



Understanding Loyalists and Patriots

American Revolution



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Grade Level	8th Grade	Time Frame	2 class period(s)
Subject	Social Studies	Duration	90 minutes
Course	U.S. History		

Essential Question

As the American Revolution began, why did some colonists choose to rebel while others remained loyal to England? How do the various viewpoints of colonists contribute to our understanding of the the American Revolution?

Summary

In this lesson, students will analyze primary source documents to understand the motives of those who supported, opposed, or chose to remain neutral prior to the American Revolution. Students will apply their knowledge of colonists' motivations to open-ended scenarios and then write from the perspective of a loyalist, patriot, or neutralist.

Snapshot

Engage

Students recall the events of the Boston Tea Party using prior knowledge. They will speculate whether all colonists were happy about this event.

Explore

Students examine primary source documents to construct an understanding of the motives of loyalists, patriots, and those who chose to remain neutral prior to the American Revolution.

Explain

Students discuss the motivations of loyalists, patriots, or neutralists and present their findings to the class from primary sources.

Extend

Students read a scenario of a colonist prior to the American Revolution and determine whether that colonist was likely to be a loyalist, patriot, or neutralist.

Evaluate

Students choose a short RAFT writing assignment and write as if they were a loyalist, patriot, or neutralist.

Standards

Oklahoma Academic Standards (Social Studies Practices (8th Grade))

- 8.1:** The student will analyze the foundations of the United States by examining the causes, events, and ideologies which led to the American Revolution
- 8.1.1:** Describe the political climate in the British colonies prior to the French and Indian War including the policy of salutary neglect, mercantilism through the Navigation Acts and colonial reaction through the Albany Plan of Union; compare the Iroquois Confederacy to early attempts to unite the colonies.
- 8.1.5:** Analyze the ideological and propaganda war between Great Britain and the colonies including:
- 8.1.5A:** points of views of the Patriots and the Loyalists

Attachments

- [Patriot-Loyalist-or-Neutral-Activity-Understanding-Loyalists-and-Patriots - Spanish.docx](#)
- [Patriot-Loyalist-or-Neutral-Activity-Understanding-Loyalists-and-Patriots - Spanish.pdf](#)
- [Patriot-Loyalist-or-Neutral-Activity-Understanding-Loyalists-and-Patriots.docx](#)
- [Patriot-Loyalist-or-Neutral-Activity-Understanding-Loyalists-and-Patriots.pdf](#)
- [Patriot-Loyalist-or-Neutral-Answer-Key.docx](#)
- [RAFT-Handout-Understanding-Loyalists-and-Patriots - Spanish.docx](#)
- [RAFT-Handout-Understanding-Loyalists-and-Patriots - Spanish.pdf](#)
- [RAFT-Handout-Understanding-Loyalists-and-Patriots.docx](#)
- [RAFT-Handout-Understanding-Loyalists-and-Patriots.pdf](#)
- [SOAPS-Handout - Spanish.docx](#)
- [SOAPS-Handout - Spanish.pdf](#)
- [SOAPS-Handout.docx](#)
- [SOAPS-Handout.pdf](#)
- [Student-Document-Set-1-Understanding-Loyalists-and-Patriots - Spanish.docx](#)
- [Student-Document-Set-1-Understanding-Loyalists-and-Patriots - Spanish.pdf](#)
- [Student-Document-Set-1-Understanding-Loyalists-and-Patriots.docx](#)
- [Student-Document-Set-1-Understanding-Loyalists-and-Patriots.pdf](#)
- [Student-Document-Set-2-Understanding-Loyalists-and-Patriots - Spanish.docx](#)
- [Student-Document-Set-2-Understanding-Loyalists-and-Patriots - Spanish.pdf](#)
- [Student-Document-Set-2-Understanding-Loyalists-and-Patriots.docx](#)
- [Student-Document-Set-2-Understanding-Loyalists-and-Patriots.pdf](#)
- [Student-Document-Set-3-Understanding-Loyalists-and-Patriots - Spanish.docx](#)
- [Student-Document-Set-3-Understanding-Loyalists-and-Patriots - Spanish.pdf](#)
- [Student-Document-Set-3-Understanding-Loyalists-and-Patriots.docx](#)
- [Student-Document-Set-3-Understanding-Loyalists-and-Patriots.pdf](#)
- [Understanding-Loyalists-and-Patriots-lesson-slides.pptx](#)

