

Activity Two: The People Involved in the English Civil War and the American

Activity #2 (2 days)

Learning Objectives

Students will be able to

- compare and contrast the people of the English Civil War and the American Revolution.
- To describe the basic facts of the English Civil War and the American Revolution
- judge if the English Civil War influenced the American Revolution

Historical Skills Used:

- Historical Comprehension
- Historical Analysis and Interpretation
- Historical Research Capabilities

VA SOL and/or national standards

- USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by
- a) identifying the issues of dissatisfaction that led to the American Revolution;
 - b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;

Students Should Understand: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

1A Demonstrate understanding of the causes of the American Revolution by:

- Comparing the arguments advanced by defenders and opponents of the new imperial policy on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of empire. [Consider multiple perspectives]
- Reconstructing the arguments among Patriots and Loyalists about independence and drawing conclusions about how the decision to declare independence was reached. [Consider multiple perspectives]

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Materials/Resources needed

- Notebook
- Pen/pencil
- Chart paper
- Markers
- Mock Facebook Template
- Note-taking Templates
- Highlighter
- Primary Sources
 - o Loyalist Sources
 - [Ad for the Plain Truth](#)
 - [The True Interest of Impartially Stated](#)
 - o Patriot Sources
 - [Common Sense](#) (excerpt)
 - [A Bloody Butchery](#)
 - o Roundheads
 - [Cromwell's reply to Parliament when asked to be king](#)
 - [Cromwell's thoughts about his job](#)
 - o Cavaliers
 -
- Secondary Sources
 - o Loyalist
 - [Biography of John Randolph](#)
 - [Great Aggy](#) (slave on P. Randolph's plantation)
 - [Loyalists](#)
 - [Thomas Hutchinson](#)
 - [Joseph Brant](#)
 - o Patriot
 - [Biography of Peyton Randolph](#)
 - [Samuel Adams](#)
 - [Patrick Henry](#)
 - [Phillis Wheatley](#)
 - o Roundheads (Parliamentarians)
 - [Parliamentarians](#)
 - [ECW People](#) (click on the following names)
 - Oliver Cromwell
 - Thomas Fairfax
 - Henry Ireton
 - o Cavaliers (Royalists)
 - [Royalists](#)
 - [ECW People](#) (click on the following names)
 - Charles I
 - Prince Rupert
 - Thomas Lunsford

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Instructional Procedures

(Research portion should take a single day. The assessment should take an additional day, but may require students to complete homework to be ready to participate in the Facebook activity.)

Hook: Your BFF has done you wrong, and this is not the first time. Do you try to save the friendship or is it time to say goodbye?

OR

When can a friendship be saved? When can't a friendship be saved?

Line:

- Review the hook. Students should be encouraged to share any stories or experience they may have with this problem (though it should be made clear that no names are to be used). How did they deal with the betrayal? Was their friendship stronger for having worked through the problem or was the friendship irretrievably broken?
- Students should be divided into groups of 4. Each group should be given a different set of documents – Loyalist, Patriot, Roundhead or Cavalier. Students should also use the Internet for the secondary sources.
- Students will complete the graphic organizer provided. They should also be given the Facebook template and rubric so that they can take additional notes as needed. Students should also use notes from the first activity, as needed.

Assessment (Summative)

- Students will use this information to create mock Facebook pages for their group (they should pick a specific, real person from their sources). Students will also be asked to write on the "Wall" of at least one person with whom they might agree and one person with whom they would disagree. People from the American Revolution and the English Civil War will be required to write on the walls of the people from the other war. Each group will need to decide how their group would have felt about the people of the opposite war.

Note-taking Template (Taking Sides)

Loyalists	
Which war?	
About what are the two sides arguing?	
Important dates to know	
Whose side?	
Why are you right?	
Why is the other side wrong?	
Some important people who agree with you	
Quotes that help you prove your point	

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Patriots	
Which war?	
About what are the two sides arguing?	
Important dates to know	
Whose side?	
Why are you right?	
Why is the other side wrong?	
Some important people who agree with you	
Quotes that help you prove your point	

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Roundheads	
Which war?	
About what are the two sides arguing?	
Important dates to know	
Whose side?	
Why are you right?	
Why is the other side wrong?	
Some important people who agree with you	
Quotes that help you prove your point	

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Cavaliers	
Which war?	
About what are the two sides arguing?	
Important dates to know	
Whose side?	
Why are you right?	
Why is the other side wrong?	
Some important people who agree with you	
Quotes that help you prove your point	

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Loyalists	
Which war?	American Revolution
About what are the two sides arguing?	• Taxes • Parliament's control over the colonies • The role of government
Important dates to know	• Olive Branch Petition (1775) • Lord Dunmore's Proclamation (1775)
Whose side?	• England's • Wanted to remain part of the British Empire
Why are you right?	• We are British subjects • The King and Parliament rule Britain
Why is the other side wrong?	• How can they believe colonists have more power than the King and Parliament?
Some important people who agree with you	• Lord Dunmore (and other colonial governors, including Thomas Hutchinson)
Quotes that help you prove your point	

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Patriots	
Which war?	American Revolution
About what are the two sides arguing?	• Taxes • Parliament's control over the colonies • The role of government
Important dates to know	• Stamp Act (1765) • Boston Massacre (1770) • Boston Tea Party (1773) • Declaration of Independence (1776)
Whose side?	• Americans
Why are you right?	• We are being taxed without representation in Parliament • The Magna Carta guarantees us certain rights, whether we live in Britain or in the colonies • Our charters guaranteed us the same rights as British citizens
Why is the other side wrong?	• Parliament does not have the right to tax us when we are not represented • Just because we live in America does not mean we should give up our rights
Some important people who agree with you	• Thomas Jefferson • John Adams • George Washington • Phillis Wheatley
Quotes that help you prove your point	

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Roundheads	
Which war?	English Civil War
About what are the two sides arguing?	• Religion • Taxes • King's Power • Parliament's rights
Important dates to know	• 1642 (King Charles tried to arrest members of Parliament) • 1649 (execution of King Charles I) • 1657 (Parliament asks Cromwell to be king)
Whose side?	• Parliament
Why are you right?	• King Charles must listen to us. • He cannot expect to rule without us • He cannot tax without our consent
Why is the other side wrong?	• Just because he is king does not mean he can rule without our input • The king's power is not absolute
Some important people who agree with you	• Oliver Cromwell • Thomas Fairfax • Henry Ireton
Quotes that help you prove your point	

Activity Two: The People Involved in the English Civil War and the American

Cavaliers	
Which war?	English Civil War
About what are the two sides arguing?	• Religion • Taxes • King's Power • Parliament's rights
Important dates to know	• 1642 (King Charles tried to arrest members of Parliament) • 1649 (execution of King Charles I) • 1657 (Parliament asks Cromwell to be king)
Whose side?	King Charles I
Why are you right?	• The king has absolute power • Parliament exists to help the king rule • He is our king
Why is the other side wrong?	• Parliament does not have power the king does not give them
Some important people who agree with you	• Charles I • Prince Rupert • Thomas Lunsford
Quotes that help you prove your point	

Annotated Bibliography

Primary Sources

Title: Cromwell's reply to Parliament when asked to be King

Author: Cromwell, Oliver (1657)

Link: <http://www.nationalarchives.gov.uk/education/civilwar/g6/cs1/s4/>

Summary: Parliament has obviously offered Cromwell the title of king. He asks for time to think it over and to pray about it. Students should be encouraged to think about what kind of man must he be not to jump at such an offer?

Title: Cromwell's thoughts about his job

Author: Cromwell, Oliver (1657)

Link: <http://www.nationalarchives.gov.uk/education/civilwar/g6/cs1/s6/>

Summary: This document should be paired with Cromwell's reply to Parliament. This document allows students to get a glimpse into Oliver Cromwell's mind. He was offered the title of king, but refused it. Not many men would be humble enough to turn down such an offer. Reading the other documents, however, might give a student reason to believe Cromwell had other reasons for turning down the offer.

Title: Extracts from the Humble Petition and Advice

Author: Parliament (1657)

Link: <http://www.nationalarchives.gov.uk/education/civilwar/g6/cs2/s2/>

Summary: In this document, Parliament is asking Oliver Cromwell to be the "chief judge" of Scotland and Ireland. In addition, they are asking that Parliament consist of two houses, that it be called at least once every three years, that he not making any new laws without the consent of Parliament, and that he maintains the "true Protestant Christian religion." This document lays out the groundwork for what Parliament expects of the new leader of Great Britain.

Title: A Bloody Butchery

Author: Broadside (1775)

Link: http://www.masshist.org/revolution/doc-viewer.php?old=1&mode=nav&item_id=505

Summary: This broadside loudly proclaims the Patriots' opinions on the Lexington and Concord. It also requires that students read the document carefully and look for visual clues. Many students believed it was about the Boston Massacre, until they were asked to read the first paragraph carefully. In order to facilitate being able to read it, I cropped the paragraph and the coffins and then printed it out on whole piece of paper.

Title: *Common Sense*

Author: Paine, Thomas (1776)

Link: <http://www.earlyamerica.com/earlyamerica/milestones/commonsense/text.html>

Summary: Paine explains why it is time to press for American independence. While this link goes to the full-text of *Common Sense*, it would be wise for a teacher to use excerpts from this document that will help students understand Paine's reasoning without having to read the entire pamphlet.

Title: An ad for *Plain Truth*

Author: Candidus (1776)

Link: <http://www.earlyamerica.com/review/fall96/ad.html>

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Summary: An advertisement for a pamphlet designed to counter the arguments made by Thomas Paine in *Common Sense*. This can give students a small idea of how Loyalists felt about *Common Sense*.

Title: *The True Interest of America Impartially Stated*

Author: Inglis, Charles (1776)

Link: http://ahp.gatech.edu/true_interest_1776.html

Summary: Inglis offers reasons why America should remain loyal to Britain. In this document he specifically references *Common Sense* and sets out to refute the claims made by Paine.

Secondary Sources

Brady, Timothy, Twin Cities Public Television (2004). *Liberty! Subject Index*. Retrieved November 30, 2009 http://www.pbs.org/ktca/liberty/chronicle_subject.html.

This website has links to information on Loyalists as a group, Joseph Brant, and Thomas Hutchinson (among others). This website also contains information on Patriots such as Samuel Adams, Patrick Henry and Phillis Wheatley. Students could use this website as an excellent reference source for many different individuals involved in the American Revolution.

Colonial Williamsburg. (2009). *The Randolphs: A Family of Influence*. Retrieved November 30, 2009 from <http://www.history.org/Almanack/people/ranhdr.cfm>.

This website has links to a variety of people in the Randolph family, including John "The Tory" Randolph, and Peyton Randolph, brothers who were on opposite sides of the fight for independence. In addition, it includes biographies of Randolph family slaves who escaped after Lord Dunmore's proclamation in 1765.

Crossby, Owen. (n.d.). *ECW Pages - People*. Retrieved December 1, 2009 from <http://easyweb.easynet.co.uk/~crossby/ECW/people/index.html>

This site has excellent information on the English Civil War. It was designed to be used by British educators. The "People" page has links to a wide variety of people involved in the English Civil War.

Activity Two: The People Involved in the English Civil War and the American

Day Three (1 or 2 days)

Learning Objectives

Students will be able to

- compare and contrast the outcomes of the English Civil War and the American Revolution.
- put the events of the English Civil War and the American Revolution in chronological order
- describe the basic facts of the English Civil War and the American Revolution
- predict how the government of the

Historical Skills Used:

- Historical Comprehension
- Historical Analysis and Interpretation
- Historical Research Capabilities
- Historical Issues-Analysis and Decision Making

VA SOL and/or national standards

USI.6c The student will demonstrate knowledge of the causes and results of the American Revolution by describing key events and roles of the key individuals in the American Revolution

Materials/Resources needed

- Pen/pencil
- Notebook
- [Notes graphic organizer for sources](#)
- [Comparative graphic organizer to compare English Civil War and American Revolution](#)
- Primary Sources
 - o American Revolution
 - [Surrender of Cornwallis](#)
 - [Treaty of Paris](#)
 - [Surrender at Yorktown](#)
 - [Articles of Confederation](#)
 - o English Civil War
 - [Cromwell's reply to Parliament when asked to be King](#)
 - [Cromwell's thoughts about his job](#)
 - [Reaction from the King of France on the death of Charles I](#)
 - [Extract from a report of the trial of Charles I](#)
 - [The memoirs of a senior army commander, first published around 1670](#)
 - [Reactions to the Death of Cromwell](#)
 - [The Execution of Charles I](#)

Activity Two: The People Involved in the English Civil War and the American

Instructional Procedures

Day One

Hook: How do people behave after a breakup?

