



Stark County Teaching American History Grant

Stark County Educational Service Center
2100 38th Street NW
Canton, Ohio 44709

The Olive Branch Petition and the Declaration of Independence: Comparing the Different Approaches Taken by the 2nd Continental Congress to Address Colonial Grievances with the British Government

Declaration of Independence, Olive Branch Petition, 2nd Continental Congress,
Causes of Revolutionary War, Document Based Question

Grade Level 10th or 11th

A.P. U.S. History

Louis Doenges

St. Thomas Aquinas High School

Duration 3 days (45 minute periods)

Overview

In this lesson, students will learn about how groups can change their views points and outlooks on a similar situation based on external events relating to their situation. The students will analyze the dramatic change taken by the 2nd Continental Congress leading up to Declaration of Independence from the peace overture of the Olive Branch Petition, to the outright breaking away from the British Empire through the Declaration of Independence.

Ohio New Learning Standards

The use of primary and secondary sources of information includes an examination of the credibility of each source.

The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies.

College Board AP United States History Themes

1. Politics and Citizenship

Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.

2. Reform

Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, civil rights, gay rights, war, public health, and government.

3. War and Diplomacy

Armed conflict from the precolonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy, and society.

College Board AP United States History Topics

1. The American Revolutionary Era, 1754–1789

The Imperial Crisis and resistance to Britain

The War for Independence

Historical Background

Within the British Empire during 1770s tension arose between the British government and their North American colonists. This tension was a result of a number of issues concerning who decided the laws and taxes of the colonies. Thirteen of the British colonies would band together and select representatives to an assembly known as the 2nd Continental Congress. The 2nd Continental Congress produced two different documents within almost a year's time that have stark differences between them. These documents, *Olive Branch Petition* and *Declaration of Independence*, provide us today with a perspective into the mindset of how the members of the 2nd Continental Congress went about addressing their concerns with the British government.

Following the French and Indian War (Seven Years War), the British government saw fit to have their North American colonies help pay for the cost of the war and their future defense. Through a number of taxes passed from 1763 through 1775 (Sugar, Stamp, Townsend, and Tea Acts), the British government replaced the traditional means of taxing the colonists. Prior to the French and Indian war, the colonies would manage their own levels of taxing, however, after the war, the tax system was replaced with Parliament and the King issuing down taxes to the colonists. The British government also wanted to prevent any future conflicts between the colonists and the native inhabitants (Native Americans) of the land by prohibiting any settlement west of the Alleghany Mountains (Proclamation of 1763). This area was to be a place for only Native Americans to reside. Finally the British government passed a number of acts that were used to enforce their power over the colonies (Currency, Quarter, Declaratory, Coercive Acts). This combination of legislation by the British government was viewed by a significant number of colonist as the stripping away of their rights and freedoms as British subjects.

The creation of the 2nd Continental Congress allowed for a forum to be conducted in which the members could bring forth their grievances with the British government. The first major document produced by the 2nd Continental Congress was the Olive Branch Petition. The original author of the Olive Branch Petition was Thomas Jefferson. John Livingston rewrote most of the document due to the aggressive language which Jefferson used in his version. The rewriting of the document was due to the wants of the 2nd Continental Congress. At this point during the summer of 1775, the members wished to reconcile with the British government as long as their grievances were addressed. This will greatly outline the nature of the document's language and tone taken with the King George III.

The creation of the Declaration of Independence came about due to King George's refusal to receive the Olive Branch Petition and the changing mood amongst the members of the 2nd Continental Congress. The Declaration of Independence was authored by Jefferson and again there were revisions made to his original version. Jefferson was seen as using too aggressive of language, but it was not toned down as much as his previous document. Within the Declaration Independence the language and tone is more aggressive than in the Olive Branch Petition

because the Declaration of Independence is trying to paint the King as an evil person. The Declaration of Independence is also being used as a broadside of propaganda to sway the colonists who are still loyal to the Crown or are on the fence about which side to join.

Carnes, Mark, *The American Nation: A History of the United States*, 12th Ed. p. 112-116.

Enduring Understandings/ Essential Questions

Enduring Understandings

Decisions can change as external factors develop and are taken into consideration.

Life, liberty, and property are natural rights which are entitled for all humans.

Essential Questions

How do groups change their viewpoints over time?

How do societies justify their means to revolt and establish their own sovereign government?