Materials

- Document Sets 1, 2, & 3 for Students
- SOAPS note organizer (attached, 1 per student)
- Loyalist, Patriot or Neutral Activity Scenarios (attached)
- Loyalist, Patriot or Neutral Activity Answer Key (attached)
- Lesson slides (attached)
- Poster paper and markers
- RAFT handout (attached, 1 per student)

20 minutes

Engage

To begin the lesson, display the title of the lesson on **slide 2**. Introduce **slides 3** and **4** to explain the lesson objectives and the essential question that students will be exploring today. Display **slide 5** and ask students to recall what they remember about the Boston Tea Party. Call on volunteer students to share what they know or can recall.

Possible Student Responses

Answers may vary. If your classes have learned about the [Boston Tea Party](#) in previous lessons, they may know a great deal. If this is an event still to be addressed in a future lesson, students may just know a few basic facts. Some or all of these facts may be shared: In December of 1773, Samuel Adams and members of a patriot group called the Sons of Liberty dressed as Native Americans and dumped English tea overboard from three British ships moored in Boston harbor. The [Sons of Liberty](#) were a group of working-class men led by Samuel Adams that were outraged by the continual taxation of the British government toward the colonies. The Boston Tea Party was an event executed to protest one more tax, the Tea Tax, on colonists imposed by King George III and the British Parliament.

After students have shared the basic facts about the Boston Tea Party, display **slide 6** and ask students to consider what might have happened the next day after the event. Were all colonists pleased about the Boston Tea Party? Why or Why not? Give students a moment to think about an answer to this question and have them share this answer with a partner using the [Think, Pair Share](#) strategy. Once partners have discussed their thoughts, ask for volunteer pairs to share their answers.

Student Responses

Accept a variety of answers within the following context. Pairs will invariably discuss that some colonists were very supportive of the dumping of tea in the Boston harbor because colonists were unhappy about the various acts and taxes imposed upon the colonies. Not all colonists however were happy with this protest. Some saw this as going too far against a very powerful government that would become our enemy. Many colonists still saw themselves as British citizens, loyal to the king, so this action would not have been popular. Still, others were indifferent to this event or may not have heard about it if they lived outside of Boston.

While still in pairs, ask students to discuss together and then match the vocabulary term to their definition on **slide 7**. Give students a moment to discuss their answers. Call on volunteers to share their answers and their reasoning. Correct any misconceptions among the three terms.

Teacher's Note- Answers To Slide Seven

The correct answers are: A. Loyalists wanted to follow the rule of British law (Answer 3). They considered themselves still to be a British citizen or subject, loyal to the king. B. Neutralists had no opinion about British rule (Answer 1). They were colonists who were more concerned with everyday survival or their immediate concerns and did not care about policies and laws of government. They may also have believed that the British government was more powerful than the colonies and therefore, they should not rock the boat. C. Patriots believed they should protest and rebel against British policies or rule toward the colonies that seemed unfair (Answer 2) Taxation without representation was a slogan often said by Patriots. Confirm answers by displaying **slide 8**.

Inform students that today they will be exploring the motivations of loyalists, patriots, and those who chose to remain neutral (you might call them "fence-sitters" or "neutralists") through a collection of primary source documents.

25 minutes

Explore

Group [jigsaw](#) Activity: Arrange students into small groups of 3. Give each group either **Document Set #1, Document Set #2, or Document Set #3** and everyone a [SOAPs handout](#). Tell students that they will be using the jigsaw strategy with their assigned set. There are three documents in each set and each student in the group should read just one. As they read, they are to fill out their individual SOAPs note organizer. Display **slide 9** that explains the directions to the group.

After they have read their assigned document and completed the SOAPs organizer, have students share the document that they read with their group and their SOAP notes about what they discovered.

40 minutes

Explain

This should begin Day 2 of the lesson.

