Name:______________________________________________

Study Guide—Part I

1. Under the mercantile system the colonists sent products such as ________________,

_____________________, and ________________ to England. In wartime, they provided the
mother country with ________________. In return England provided _________________.

2. Give two disadvantages the colonists suffered under mercantilism.

a. 

b. 

3. List four positive things that were happening in the colonies during this period.

a. 

b. 

c. 

d. 

4. Is it said that the fact that the colonists paid the salaries of the officials gave them power over the
officials. This is called “the power of the purse.” Why do you think this is said?
5. For the most part, how well did England enforce laws in the American colonies? (Hint: It has been described as “salutary neglect.”)

6. British people began to limit the powers of the king as early as 1215 in a document called the __________________________. Later kings insisted they answered only to God, an idea called _______ ________________ ______ ______ ______. But the philosopher John Locke said both the people and the king had rights under a system call “a __________________________.” Those who sought more power for the king were called ________________.

7. a. What led to the outbreak of the French and Indian War?

b. Who won the French and Indian War?

c. Why were the colonists happy with the land England got at war’s end in the Treaty of Paris in 1763?
Advanced Study Guide—Part I

1. Why were the British-American colonies seen as “business ventures”? Which issues were addressed in the colonial charters?

2. How did the principles of mercantilism guide British policy toward the American colonies?

3. Some colonists believed that British trade policies promoted their economic development, while others viewed them as an obstacle. Summarize the arguments underlying each viewpoint.

4. In what areas did the American colonists enjoy a large degree of self-government? What factors contributed to Britain’s “light hand”?

5. Unlike cocaine, heroin, or other illegal drugs, the goods smuggled by the colonists were neither illegal nor harmful. If you were an attorney in 1750 hired to defend a colonial merchant and a shipowner caught with a cargo of smuggled goods, what arguments would you present before the court?

6. How did the American colonists apply the ideas of John Locke in criticizing British rule?

7. Why did some British leaders fear that their country’s acquisition of Canada would eventually lead to the loss of the British-American colonies?
Teenage World

_The Setting:_ Imagine that when you wake up tomorrow morning all people over eighteen years of age have disappeared. There are no parents to tell you what to do, no teachers to give you assignments, no police officers to enforce the law, and no government leaders to set policy. The military no longer exists, nor do the people who serve as doctors, nurses, paramedics, and firefighters. In short, adult authority and services have vanished. As teenagers, you are now the oldest people in this new world. You have complete freedom of action, as well as new responsibilities.

**Part I**
To start, you must consider what will be the foundation of your new society. The questions below will help you and your fellow group members to organize your thoughts.

1. First, decide which natural rights people should enjoy. (Keep in mind that natural rights are not determined by the government. They stem simply from the fact that you are human.)

   a. 
   b. 
   c. 
   d. 
   e. 
   f. 
   g. 

2. Now, consider your interaction with others. List several problems that might arise in your new society if everyone has complete freedom of action.

3. As an individual, are you capable of securing all of the natural rights you have listed? In what areas would you need to cooperate with others? Do you have an obligation to help the less able members of society, such as young children?

**Part II**
Political thinkers would call the world you have been asked to imagine a “state of nature”—the natural state of human beings not governed by an authority structure. Some philosophers contend that such a state would be accompanied by peace, prosperity, and harmony. Others see a war of everyone against everyone. The contrasting visions reflect sharply different views about human nature. Some believe that people are fundamentally compassionate, sharing, and peaceful. Others consider us selfish, grasping, and violent. These beliefs influence their ideas about government and politics.
1. At the dawn of civilization, people joined together to address common concerns, such as making weapons for hunting or bringing water to their fields. What common concerns should you address together in your society?

   a. 
   b. 
   c. 
   d. 
   e. 
   f. 
   g. 

2. Now that you have identified common concerns, you must begin thinking about a structure to address them. That means creating a government. In your society, how would the leaders of your government be selected? Should everyone, including your five-year-old brother or sister, have a voice in the selection process?

3. Imagine that disputes have arisen between members of your society. Each side claims that his or her natural rights are being violated. How do you propose that such disputes be settled?

4. With the establishment of a government, you must begin to define the authority of the government and the rights and responsibilities of the individual.

   a. Government authority: What power should the government have to carry out its decisions? For example, should the government be empowered to punish individuals who refuse to comply with its decisions?

   b. Individual rights and responsibilities: Should you have a voice, direct or indirect, in determining the decisions of the government? What responsibilities do you have to help the government carry out its mission?

