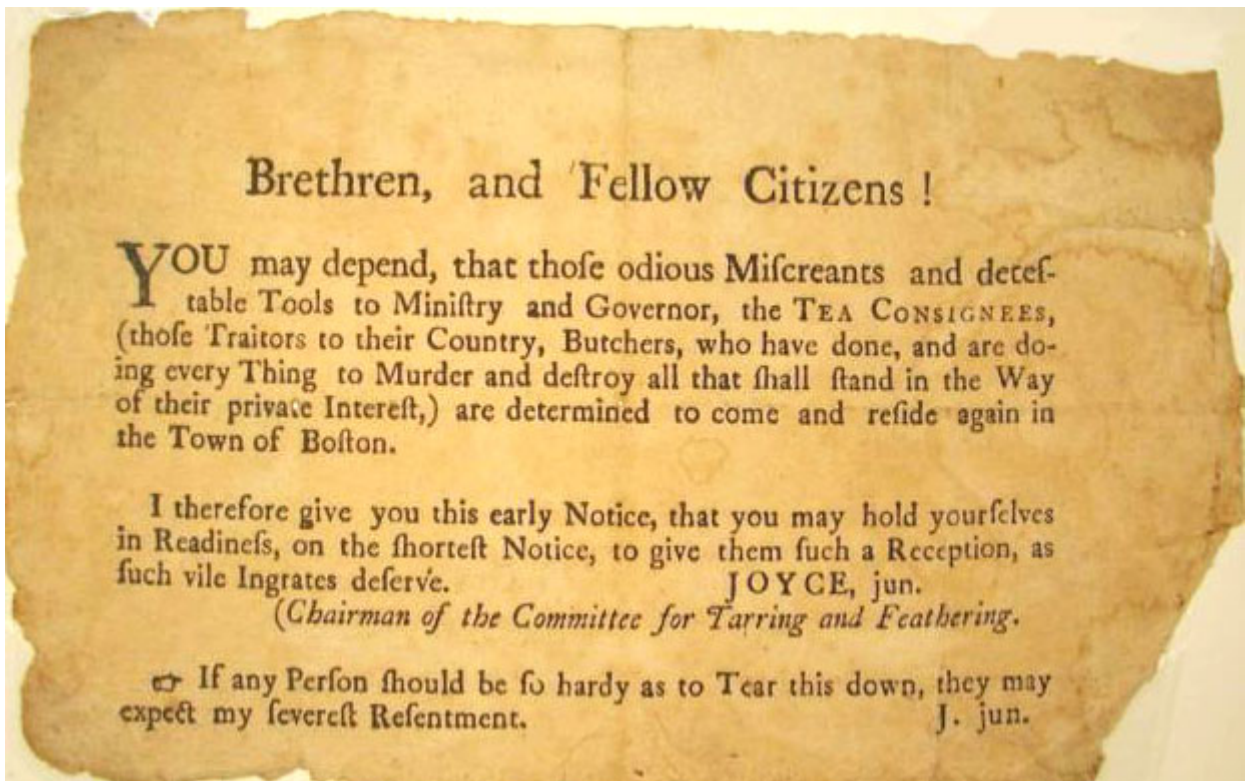
11. To whom does he credit the failure of his vision?

Document 7



This engraving, *Resistance to the Stamp Act*, depicts an angry Boston crowd burning a pile of stamps in resistance of the Stamp Act of 1765. It is noteworthy that the artist included women and an African-American among the protesters.

12. According to the engraving, what groups protested the Stamp Act?



An Original Broadside "Invitation" to the Boston Tea Party
Courtesy Dr. Gary Milan Collection

13. Describe who is returning to Boston.
14. What is Mr. Joyce suggesting the people of Boston do?

Part B: Essay Response

Write an essay that discusses some of the grievances that the colonies had with the British government and evaluate some of the events and laws which would eventually throw America into revolution.

The essay should be well organized with an introductory paragraph that states your position on the question. Develop your position in the next paragraphs and write a conclusion. In your essay, include specific historical details and refer to the specific documents you analyzed in Part A. Your essay needs to include both information from the documents and from your own knowledge.

Document Based Question Scoring Rubric

Directions: Use the scoring rubric below to evaluate a DBQ essay.

| Criteria | 5 | 4 | 3 | 2 | 1 | 0 | Score |
|------------------------------------|--|---|---|---|--|---|-------|
| thesis / answers question | Strong thesis-responds directly to the question | Thesis stated-answers the question | Addresses the question but has weak structure and focus. | Poor focus; fails to answer the question adequately. | Fails to address the question; confusing and unfocused. | No thesis; no attempt to address the question. | |
| use of documents / evidence | Uses documents completely and accurately; weighs the importance and validity of evidence | Uses documents correctly; recognizes that all evidence is not equally valid | Uses most documents correctly-simplistic analysis; does not always weigh the importance and validity of evidence. | Some documents used correctly; some only paraphrased or misunderstood; fails to recognize any difference in the validity of evidence. | Fails to use documents correctly; simply paraphrased or misunderstood. | Ignores or misuses the documents. | |
| outside information | Cites considerable relevant information from outside learning | Cites some relevant information from outside learning | Includes little relevant information from outside learning. | Includes little information from outside learning- what is included is irrelevant. | Includes no relevant information from beyond the documents. | Includes no information from beyond the documents. | |
| understanding of topic | Displays a thorough understanding of the topic and related issues | Shows an understanding of the topic and related issues. | Shows basic, though simplistic, understanding of the topic and related issues. | Show little understanding of the topic and related issues. | Shows almost no understanding of the topic or related issues. | Shows no understanding of the topic or related issues. | |
| use of language | Well structured, well written; proper spelling, grammar, mechanics | Clearly written and coherent; some minor errors in writing | Weaker organization; some errors in writing detract from essay's meaning. | Poorly organized; many errors in standard English | Disorganized; littered with errors in standard English. | Lacks any organization; little attempt made; blank paper. | |
| total score: | | | | | | | |

Student who wrote essay:

Student scoring essay:

Signature:

