

Understanding Loyalists and Patriots

American Revolution

Susan McHale, Sarah Brewer, Jessica Hightower
Published by *K20 Center*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

Grade Level	8th Grade	**Time Frame**	2-3 class period(s)
Subject	Social Studies	**Duration**	125 minutes
Course	U.S. History		

Essential Question

Why did some colonists choose to rebel while others remained loyal to England as the American Revolution began? How do the varied viewpoints of colonists enhance our understanding of the American Revolution?

Summary

Students analyze primary source documents to understand the motives of colonists who supported, opposed, or remained neutral before the American Revolution. They apply this understanding to open-ended scenarios and write from the perspective of a loyalist, patriot, or neutralist.

Snapshot

Engage

Students recall prior knowledge of the Boston Tea Party and discuss different colonists' reactions.

Explore

Students analyze primary source documents to understand the motives of loyalists, patriots, and neutralists prior to the American Revolution.

Explain

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

Extend

Students analyze a colonist's scenario to determine whether the person would be a loyalist, patriot, or neutralist.

Evaluate

Students complete a RAFT writing assignment from the perspective of a chosen viewpoint.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR401: Locate important details in somewhat challenging passages
CLR402: Draw logical conclusions in somewhat challenging passages
IDT402: Identify a clear central idea or theme in somewhat challenging passages or their paragraphs
WME301: Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages when the effect is simple
PPV301: Recognize a clear intent of an author or narrator in somewhat challenging passages

ACT College and Career Readiness Standards - Writing (6-12)

I&A 202: Analyzing critical elements of an issue and differing perspectives on it. A score in this range indicates that the writer is able to: -Provide analysis that is incomplete or largely irrelevant
ORG 201: A score in this range indicates that the writer is able to: -Group ideas with little consistency or clarity -Use misleading and poorly formed transitions
ORG 302: A score in this range indicates that the writer is able to: -Provide a basic organizational structure are grouped locally

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

- Decision Time Sample Responses—Understanding Loyalists and Patriots.docx
- Decision Time Sample Responses—Understanding Loyalists and Patriots.pdf
- Decision Time—Understanding Loyalists and Patriots.docx
- Decision Time—Understanding Loyalists and Patriots.pdf
- Decision Time—Understanding Loyalists and Patriots—Spanish.docx
- Decision Time—Understanding Loyalists and Patriots—Spanish.pdf
- Lesson Slides—Understanding Loyalists and Patriots pptx.pptx
- RAFT Organizer Handout—Understanding Loyalists and Patriots.docx
- RAFT Organizer Handout—Understanding Loyalists and Patriots.pdf
- RAFT Organizer Handout—Understanding Loyalists and Patriots—Spanish.docx
- RAFT Organizer Handout—Understanding Loyalists and Patriots—Spanish.pdf
- SOAPS Handout—Understanding Loyalists and Patriots.docx
- SOAPS Handout—Understanding Loyalists and Patriots.pdf
- SOAPS Handout—Understanding Loyalists and Patriots—Spanish.docx
- SOAPS Handout—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-1—Understanding Loyalists and Patriots—Spanish.docx
- Student Document Set-1—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-2—Understanding Loyalists and Patriots—Spanish.docx
- Student Document Set-2—Understanding Loyalists and Patriots—Spanish.pdf

Materials

- Lesson slides (attached)
- Document Set 1 (attached; 3-4 per class)
- Document Set 2 (attached; 3-4 per class)
- Document Set 3 (attached; 3-4 per class)
- SOAPS note organizer (attached; 1 per student)

- Decision Time (attached; 1 per pair of students)
- Decision Time Sample Answers (attached; teacher reference)
- RAFT Organizer handout (attached; 1 per student)
- Poster paper and markers

20 minutes

Engage

Display **slide 2** with the lesson title. Introduce **slides 3–4** to explain the lesson objectives and the essential question students will explore. Show **slide 5** and ask students to share what they know about the Boston Tea Party.

Possible Student Responses

.Students may recall that in December of 1773, Samuel Adams and members of the Sons of Liberty dressed as Native Americans threw English tea overboard from three British ships docked in Boston Harbor. The Sons of Liberty, led by Samuel Adams, were a group of working-class men who were angered by British-imposed taxes, including the Tea Tax. This protest, known as the Boston Tea Party, was an attempt to show opposition to this tax 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 prompt them to think about what might have happened the day after the event. Give students a moment to think about their answers 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 with the class.

Possible Student Responses

- Some colonists supported the Boston Tea Party because they were angry about British acts and taxes.
- Other colonists, who still considered themselves loyal British citizens, opposed the Boston Tea Party and saw it as unlawful.
- Many colonists feared that this protest would lead to stricter British laws or even military action against them.
- Some colonists were indifferent or unaware of the event, particularly those outside Massachusetts.

Display **slide 7**. While they are still in pairs, ask students to discuss these different reactions and then have them work together to match vocabulary terms to their definitions. Once students finish, call on volunteers to share their answers and reasoning. Display **slide 8** to confirm the correct answers.