OR

You and your best friend have broken up. The friendship cannot be repaired. What happens next? How do you and your now ex-BFF behave?

Line:

- Ask students how they deal (or have dealt) with a broken friendship? Did they believe one party was more at fault than the other? Looking back do they now see any way the friendship might have been saved? How do people behave after a breakup? Are they looking for revenge? To never see each other again? To make up?
- Students will be divided into groups of 4.
 - Half the group will read the documents from the American Revolution (excerpts)
 - Half the group will read documents from the English Civil War
 - I would then combine students reading the American Revolution documents into groups of 4 so there are more people with whom to discuss their documents. Do the same thing for the English Civil War. This would be a jigsaw activity.
- Students will take notes on their documents using the graphic organizer provided
- Students will review information concerning the end of each war. Were the endings similar? What problems did they solve? What problems do you think remained?
- Engage class in discussion about the endings of both wars. Ask how (or if) they think the English Civil War influenced the American Revolution.

Assessment (Summative)

- Create a political cartoon about the American Revolution, which shows the influences of the English Civil War. Use primary sources to add speech bubbles to the cartoon.
- Students could use a variety of assignments to answer the following questions (Facebook pages, paragraphs, essays, regular cartoons, historical markers, eulogy, epitaph, etc):
 - Did the English Civil War solve the problems the people of England were having with their king? What new problems do you think it created?
 - How did the ideas of the English Civil War influence the ideas of the American Revolution?
 - Did the American Revolution solve the problems the colonists were having with England? What new problems do you think it created?

Comparative Graphic Organizer

	English Civil War	American Revolution
When did the war end?		
How did it end?		
Who won?		
What kind of government was created?		
Was it (or do you think it will be) a successful government?		
What problems do you think they'll face in the future?		

Notes Graphic Organizer

English Civil War		
Question	Which document helps you answer this question?	Quotation from document that helps answer the question
When did the war end?		
How did it end?		
Who won?		
What happened to King Charles I?		
Who was put in charge of Great Britain?		
Was Parliament happy with the new ruler?		
Was it a successful government? Why or why not?		
What problems do you think they'll face in the future?		

American Revolution

Question	Which document helps you answer this question?	Quotation from document that helps answer the question
When did the war end?		
How did it end?		
Who won?		
What happened to King George III?		
Who was put in charge of new United States?		
When did Britain acknowledge that the United States was an independent country?		
Do you think this new government will be successful? Why or why not?		
What problems do you think they'll face in the future?		

	English Civil War	American Revolution
When did the war end?	1649	1783
How did it end?	The Execution of Charles I	Surrender at Yorktown The Treaty of Paris
Who won?	Parliament and Oliver Cromwell	Americans
What kind of government was created?	Republic, Cromwell held all of the power and was not well-thought of	Democratic Republic, Weak central government
Was it (or do you think it will be) a successful government?	No. Cromwell treats others poorly. Even former supporters begin to believe he's not the right ruler for England.	Very weak central government. No power to tax or to force states to comply with requests by Congress.
What problems do you think they'll face in the future?		

English Civil War		
Question	Which document helps you answer this question?	Quotation from document that helps answer the question
When did the war end?	Extract from a report of the trial of King Charles I	
How did it end?	Execution of Charles I, Extract from a report of the trial of King Charles I	
Who won?	Execution of Charles I, Extract from a report of the trial of King Charles I	
What happened to King Charles I?	Execution of Charles I, Extract from a report of the trial of King Charles I	
Who was put in charge of Great Britain?	Cromwell's thoughts about the job, Cromwell's reply to Parliament	
Was Parliament happy with the new ruler?	Cromwell's thoughts about the job, memoirs of a senior army commander	
Was it a successful government? Why or why not?	Reactions on the death of Cromwell, Memoirs of a senior army commander	
What problems do you think they'll face in the future?		

American Revolution		
Question	Which document helps you answer this question?	Quotation from document that helps answer the question
When did the war end?	Treaty of Paris	
How did it end?	Surrender at Yorktown, Treaty of Paris	
Who won?	Surrender at Yorktown, Treaty of Paris	
What happened to King George III?	Treaty of Paris	
Who was put in charge of new United States?	Articles of Confederation	
When did Britain acknowledge that the United States was an independent country?	Treaty of Paris	
Do you think this new government will be successful? Why or why not?	Articles of Confederation	
What problems do you think they'll face in the future?		