Instructional Strategies

Day 1:

1. First, hand out “**Introductory Paragraph and Thesis Statement Handout**” (Appendix A).
2. Go over the handout discussing with the class the importance of using a clear thesis in writing for the AP Test.
3. Next, group the students in pairs and have them formulate sample questions over the current period of history being covered.
4. Have the groups trade their questions with other groups.
5. Then the partners need to formulate an introductory paragraph and thesis based on the questions from the other group.
6. Ask each group to share an example of how they created an introductory paragraph and thesis.
7. Next, hand out “**Writing the DBQ Essay Handout**” (Appendix B).
8. Go over the handout discussing the importance to “breathe” and not to panic. The steps listed in the handout can be used to create structure to answering a DBQ.
9. Next, hand out the “**APUSH Rubric**” (Appendix C).
10. Go over each aspect of the rubric. Explain to the students that if this is their first AP DBQ essay they should not panic if they do not get a ‘9.’ It is early in the year, and this course is designed to prepare them to get a ‘6-9’ on the APUSH Test in the spring.
11. If there is time remaining, go over more of the student’s questions and answers from introductory paragraph and thesis partner activity.

Day 2:

1. Have the students pull out three (3) sheets of loose leaf paper.
2. Hand out “**Olive Branch Petition & Declaration of Independence DBQ.**” (Appendix D)
3. If this is the first time the students are writing an AP DBQ, students may use the three (3) handouts from the day before:
 - a. “**Introductory Paragraph and Thesis Statement Handout**”
 - b. “**Writing the DBQ Essay Handout**”
 - c. “**APUSH Rubric**”.

4. The students have 15 minutes to just read the DBQ (students should use part of this time to start their outline and brainstorming terms to use in their essay).
5. Remind the students to use the questions following the documents to break down (scaffold) the documents and find evidence for their arguments.
6. Students should then be given 25-30 minutes to write their essay. Collect their essays at the end of the 30 minutes.

Day 3:

1. Hand out “**Essay Peer Evaluation**” (Appendix E).
2. Hand out “**Factual References**” (Appendix F).
3. Then hand out a copied version of the essays written the previous day by the students. Leave off the student’s name, and use a numbering system to identify for yourself to whom the paper belongs.
4. The students are to do their own evaluation of the copied essay provided to them. This will help them to see how others set up their essay and also to acquire an understanding what AP Test readers are looking for in an essay.
5. *If the teacher wishes:* students can receive an additional point added to their own essay score if they correctly evaluate their peers essay with the same score as the teacher.

Classroom Materials

- Introductory Paragraph and Thesis Statement Handout (Appendix A)
- Writing the DBQ Essay Handout (Appendix B)
- APUSH Rubric (Appendix C)
- Revolutionary War DBQ (Appendix D)
- Essay Peer Evaluation (Appendix E)
- Factual References (Appendix F)

Resources

Dickinson, John, Olive Branch Petition, Philadelphia, PA: 2nd Continental Congress, 1775, America’s Homepage, http://ahp.gatech.edu/olive_branch_1775.html, (03/10/13).

Jefferson, Thomas, Declaration of Independence, Philadelphia, PA: 2nd Continental Congress, 1776, National Archives, http://www.archives.gov/exhibits/charters/declaration_transcript.html, (03/10/13).

White, William, *The Horse America, Throwing His Master*, Political Cartoon, Westminster, Great Britain: 1779, Library of Congress, <http://www.loc.gov/pictures/resource/ppmsca.33532/>, (3/10/13).

Franklin, Benjamin, “*Join, or Die*”, Political Cartoon, May 9, 1754, Pennsylvania Gazette, Philadelphia, PA, Library of Congress, <http://www.loc.gov/pictures/item/2002695523/> (03/10/13).

Paine, Thomas. *Common Sense*. Philadelphia: printed. And sold by W. and T. Bradford [1776]; Bartleby.com, 1999. www.bartleby.com/133/. (03/10/13).

Summative Assessment (or Question)

Document Based Question

Develop a thesis and write an essay using the following prompt:

To what extent did American colonist change their viewpoints on their connection to Great Britain? Use the documents and your knowledge of the period 1763-1776 to answer the question.

Assessment or Answer Key

Possible factual references which could be made by students in their essays:

Adams, John	French and Indian War	Paine, Thomas
Adams, Samuel	Fundamental Orders	Pitt, William
Albany Plan of Union	Gage, Thomas	Proclamation of 1763
Boston Massacre	<i>Gaspee</i>	Provincialism
Boston Tea Party	George III	Quartering Act
Bunker Hill	Grenville, George	Salutary Neglect
Burke, Edmund	Henry, Patrick	Second Continental Congress
Charters	Hessians	Sectionalism
Coercive (Intolerable) Acts	Hobbes, Thomas	Social Contract Theory
Committees of	House of Burgesses	Sons of Liberty
Correspondence	James I	Stamp Act
Common Sense	Jefferson, Thomas	Stamp Act Congress
Concord	Lee, Richard Henry	Suffolk Resolves
Continental Association	Lexington	Sugar Act
Currency Acts	Locke, John	Tea Act
Declaration of Independence	Magna Carta	Toleration Act
Declaration of Rights and	Mayflower Compact	Tory
Grievances	Mercantilism	Townshend Acts
Dickinson, John	Minutemen	Treaty of Paris 1763
Dominion of New England	Navigation Acts	Writs of Assistance
English Bill of Rights	New England Confederation	Zenger, John Peter
First Continental Congress	North, Frederick	
Franklin, Benjamin	Olive Branch Petition	

Assessment Rubric: APUSH DBQ Rubric

Thesis

- Well developed and clearly focused (8-9)
- Clear and adequate (5-7)
- Confined, limited, or missing (2-4)
- No thesis, provides an inappropriate response (0-1)

Document Usage

- Sophisticated use of substantial number of documents (8-9)
- Several documents used, may be more descriptive than analytical (5-7)
- Few documents used, significant errors in document interpretation (2-4)
- No document used, obvious misunderstanding of documents (0-1)

Critical Thought

- Strong interpretation and analysis (8-9)
- Limited or superficial analysis, mostly descriptive (5-7)
- Limited or no understanding of the question (2-4)
- Shows a complete lack of understanding (0-1)

Evidence

- Abundant, appropriate, dealing with all aspects of question (8-9)
- Uses some factual information (5-7)
- Superficial or missing supporting information (2-4)
- Little or no evidence (0-1)

Writing Style

- Well organized and well written (8-9)
- Acceptable organization and writing (5-7)
- Weak organization and/or poorly written (2-4)
- May be incomprehensible (0-1)

Error Level

- No errors or errors are insignificant (8-9)
- May contain minor errors (5-7)
- May contain major errors (2-4)
- Has substantial factual errors (0-1)

Overall Score 1 2 3 4 5 6 7 8 9

Author _____

The Introductory Paragraph and Thesis Statement

Sample Question: To what extent did the Civil War constitute a revolution in American society?

STRUCTURING AN INTRODUCTORY PARAGRAPH:

1. Establishing the setting of the essay. Briefly introduce the reader to the subject.
 - Example: “The Civil War, occurring between the years 1861 and 1865, was the most devastating conflict in American history.”
2. Provide an insightful comment that establishes your basis for analysis.
 - Example: “In determining whether the Civil War was a revolution in American society, one must assess the extent to which society was changed by the war.
3. Provide a partition that establishes three major sub-topics you plan to discuss.
 - Example: “Politically, the war established the supremacy of the Republican party in national politics for much of the next fifty years. Socially, the war saw significant gains in African American rights. And constitutionally, the war established the supremacy of the federal government over the states.”
4. Finish paragraph with a **clear thesis statement** that establishes the purpose of the essay.
 - Example: “Thus, the Civil War did, in fact, represent a political, social, and constitutional revolution in America.”

THESIS TYPES:

1. **Simple thesis:** “The Civil War was a revolution in American society.” (Rating: *poor*)
 - Thesis is far too simplistic. It contains no partition or analysis.
2. **Complex-simple thesis:** “In some respects, Americans experienced profound changes during the war. After the war, it was clear that society had also been changed dramatically in a number of important areas.” (Rating: *fair*)
 - The analytical aspect of the thesis is promising. However, *no partition is established*. The thesis does not establish *how* American society was changed by the war.
3. **Simple-split thesis:** “The Civil War was a revolution in American politically, socially, and constitutionally.” (Rating: *fair*)

- Thesis provides a **partition**: politics, society, and the Constitution.
 - Thesis lacks an explanation or general analysis in each of the three areas in the partition.
 - Note: This thesis would be a “simple thesis” if the question already contained a partition.
4. Complex-split thesis: “Politically, the war established the supremacy of the Republican party in national politics for much of the next fifty years. Socially, the war saw significant gains in African American rights. And constitutionally, the war established the supremacy of the federal government over the states. Thus, the Civil War did, in fact, represent a political, social, and constitutional revolution in America.” (Rating: *superior*)

