

British Policies After French & Indian War

[1](#)[2](#)[3](#)[4](#)[5](#)[6](#)[Next](#)

1. Question

After the French and Indian War, the British began taxing the Colonists so they could repay all of the debt they accumulated during the war.

In Colonial times, the thirteen colonies were divided amongst each other. In an effort to rally the Colonists, Benjamin Franklin printed this cartoon in his newspaper, *The Pennsylvania Gazette*. He wanted to stress the importance of colonial unity.

How did British policies and the reaction of the Colonists lead to the American Revolution?

AMERICAN REVOLUTION

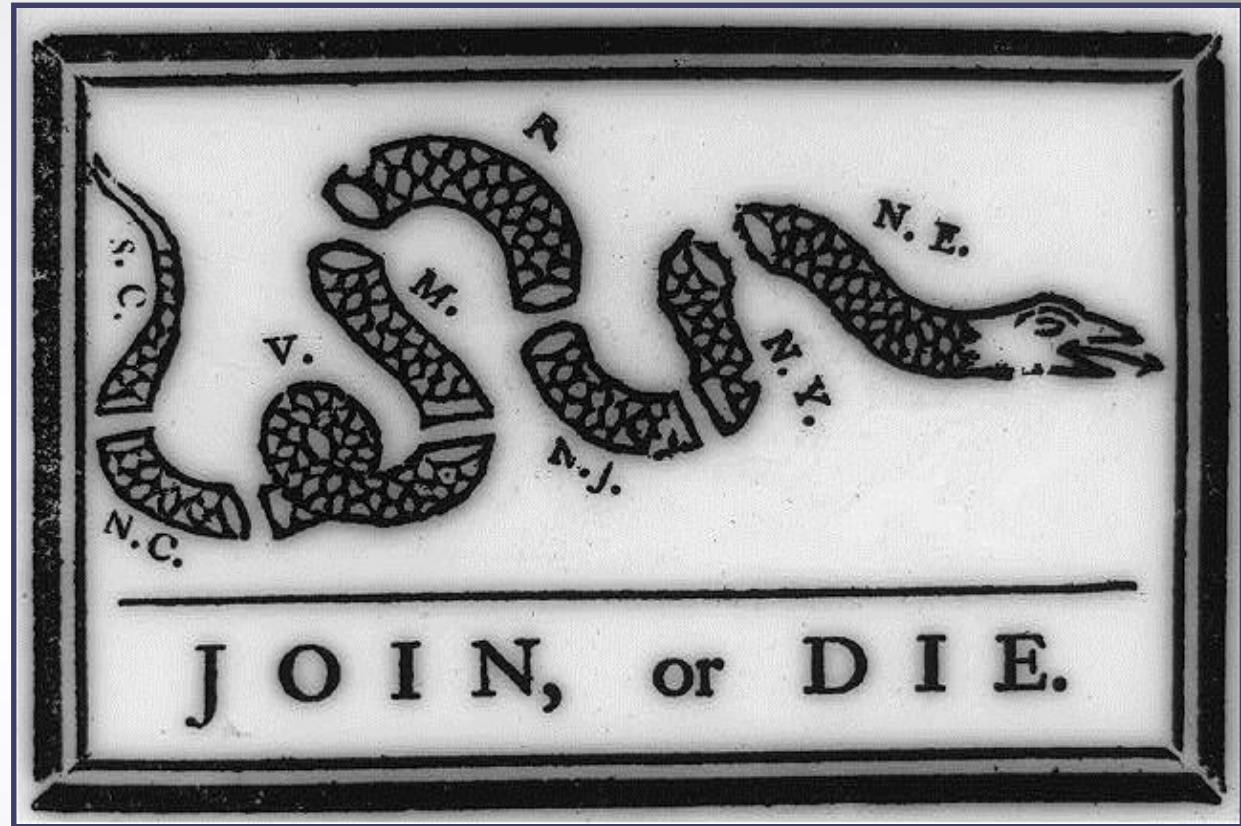


Image Source: [Library of Congress](#)

Click the image for the meaning behind the cartoon

2. Information Sources

Your teacher will assign you one of these laws imposed by the British government.