Have students begin in their original working groups of three to review their individual SOAPS document. Review **slide 7** of the terms of Loyalist, Neutralist, and Patriot if needed. Tell students that each document set contains one primary source each from a loyalist, a neutralist, and a patriot. Display **slide 10**. Ask students to determine who wrote their document-- a loyalist, a neutralist, or a patriot? If students are undecided, let them confer with their group to determine a choice. Allow five minutes to finalize their decisions.

Reassign students into groups of four that are purely loyalists, neutralists, or patriots. Dependent on class size, you will have multiple groups of the same type of colonists. This remixing is called an expert jigsaw. Ask students to discuss and share their SOAPS information with the new group. Allow about ten to fifteen minutes for this discussion.

Pass out poster paper or chart tablets and markers to each group. Display **slide 11**. Ask groups to create a poster about the stance of the colonists--patriots, loyalists, or neutralists. Groups may be as creative as they wish but must address all the questions on slide 11. Allow 15-20 minutes for groups to create their posters. Hang posters around the room by clustering loyalist posters on one wall, neutralists on another wall, and patriot posters on still another wall.

Technology Option

There are many free digital posters available as an alternative to chart tablet paper and markers. Two digital posters are [Canva](#) and [Piktochart](#).

Call on each group to present the information on their posters. Paraphrase some of the colonists' motivations after the loyalist, patriot, and neutralist groups share their findings.

20 minutes

Extend

Pair students with a new partner. Make copies of the **Patriot, Loyalist, or Neutral Activity**, found in the attachments. There are eight scenarios about colonists, A through H. Cut each scenarios into an individual strip and pass out one strip/scenario to each pair. Display **slide 12**. Have partners work to determine if their assigned colonist would be a loyalist, patriot, or remain neutral based upon their previous knowledge gained. Remind students that they must provide an explanation or reason for their decision.

Call on pairs to volunteer their reasoning for each colonist's scenario, starting with the scenario of Colonist A. Each scenario is also displayed on **slides 13** through **20**. Some pairs may differ in their answers for the same colonist, so allow for discussion of differing viewpoints and rationales. Note: A teacher answer key is provided but allow for any reasoning that demonstrates understanding of the topic.

Evaluate

The completed SOAPS note organizer and the poster presentation can serve as assessments for this lesson.

Optional: If a further evaluation of the knowledge gained is needed, a RAFT activity is provided as an individual student assignment. This writing assignment should take approximately twenty minutes. Slide twenty-one states the directions.

Pass out the [RAFT activity handout](#), found in the attachments, to each student. Ask students to choose ONE of the RAFT scenarios and write as if they were a loyalist, patriot, or neutralist.

Resources

- History.com (2009, November 24). *The Boston Tea Party*. History.com. <https://www.history.com/this-day-in-history/the-boston-tea-party>.
- Canva digital poster (2019). Canva.com. <https://www.canva.com/>
- K20 Center. (n.d.). Canva. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/612>
- K20 Center (n.d.) Jigsaw. <https://learn.k20center.ou.edu/strategy/179>
- K20 Center. (n.d.). Piktochart. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/2394>

- K20 Center (n.d.) RAFT. <https://learn.k20center.ou.edu/strategy/158>
- K20 Center (n.d.) SOAPStone. <https://learn.k20center.ou.edu/strategy/889>
- K20 Center (n.d.) Think-Pair-Share. <https://learn.k20center.ou.edu/strategy/139>
- Paine, T. (1776). Common sense. The thoughts on the present state of American affairs [Excerpt]. US history.org. <https://www.ushistory.org/paine/commonsense/sense4.html>
- Piktochart digital poster. (2020). Piktochart.com <https://piktochart.com/formats/posters/>
- SOAPStone: An activity for reading and writing. (n.d.) Collegeboard. A.P. central. [https://apcentral.collegeboard.org/courses/resources/soapstone-strategy-reading-and-writing#:~:text=SOAPStone%20\(Speaker%2C%20Occasion%2C%20Audience,begin%20to%20plan%20their%20compositions](https://apcentral.collegeboard.org/courses/resources/soapstone-strategy-reading-and-writing#:~:text=SOAPStone%20(Speaker%2C%20Occasion%2C%20Audience,begin%20to%20plan%20their%20compositions).

- USHistory.org (Ed.). (1995, July 4). *The Sons of Liberty*. ushistory.org. <https://www.ushistory.org/declaration/related/sons.html>.