THE “GRAY AREA” THESIS

Many AP questions allow the student to formulate a thesis with more nuances. Here is a more sophisticated complex-split thesis to the above question:

“Although the Civil War resulted in the supremacy of the Republican party for the next fifty years and led to a constitutional revolution regarding African American rights, blacks in the South were virtually abandoned by the North in 1877 and subsequently dominated by the white supremacist Democratic party of the “Solid South.” Thus, to a larger extent, the Civil War did represent a revolution constitutionally and in national politics but it was not a complete revolution regarding social and political issues in the South.”

Notice that the above thesis argues “to a larger extent.” When answering a question, the writer must take a position. It is not enough to state “to some extent,” or “to another extent.” A thesis should take a position one way or another. Phrases such as “to a larger extent,” “to a lesser extent,” “more important,” “less important,” etc., reveal that the writer has taken a definite position on a question.

Moreover, the word “**although**” is used effectively to begin the thesis.

It is important not to try to write a thesis that is all “black” and or all “white.” The most effective essays attempt to navigate the “gray area” in a more sophisticated fashion. The highest scores on AP exams tend to be in the “gray area.”

RELATING THE BODY OF THE ESSAY TO THE THESIS

Many AP essays will fall under the traditional 5-paragraph format (introduction, three body paragraphs, and conclusion). The most effective essays consistently analyze the significance of events relating to the thesis. Observe the outline below:

Sample Paragraph #1:

- Topic Sentence #1
- Term or event #1
 - Definition
 - Significance/relate to thesis
- Term or event #2
 - Definition
 - Significance/relate to thesis
- Term or event #3
 - Definition
 - Significance/relate to thesis
- Linking Sentence

The following paragraph is written with the above outline in mind.

The Civil War resulted in a constitutional revolution in several ways (*topic sentence #1*). First, the 13th Amendment, which abolished slavery (*definition*), ended an institution in America that had lasted well over two centuries (*significance*). Such a monumental change in the Constitution is certainly grounds for considering this amendment revolutionary (*relates to thesis*). Moreover, two more amendments were passed within a few years of the Civil War. The 14th Amendment gave African Americans citizenship while the 15th Amendment gave blacks the right to vote (*definition*). These two amendments were certainly revolutionary in the North as African Americans now enjoyed rights that up until this time had been largely denied (*significance/relate to thesis*). Furthermore, although the Constitution did not specifically declare that the federal government had gained more power over the states, the fact that the Union won the war and forced the South to accept these amendments ultimately proved that nullification issues would no longer plague the U.S. as they had earlier in the 19th century (*significance/relates to thesis*). While Many African Americans in the south did enjoy increased voting rights in the years immediately following the Civil War, many Southern states would eventually make a mockery of these sacred promises (*linking sentence*).

-Tim Mitchell, Shaker Heights High School

Writing the Document Based Questions Essay

What am I supposed to be doing?

1. The primary goal of this essay is to **answer the question** using as much outside information as possible.
2. The secondary goal is to **use as many documents** (correctly) as you can to help explain your answer.

How the heck am I supposed to do that?

First Step: *Figure out the answer to the question and how you'd write it as if there were no documents.*

1. Read the question.
2. Decide what the question is asking – in your own words.
3. Decide on the time period.
4. Brainstorm list of relevant terms.
5. Decide on possible answer.

Second Step: *Use the documents to help strengthen your answer.*

1. Read & analyze documents.
 - a. What does it say? Who is saying it? What are they saying it? What does it mean?
 - b. How is this related to the question and answer?

Third Step: *Write your essay.*

1. Decide on your answer.
2. Make a brief outline.
3. Write your paper.
 - a. Follow outline.
 - b. Make sure you answer the question.
 - c. Make sure you use as many documents as possible without forcing them in.
 - d. Use as many brainstorm terms as possible in answer.
 - e. Goal = 2-3 sides of a page.

Appendix C

APUSH Rubric

Thesis

- Well developed and clearly focused (8-9)
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- Has substantial factual errors (0-1)

Overall Score 1 2 3 4 5 6 7 8 9

Author _____

-Tim Mitchell, Shaker Heights High School

Appendix D

Revolutionary War: Document Based Questions

Develop a thesis and write an essay using the following prompt:

To what extent did American colonist change their viewpoints on their connection to Great Britain? Use the documents and your knowledge of the period 1763-1776 to answer the question.