[Organize](#) information about what the law said and how the Colonists reacted to it.

- Watch this Brain Pop on the [Causes of the American Revolution](#).
- Read about the [Causes of the American Revolution](#).

Proclamation of 1763	Watch this clip! (Safari Login)	View another clip on the Proclamation of 1763 (YouTube Video)	Read more about the Proclamation of 1763
Sugar Act 1764	Watch this clip! (Safari Login)	View another clip on the Sugar Act of 1764 (YouTube Video)	Read more about the Sugar Act
Quartering Act 1765	Watch this clip! (Safari Login)	View another clip on the Quartering Act of 1765 (YouTube Video)	Read more about the Quartering Act
Stamp Act 1765	Watch this clip! (Safari Login)	View another clip on the Stamp Act of 1765 (YouTube Video)	Read more about the Stamp Act
Townshend Act 1767	Watch this clip! (Safari Login)	View another clip on the Townshend Acts of 1767 (YouTube Video)	Read more about the Townshend Act
Tea Act 1773	Watch this clip! (Safari Login)	View a clip on the Tea Act and Boston Tea Party (YouTube Video)	Read more about the Tea Act
Intolerable/Coercive Act 1774	Watch this clip! (Safari Login)	View another clip on the Intolerable Acts of 1774 (YouTube Video)	Read more about the Intolerable/Coercive Act



Image Source: [SIRS Discover](#)

3. Student Activity

[1](#)

[2](#)

[3](#)

[4](#)

[5](#)

[6](#)

[Next](#)

Now that you have a new understanding of your British policy, teach your classmates about it!

1. Using a [Voice Thread](#) or PowerPoint set up by your teacher, share the information you have acquired through your research about your policy.

Be sure to include: what the law said, how the Colonists reacted to it, and how it led to the American Revolution.

2. Once everyone has shared their new learning, go back to the Voice Thread/PowerPoint and see what your classmates have shared about their policy. Take notes using your organizer from Slide 2 on the other policies in order to have a complete understanding of the 7 British policies so you can complete the assessment on Slide 4.

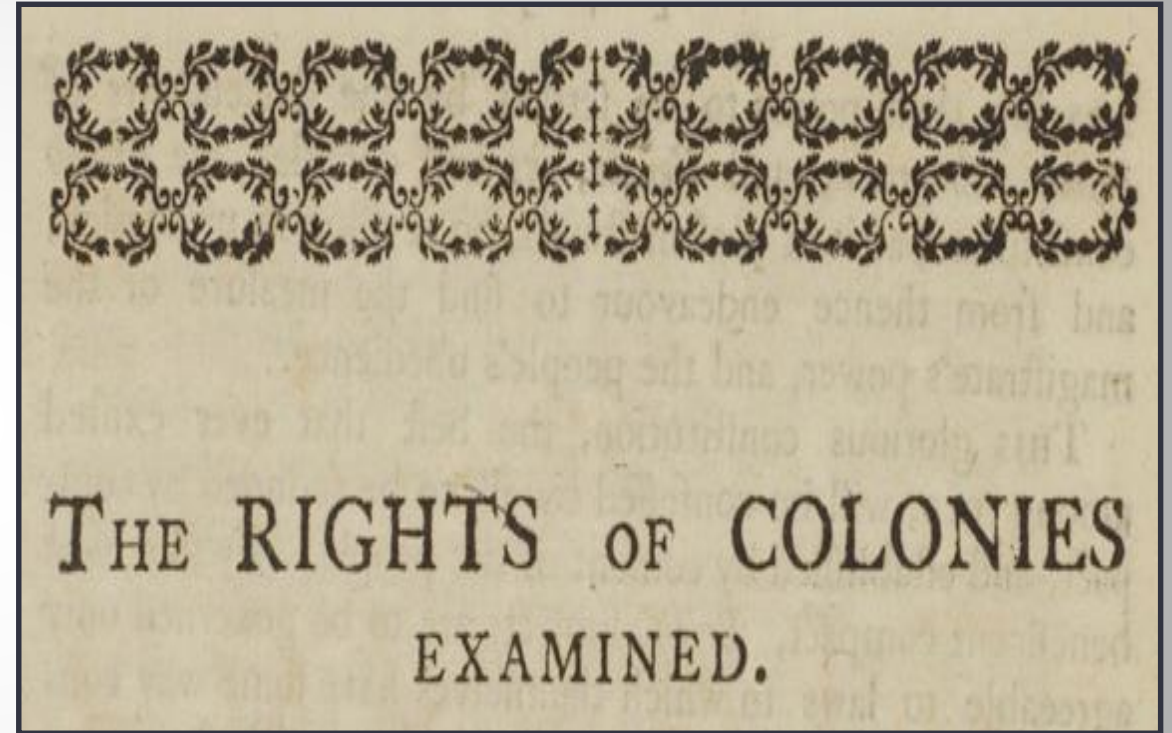


Image Source: [The Gilder Lehrman Institute of American History](#)

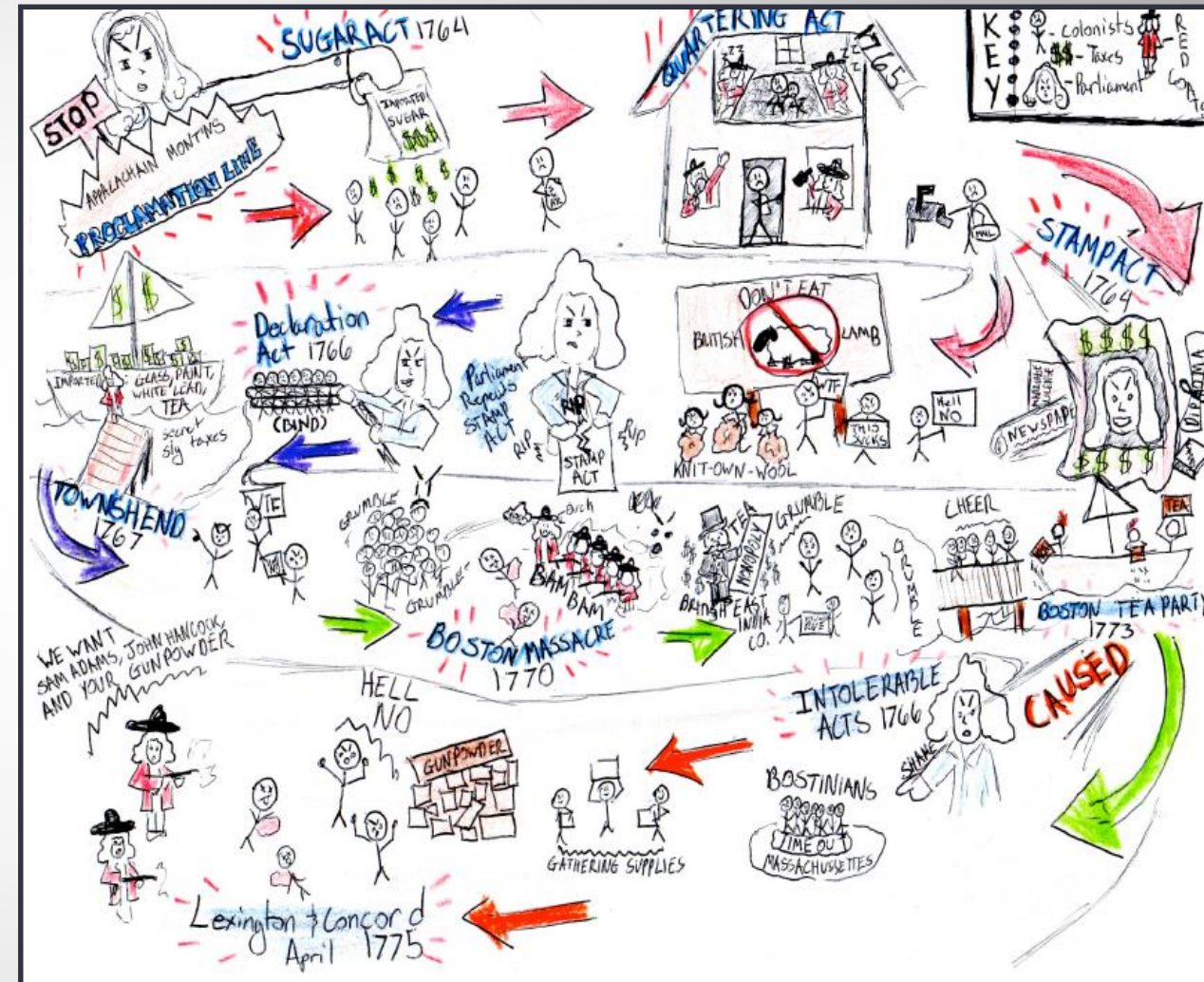
If you complete Step 1 for your policy before your classmates, go ahead to Slide 5 until all of the policies have been completed.

