

LOYALISTS v. PATRIOTS

Learning Objectives: Students will:

1. Compare/contrast opposing views of the American Revolution
2. Use research skills to locate information
3. Produce communication using technology (Power Point)
4. Use critical thinking skills to evaluate points of view
5. Create a song using words/phrases/ideas from different points of view.

TEKS: SS 3.17A,C&E, 18A&B, 4.21A,B,C&D, 23A,B&D, 5.2B, 25A,B&D
LA 3.25B, 26A&B, 4.23B, 24A&B, Figure 19F, 5.23B, 24A, Figure 19D

Materials Needed: Internet access and/or print resources for searching, chart paper, PowerPoint

Vocabulary: Loyalists, Patriots, revolution, independence

Teaching Strategies:

1. As students begin to learn about the American Revolution, remind them that not all the colonists wanted independence. Those who remained loyal to Great Britain were called "Loyalists" or "Tories."
2. Distribute the attached sheet, describing the Loyalists point of view. Ask for student response. Remind students that even within families, there were opposing views, such as Benjamin Franklin, a Patriot, and his son, William Franklin, a Loyalist.
3. (Optional) Share portions of the book, *George vs George*, with students to illustrate that there are always two perspectives in any disagreement.
4. As a class, brainstorm good reasons for being on each side. Record key words or phrases on whiteboard as students respond. Possible responses include:

Patriots: 1. paying high taxes to support a government abroad that they had no part in. 2. paying higher taxes than some of the other British colonies to basically finance England's wars with France 3. British prisoners sent to populate the colonies to ease prison overcrowding in England. 4. British control of American shipping/exporting -- telling the colonies what countries they could and could not trade with 5. the requirement that colonists, whenever asked had to house British troops who were in the colonies to keep the peace -- this means that with no notice, troops could arrive at a colonist's farm and demand food and shelter for an indefinite period

Loyalists: 1. cutting ties to the "mother country." 2. fear that "democracy" meant the same thing as rule by the common people and that many people were not fit to make political decisions (or even to vote). 3. without England's protection, the colonies might not be able to militarily defend themselves and some other nation might invade and take them over.

5. Assign each student a partner. Each team of students will research one person, some Patriots and some Loyalists, to gain understanding and perspective of that person. A partial list of these people is attached.
6. Each team will prepare a PowerPoint slide of the person they researched, including what the person's perspective on the revolution was, what actions they took and a picture or graphic representing that person. As a culminating project, all slides will be gathered into a presentation contrasting the Loyalists and Patriots.
7. Divide the class into groups of 4 or 5. Each group should be all Loyalists or all Patriots. Each group will prepare a song or jingle to a familiar tune, trying to convince others to join their position. The more facts or arguments they use, the better their grade will be.
8. Ask each group to record their "songs" on chart paper, and then present them to the class.

Extension for G/T

Students will create two editorials, one from the Loyalists perspective and the other from the Patriots perspective.

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Loyalists

Cortland Skinner
William Franklin
Lord Cornwallis
James Chalmers
Sir Henry Clinton
Gen Thomas Gage
Gen William Howe
Benedict Arnold

Patriots

Mercy Otis Warren
Patrick Henry
Paul Revere
Thomas Paine
Deborah Sampson
George Washington
Richard Henry Lee
Samuel Adams

Another good resource:

<http://frontiers.loc.gov/ammem/ndlpedu/features/timeline/amrev/amrev.html>

Background Information

Who Were the Loyalists?

Loyalists disagreed with the idea of the 13 colonies becoming an independent nation. Some believed that the colonies were safer if they were protected by the British Empire, and it was reasonable to pay for that protection through their taxes. Others had family in England or were recent immigrants and they were loyal to the "Mother Country." Some had positions in the government, or businesses that depended on British trade.

Who were Loyalists? They came from every walk of life: they were tradesmen and clergymen, farmers, soldiers, and slaves. They were from different religions, and different countries or origin. Some were recent immigrants from Europe who feared the instability of revolution and wished to have the protection of the British Empire.

Loyalists acted on their belief that the colonies should have peace, order and good government. Some organized to fight the rebels. Others left during the war for Quebec and Nova Scotia, the British Colonies to the north. Many worked to undermine the rebels by helping the British Army, acting as spies or secret agents and giving food and shelter to the British or to other Loyalists.

Those who voiced their disagreement and angered their rebel neighbors suffered serious consequences. People who supported the British government were persecuted in a number of ways. Some were denied their rights, such as the right to vote, sell land, or sue people who owed them money. They were prevented from working as doctors, lawyers, or teachers. Worst of all, people who supported the English government were sometimes physically harmed, stripped of their possessions and banished from their homes on pain of death.

After the Declaration of Independence in 1776 Loyalists were considered traitors and they were exiled by the new government, their land and possessions taken. In 1783 Britain signed the Treaty of Paris, which ended the War of Independence and recognized the United States of America as a new country.

Loyalists had no choice but to leave. Between 1775 and 1783 over 70 000 people left the 13 colonies, with as many as 50 000 moving north to build a new life in what would become Canada.

(adapted from answers.yahoo.com)