

TEACHER'S GUIDE

Grades 5 to 12

The Growth of Pre-Revolutionary Freedoms

America's Quest for Freedom Series

Subject Area: United States History, Social Studies

Synopsis: Looks at the greater freedom and opportunities gained by European American colonists in the New World in contrast to the loss of land experienced by Native Americans and the enslavement of Africans.

Learning Objectives:

- Objective 1)** Students will be able to describe the growth of the American colonies as immigrants came from Europe, many as indentured servants, in search of freedom and opportunity.
- Objective 2)** Students will be able to explain the competition that existed between the British, French and Native Americans for land rights.
- Objective 3)** Students will be able to discuss the causes of the Seven Years War, George Washington's role in the war, and how the war impacted Britain and the American colonies.
- Objective 4)** Students will be able to chronicle the events leading up to the Revolutionary War, including the Stamp Act, the Boston Massacre, the Boston Tea Party and the battles at Lexington and Concord.

Pre-Viewing Discussion:

- 1) Discuss the concept of freedom. What makes you free? What conditions are necessary for freedom?
- 2) Vocabulary: immigrant, indentured servant, slavery, frontier, alliance, bankrupt, Stamp Act, tax, riot, massacre, harbor, liberty, militia, Minute Men, raid, commander-in-chief

Post-Viewing Discussion and Activities:

- 1) On a world map, locate England, Holland and France, where immigrants were moving from during the colonial period. Trace the journey these immigrants took to America. How was life in America different from life in Europe? What did European immigrants hope to find in the New World?
- 2) What was an indentured servant? How were indentured servants different from slaves? Why do you think a person would become an indentured servant?
- 3) What did colonists need to be free? What did Native Americans need to be free? Was it possible for both groups to have land? Why did Indian tribes sign alliances with the British and French?

- 4) What nations were involved in the Seven Years' War? What interest did these countries have in America? Describe George Washington's role in the Seven Years War. Why was Braddick unsuccessful? How did his failure impact George Washington? What was the result of the war?
- 5) What were the specific issues and events that caused tensions to rise between the American colonists and the British? What freedoms did the colonists want that were not offered to them by England?
- 6) Why did England pass the Stamp Act? How did the Stamp Act affect life in the colonies? What were the colonists' reactions to the tax?
- 7) What happened at the Boston Tea Party? Who was behind it? What was their purpose?
- 8) Patrick Henry referred to the colonists' condition as "slavery". Do you agree with his statement? Why or why not? What does it mean to be a slave?
- 9) What decision did the Continental Congress make in regard to the British use of force in Boston? When did the British use force in Boston? How did the Continental Congress respond?

Additional Activities:

- 1) Review the events of the Boston Massacre and divide the class into British soldiers and colonists to recreate the event. If possible, read accounts of the massacre before the reenactment. Afterwards, look at the engraving by Paul Revere that depicts the Massacre. Point out the absence of snow and ice and the portrayal of Crispus Attucks as a White man in the engraving. Discuss the reasons for these inaccuracies and the purpose of the engraving. An enlargeable picture of the engraving is available at www.earlyamerica.com.
- 2) Assign students to write newspaper editorials as a patriot in New England with the purpose of persuading Americans to strive for independence from England. Encourage students to refer to the Stamp Act and other taxes, the strong British presence in New England, the Boston Massacre and the Boston Tea Party.

Related New Dimension Media Titles:

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- Native Americans Before Columbus Series
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