25 minutes

Explore

Arrange students into groups of three and distribute **Document Set 1, 2, or 3** to each group. Provide each student with a **SOAPS Note Organizer**. Display **slide 9** and explain that students will use the Jigsaw strategy with each student in the group reading one document from their set and filling out the SOAPS organizer.

After completing the organizer, students share their document and notes with their group. This discussion will help students collectively understand the varying perspectives represented in their assigned documents.

40 minutes

Explain

Teacher's Note: Lesson Organization

If teaching this lesson over multiple days, consider beginning the next day with this activity. Have students rejoin their group of three from the previous activity. Reviewing the terms on **slide 7** and having students revisit their SOAPS organizers with their group may be helpful.

Display **slide 10**. Now that students have reviewed all documents in their group's set, explain that each document set contains one primary source from a loyalist, a neutralist, and a patriot. Ask students to identify the perspective of the document they read. If students are undecided, allow them to discuss with their group.

Reassign students into new groups based on their document's stance, creating separate groups for loyalists, neutralists, and patriots. Depending on class size, multiple groups of each perspective may form. Instruct students to share and discuss their SOAPS information within their new group. Allow 10-15 minutes for this discussion.

Display **slide 11**. Pass out poster paper or chart tablets and markers to each group. Instruct each group to create a poster summarizing their assigned perspective. Groups may be as creative as they wish but should answer all the questions on slide 11. Allow 15-20 minutes for groups to create their posters, then display them around the room, clustering those with the same colonist perspectives together.

Call on each group to present their poster and explain the perspective they represented.

20 minutes

Extend

Teacher's Note: Preparation

The **Decision Time** handout contains 8 colonist scenarios, with each page containing two scenarios. Before class, print enough copies of this handout so each pair of students receives one scenario, then cut the pages into half sheets. **The Decision Time Sample Answers** handout contains possible answers for each scenario and is for teacher reference.

Pair students with a new partner and pass out one scenario from the Decision Time handout to each pair. Display **slide 12**. Ask pairs to analyze their assigned scenario and determine if their colonist would be a loyalist, patriot, or neutral, based on the provided information. Remind students to explain their reasoning for each decision.

Invite pairs to share their reasoning for each scenario, starting with the scenario of Colonist A. Each scenario is also displayed on **slides 13 through 20**. Some pairs may have different answers for the same scenario, so encourage a discussion of different perspectives.

20 minutes

Evaluate

Pass out the **RAFT Organizer** handout to each student. Introduce the RAFT strategy and ask students to choose one scenario from the RAFT options. Instruct students to write from the perspective of a loyalist, patriot, or neutralist, using the information and insights they have gained in the lesson.

Resources

- Anonymous. (1775). Letter published in Dunlap's Pennsylvania packet or general advertiser. Library of Congress. https://www.loc.gov/item/2006567047/
- "Notes of Debates in the Continental Congress, 28 September 1774." *Founders Online,* National Archives, https://founders.archives.gov/documents/Adams/01-02-02-0004-0006-0031. [Original source: *The Adams Papers*, Diary and Autobiography of John Adams, vol. 2, *1771–1781*, ed. L. H. Butterfield. Cambridge, MA: Harvard University Press, 1961, pp. 141–144.]
- Inglis, C. (1776). Deceiver unmasked: Or loyalty and interest, united, in answer to a pamphlet entitled common sense. The true interest of America impartially stated [excerpt from section III]. Americainclass.org. http://americainclass.org/sources/makingrevolution/rebellion/text7/inglisdeceiverunmasked.pdf
- Jones, H. (1724). The present state of Virginia. Centro Nacional de Humanidades. http://nationalhumanitiescenter.org/pds/becomingamer/american/text5/independence.pdf
- K20 Center (n.d.) Jigsaw. https://learn.k20center.ou.edu/strategy/179
- K20 Center (n.d.) RAFT. https://learn.k20center.ou.edu/strategy/158
- K20 Center (n.d.) Think-pair-share. https://learn.k20center.ou.edu/strategy/139
- Pacifists' appeals in the American revolution (2013). America in class: Mennonites & Brethren. National humanities center. http://americainclass.org/sources/makingrevolution/rebellion/text5/religiouspacifists.pdf
- Paine, T. (1776). Common Sense. Excerpts from 'The thoughts on the present state of American affairs'. US history.org. https://www.ushistory.org/paine/commonsense/sense4.htm
- Quakers address the problem of Slavery (1776). [excerpt] Digital history.com. https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=147
- Read, G. (1774). Leading Bostonians war about the British threat to the colonists' liberties. Digital history. http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=124
- Thompson, C. (1759). Accusations that the British are plotting to deprive Americans of their liberties. Digital history.com. https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=118#:~:text=Here%2C%20Thomson%2C%20writing%20as%20a,plot%20to%20deprive%20Americans%20of