Document #1

The Olive Branch Petition

Use the following questions to help formulate your answer to this document:

What was the overall tone of the petition?

To whom was the petition addressed?

On whom did the 2nd Continental Congress place blame for their grievances?

July 8, 1775

To the King's Most Excellent Majesty.

MOST GRACIOUS SOVEREIGN: We, your Majesty's faithful subjects of the Colonies of New Hampshire,...in behalf of ourselves and the inhabitants of these Colonies, who have deputed us to represent them in General Congress, entreat your Majesty's gracious attention to this our humble petition. The union between our Mother Country and these Colonies, and the energy of mild and just Government, produce benefits so remarkably important, and afforded such an assurance of their permanency and increase, that the wonder and envy of other nations were excited, while they beheld Great Britain rising to a power the most extra-ordinary the world had ever known...

While these recent and honourable acknowledgements of their merits remained on record in the Journals and acts of that august Legislature, the Parliament, undefaced by the imputation or even the suspicion of any offence, they were alarmed by a new system of statutes and regulations adopted for the administration of the Colonies, that filled their minds with the most painful fears and jealousies; and, to their inexpressible astonishment, perceived the danger of a foreign quarrel quickly succeeded by domestick danger, in their judgment of a more dreadful kind...

We shall decline the ungrateful task of describing the irksome variety of artifices practised by many of your Majesty's Ministers, the delusive pretences, fruitless terrours, and unavailing severities, that have, from time to time, been dealt out by them, in their attempts to execute this impolitick plan, or of tracing through a series of years past the progress of the unhappy differences between Great Britain and these Colonies, that have flowed from this fatal source...

For such arrangements as your Majesty's wisdom can form for collecting the united sense of your American people, we are convinced your Majesty would receive such satisfactory proofs of the disposition of the Colonists towards their Sovereign and Parent State, that the wished for opportunity would soon be restored to them, of evincing the sincerity of their professions, by every testimony of devotion becoming the most dutiful subjects, and the most affectionate Colonists.

That your Majesty may enjoy long and prosperous reign, and that your descendants may govern your Dominions with honour to themselves and happiness to their subjects, is our sincere prayer.

-Dickinson, John, Olive Branch Petition

Document #2

Declaration of Independence

Use the following questions to help formulate your answer to this document:

What was the overall tone of the petition?

To whom was the petition addressed?

On whom did the 2nd Continental Congress place blame for their grievances?

What was the justification for the colonialist declaring their independence?

IN CONGRESS, July 4, 1776.

The unanimous Declaration of the thirteen united States of America,

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good...

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures...

For Quartering large bodies of armed troops among us:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences...

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments...

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms:

Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people...

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

- Jefferson, Thomas, Declaration of Independence

Document #3

Thomas Paine's *Common Sense, Thoughts on the present state of American affairs.*

Use the following questions to help formulate your answer to this document:

What appeal is Paine making to the colonials?

... But examine the passions and feelings of mankind: bring the doctrine of reconciliation to the touchstone of nature, and then tell me whether you can hereafter love, honour, and faithfully serve the power that hath carried fire and sword into your land? If you cannot do all these, then are you only deceiving yourselves, and by your delay bringing ruin upon posterity. Your future connection with Britain, whom you can neither love nor honour, will be forced and unnatural, and being formed only on the plan of present convenience, will in a little time fall into a relapse more wretched than the first. But if you say, you can still pass the violations over, then I ask, hath your house been burnt? Hath your property been destroyed before your face? Are your wife and children destitute of a bed to lie on, or bread to live on? Have you lost a parent or a child by their hands, and yourself the ruined and wretched survivor? If you have not, then are you not a judge of those who have. But if you have, and can still shake hands with the murderers, then are you unworthy the name of husband, father, friend or lover, and whatever may be your rank or title in life, you have the heart of a coward, and the spirit of a sycophant.

Use the following questions to help formulate your answer to Document #4 and Document #5:

What is being represented within the image?

What is the message of the image?

Document #4: Join, or Die



Image Courtesy of the Library of Congress

Use the following questions to help formulate your answer to Document #4 and Document #5:

What is being represented within the image?

What is the message of the image?