4. Assessment Activity

Using a timeline creation tool like [Time Toast](#), create a timeline demonstrating the new knowledge you have acquired about all 7 British Policies.

Make sure for each policy you include:

- what each policy said
- how the Colonists reacted to them
- how each of them led to the American Revolution.



5. Enrichment Activities

[1](#)

[2](#)

[3](#)

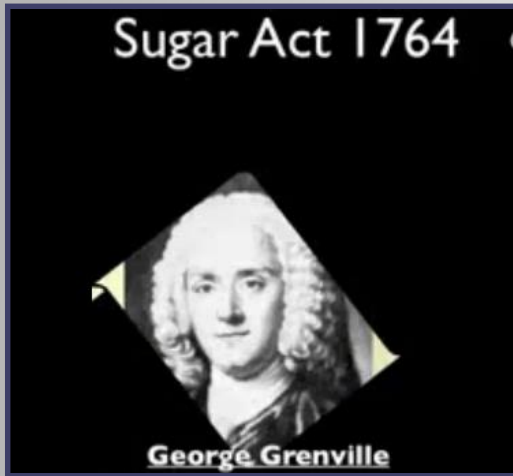
[4](#)

[5](#)

[6](#)

[Next](#)

View the [video clip!](#)



Image/Video Source: [YouTube](#)

Now it's your turn!
Create lyrics to a song
that explains what one
of the British Policies
was about.

View the [Flags of the
American Revolution.](#)

Now read about Puerto Rico
becoming the 51st state.



Image Source: [Wikimedia Commons](#)

How would this effect our
flag? Design a new U.S.
flag if Puerto Rico
becomes the 51st state.

You have learned about the
Boston Tea Party, now read
about the
[Annapolis Tea Party!](#)



Image Source: [Weta's Local History Blog](#)

Design the front page of a
newspaper to summarize
what happened that day OR
write a journal entry from the
perspective of someone that
was there.

6. Teacher Support Materials

1	2	3	4	5	6
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BCPS Curriculum

UNIT III: ROAD TO INDEPENDENCE – THE AMERICAN REVOLUTION

Indicator and Supporting Content

A. Students will examine post-war British policies in order to evaluate the reaction of colonial America.

1. Analyze results of the French and Indian War
2. Analyze British colonial policies and colonial reactions to these policies
3. Examine the economic impact of British policies on the colonists and England

Maryland State Curriculum

Standard 5.0 History

Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland and the United States.

Topic C. Conflict between Ideas and Institutions

Indicator 1. Examine and explain the role of religious, social and political institutions in America at the end of the American Revolution

Objective a : Analyze the political effects of the American Revolution on American society and culture

Common Core State Standards

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Standards for the 21st Century Learner

- 1.1.6 Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.
- 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

Maryland Technology Literacy Standards for Students

3.0: Use a variety of technologies for learning and collaboration.

Time Frame: Two Fifty-minute periods

Differentiation:

- Direct students to use comprehension tools included in databases, such as: audio read-aloud, labeled reading levels, and embedded dictionaries.
- **Slide 2** [modified organizer](#)

Learning Styles : Visual, Auditory, Active, Reflective, Global Understanding, Analytical Understanding

Notes to the teacher:

Slide 2: Students will need their BCPS Login to view the Safari videos.
Slide 4: To use Time Toast, teacher can create one free account for the students to use.

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Created by [Laura Herzog](#), Classroom Teacher/Library Media Intern

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