Annotated Bibliography

Primary Sources

Title: The Execution of Charles I

Artist: Weesop, John (1649)

Link: <http://www.timetravel-britain.com/articles/1photos/Christmas/Charles.jpg>

Summary: This painting shows the execution of Charles I. Students can use this to get an understanding of what it was like during this time period. The execution is a public event and well-attended.

Title: Extract from a report of the trial of Charles I, January 1649

Author: Official Parliamentary Report, 1649

Link: <http://www.nationalarchives.gov.uk/education/civilwar/g5/cs1/s4/>

Summary: This document is a part of the examination of King Charles I. In it, students can see that the King believes Parliament does not have the power to try him. Bradshaw insists that Parliament does have the power, even if the King will not acknowledge it.

Title: Reaction from the King of France on the death of Charles I

Illustrator: King Louis XIII, King of France and Navarre (1649)

Link: <http://www.nationalarchives.gov.uk/education/civilwar/g5/cs1/s5/>

Summary: This document shows the outrage of a fellow European king. He reinforces the idea that no one but God should have been allowed to judge a king.

Title: Cromwell's reply to Parliament when asked to be King

Author: Cromwell, Oliver (1657)

Link: <http://www.nationalarchives.gov.uk/education/civilwar/g6/cs1/s4/>

Summary: Parliament has obviously offered Cromwell the title of king. He asks for time to think it over and to pray about it. Students should be encouraged to think about what kind of man must he be not to jump at such an offer?

Title: Cromwell's thoughts about his job

Author: Cromwell, Oliver (1657)

Link: <http://www.nationalarchives.gov.uk/education/civilwar/g6/cs1/s6/>

Summary: This document should be paired with Cromwell's reply to Parliament. This document allows students to get a glimpse into Oliver Cromwell's mind. He was offered the title of king, but refused it. Not many men would be humble enough to turn down such an offer. Reading the other documents, however, might give a student reason to believe Cromwell had other reasons for turning down the offer.

Title: The memoirs of a senior army commander, first published around 1670

Author: Hutchinson, Lucy (1670)

Link: <http://www.nationalarchives.gov.uk/education/civilwar/g6/cs2/s4/>

Summary: Written by the wife of an early Cromwell supporter (her husband signed Charles I's death warrant), this document shows how radically his opinion has altered since Cromwell took charge of England. Hutchinson also speaks of how Cromwell manages to stand up to his army.

Title: Reactions to the Death of Cromwell

Author: Edmund Ludlow, early 1700s

Link: <http://www.nationalarchives.gov.uk/education/civilwar/g6/cs2/s6/>

Summary: This source, taken from Edmund Ludlow's memoirs, gives a variety of different responses regarding the death of Cromwell. It shows that after Cromwell's death, there were still divisions within England.

Title: Articles of Confederation

Author: John Dickinson (1777)

Link: <http://www.ourdocuments.gov/doc.php?doc=3>

Summary: The Articles of Confederation created the first government of the United States. It set up a weak central government with no power to tax. Having just rid themselves of a king, they had no desire to find themselves under the thumb of another individual. Founding Fathers also learned their lesson from the reign of Oliver Cromwell as Lord Protectorate. They knew that total power invested in a single individual was a dangerous idea. This source should be excerpted or adapted for students.

Title: Correspondence between Washington and Cornwallis arranging for surrender at Yorktown

Authors: Washington, George and Cornwallis, Charles (1781)

Link: <http://www.historyplace.com/unitedstates/revolution/letters.htm>

Summary: This website shows the letters that went back and forth between General George Washington and Lord Cornwallis arranging for Cornwallis' surrender at Yorktown. Rather than being told about the war ending, students will be able to read the details of surrender and see how it unfolded between the two men.

Title: Treaty of Paris

Author: Peace treaty between United States and Britain (1783)

Link: <http://www.ourdocuments.gov/doc.php?doc=6#>

Summary: The Treaty of Paris officially ended the American Revolution. This document sets out the conditions of peace. Britain recognizes the United States as a free and independent country. This source should be excerpted or adapted for students.