Document #5: The Horse America, throwing his Master



Image Courtesy of the Library of Congress

Essay Peer Evaluation

This is _____'s essay. Period: _____

Directions: Read your classmate's essay twice. Underline the thesis in the introductory paragraph. Evaluate this essay by placing an 'X' next to the appropriate statements. Remember, use constructive criticism; it will help your classmate with future essays.

Superior Essay: AP score of 8-9 <input type="checkbox"/> superior thesis <input type="checkbox"/> extremely well-organized essay <input type="checkbox"/> addresses all areas of question evenly <input type="checkbox"/> substantial use of evidence <input type="checkbox"/> extremely well-written essay <input type="checkbox"/> generally error free (need not be perfect) <input type="checkbox"/> sophisticated use of substantial number of documents	Strong Essay: AP score of 6-7 <input type="checkbox"/> strong thesis (contains general analysis) <input type="checkbox"/> well-organized essay <input type="checkbox"/> addresses all areas of the questions: may lack some balance between major areas <input type="checkbox"/> some important information left out <input type="checkbox"/> strong analysis in some areas; needs more <input type="checkbox"/> strong use of evidence; may lack balance <input type="checkbox"/> well-written essay <input type="checkbox"/> may contain minor errors <input type="checkbox"/> several documents used; may lack balance
Adequate Essay: AP score of 5 <input type="checkbox"/> clear thesis (needs more analysis) <input type="checkbox"/> thesis a bit vague <input type="checkbox"/> fairly well-organized essay <input type="checkbox"/> addresses all areas of question but essay may lack balance <input type="checkbox"/> contains some analysis; more needed <input type="checkbox"/> some major events omitted <input type="checkbox"/> contains some evidence; more needed <input type="checkbox"/> essay deviates sometimes from thesis <input type="checkbox"/> may contain some significant historical errors <input type="checkbox"/> some facts are irrelevant to time period <input type="checkbox"/> several documents used; may be more descriptive than analytical	Needs Some Work: AP score of 2-4 <input type="checkbox"/> undeveloped thesis (simple) <input type="checkbox"/> does not establish purpose of essay <input type="checkbox"/> thesis does not fully address the question <input type="checkbox"/> weak organization <input type="checkbox"/> does not address one or more aspects of the question <input type="checkbox"/> most major events omitted <input type="checkbox"/> lacks analysis of key issues <input type="checkbox"/> lacks evidence to support main ideas <input type="checkbox"/> contains major historical errors <input type="checkbox"/> much information irrelevant to question <input type="checkbox"/> essay is somewhat incomplete (too short) <input type="checkbox"/> few documents used; significant errors in document interpretation
Needs a Lot of Work: AP score of 1 <input type="checkbox"/> no thesis or poor thesis <input type="checkbox"/> incorrect or incomplete essay <input type="checkbox"/> facts not specific, accurate, & relevant <input type="checkbox"/> poor analysis of key issues <input type="checkbox"/> few documents used; obvious misunderstanding of documents	Did Not Do the Question: AP score of 0 <input type="checkbox"/> writes on topic completely different from question <input type="checkbox"/> little to not effort shown in preparation for essay <input type="checkbox"/> no document used

Appendix F

Factual References

Possible factual references which could be made by students in their essays:

Adams, John	Franklin, Benjamin	Olive Branch Petition
Adams, Samuel	French and Indian War	Paine, Thomas
Albany Plan of Union	Fundamental Orders	Pitt, William
Boston Massacre	Gage, Thomas	Proclamation of 1763
Boston Tea Party	Gaspee	Provincialism
Bunker Hill	George III	Quartering Act
Burke, Edmund	Grenville, George	Salutary Neglect
Charters	Henry, Patrick	Second Continental Congress
Coercive (Intolerable) Acts	Hessians	Sectionalism
Committees of	Hobbes, Thomas	Social Contract Theory
Correspondence	House of Burgesses	Sons of Liberty
Common Sense	James I	Stamp Act
Concord	Jefferson, Thomas	Stamp Act Congress
Continental Association	Lee, Richard Henry	Suffolk Resolves
Currency Acts	Lexington	Sugar Act
Declaration of	Locke, John	Tea Act
Independence	Magna Carta	Toleration Act
Declaration of Rights and	Mayflower Compact	Tory
Grievances	Mercantilism	Townshend Acts
Dickinson, John	Minutemen	Treaty of Paris 1763
Dominion of New England	Navigation Acts	Writs of Assistance
English Bill of Rights	New England Confederation	Zenger, John Peter
First Continental Congress	North, Frederick (Lord)	