5. John Locke saw the relationship between government and the citizenry as a “social contract.” In Locke’s view, both sides of the social contract were bound by certain duties and obligations. Imagine that you have become dissatisfied with the government you have created. At what point would you feel that the government has broken its end of the social contract? At what point would you be justified in rebelling against the government?
Balancing Competing Values

Objectives:

Students will: Distinguish between values and interests.

Balance competing values in a scenario featuring political conflict.

Cooperate with classmates to assess the implications of proposed courses of action.

Evaluate the political and moral dilemmas facing the American colonists.

Required Reading:

Students should have read Part II of the background reading in the student text (pages 8-14) and completed “Study Guide—Part II” in the Teacher Resource Book (TRB 9-10) or “Advanced Study Guide—Part II” (TRB-11).

Handouts:

“Values, Rights, and Protests” (TRB 12-13)

“Values, Rights, and Protests—Case Studies” (TRB 14-15) for six small groups

In the Classroom:

1. Distinguishing Values—Distribute “Values, Rights, and Protests” to each student. Instruct students to read the introduction. Call on students to offer personal examples to illustrate the distinction between values and interests. Discuss incidents from daily life when values and interests come into conflict. For example, how far would students go to defend their personal honor?

2. Facing Difficult Choices—Form six groups. Distribute “Values, Rights, and Protests—Case Studies” to each group and assign each group a case study. Instruct students to read the instructions of “Values, Rights, and Protests” and their assigned case studies. Assign a student from each group to record the conclusions of the group on the worksheet. After the groups have completed the worksheet, invite group spokespersons to summarize their case studies and share their conclusions with the class. Focus on the values and interests involved in each case study. Ask the group spokespersons to discuss the values and interests attached to the ends and means under consideration.

3. Drawing Parallels—Call on students to identify parallels between the case studies and the 1763-75 period. What were the leading values and interests at stake for the colonists? How do the means employed by the patriots compare to the means proposed by the students? Ask students to evaluate the protest movement of the patriots. For example, did the means employed in opposition to the Tea Act or the Intolerable Acts justify the ends? Invite students to propose alternative courses of action.

Homework:

Students should read “February 1776—The Moment of Decision” in the student text (page 15).
Study Guide—Part II

1. Although England won the French and Indian War, why did it appear that the American colonies were bigger winners than England itself?

2. List three things England did to tighten control on the colonists.
   a. 
   b. 
   c. 

3. The colonists opposed to new taxes by England become known by what name?

4. List two things colonists did to protest British controls.
   a. 
   b. 

5. Following the colonial protests, two of the more offensive laws were repealed. They were the ___________ ___________ and _______________ _______________. Nothing was really settled because England passed the _______________ _______________ that said that Parliament had the right to make laws over the colonists.

6. a. What was the next new tax law that passed?

   b. Who was most affected by it?
7. When this new tax law met with opposition, it was replaced by a tax on only one item. What was that item?

8. The above tax led to colonists dumping the product into the harbor, an event that became known as ______________________ ____________________ ____________________.

9. The above action led to ______________________ ______________________ which included two punishments for Massachusetts.

10. How did other colonies react to Massachusetts’ problems after the punishments?

11. When General Gage went to Lexington, what did he plan to destroy?

12. Even after Lexington and Concord, what did the colonists believe the fighting was about?
Advanced Study Guide—Part II

1. What were the main economic factors motivating the American colonists to oppose the Sugar Act and the Stamp Act? What political principles were at stake for the colonists?

2. Look up the word “appeasement” in a dictionary. Do you think that this word describes British policies toward the colonies before 1773? Explain your reasoning.

3. Why did William Pitt press for the repeal of the Sugar Act and the Stamp Act? Why did his compromise proposal fail to end conflict between Britain and the colonies?

4. Although the colonies rejected Benjamin Franklin’s call in 1754 to unite in the face of the threat from France, they came together to resist effectively British efforts to impose new taxes after 1763. What accounts for the increased cooperation?

5. Britain adopted much firmer policies toward the colonies after the Boston Tea Party. In your opinion, did the mother country overreact, or was this the case of a mother finally realizing that her children had spun out of control? Explain your reasoning.

6. In your opinion, would the American War of Independence have taken place if the first shot at Lexington had not been fired in April 1775?