

Loyalists and Patriots

Overview

In this lesson, students will explore the personalities of the Revolutionary War's Patriots and Loyalists by participating in a character role play. The lesson will culminate with students researching and writing a character sketch of a key Revolutionary figure of their choice and participating in a Colonial Town Hall & Debate.

Grade

8

North Carolina Essential Standards for 8th Grade Social Studies

- 8.H.1.1 - Construct charts, graphs, and historical narratives to explain particular events or issues.
- 8.H.1.2 - Summarize the literal meaning of historical documents in order to establish context.
- 8.H.1.3 - Use primary and secondary sources to interpret various historical perspectives.
- 8.H.1.4 - Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).
- 8.H.1.5 - Analyze the relationship between historical context and decision-making.
- 8.H.2.1 - Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states' rights and citizenship and immigration policies) on the development of North Carolina and the United States.
- 8.H.2.3 - Summarize the role of debate, compromise, and negotiation during significant periods in the history of North Carolina and the United States.
- 8.H.3.3 - Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.
- 8.C&G.1.3 - Analyze differing viewpoints on the scope and power of state and national governments (e.g. Federalists and anti-Federalists, education, immigration and healthcare).

Essential Questions

- How do Patriots and Loyalists compare and contrast to one another?
- What events intensified Patriot feelings of revolution and lead to the outbreak of war?
- Who were the key Patriots and Loyalists of the period, and what contributions did they make?
- What was the purpose of Patrick Henry's speech to the Virginia Convention and Benjamin Franklin's Albany Plan of Union?

Materials

- Engraving by Paul Revere, attached
- "Give me liberty or give me death," image and excerpt attached
- Join, or Die Political Cartoon, attached
- Loyalist and Patriot Roles, attached
- Active Citizens in Revolutionary Times, optional assignment, attached

Duration

60-70 minutes (additional time will be needed if completing “Active Citizens in Revolutionary Times”)

Procedure

Comparing and Contrasting Loyalists and Patriots

1. As a warm-up, project the attached *Engraving by Paul Revere*. Ask students to discuss, either in writing or out loud:
 - What do you see here? (Students should simply point out all symbols, characters, objects, text, etc. that they notice. Try to keep them from jumping to interpretation until all pieces of the engraving are pointed out.)
 - What do you think? What message is the artist trying to convey? What do the symbols represent?
 - What techniques has the artist used and why? (exaggeration, caricatures, humor, sarcasm, etc.)
 - In what ways does this engraving reflect opinions during the Revolutionary Period? As people chose sides leading up to the **Revolutionary War**, who were the **Patriots** and what did they believe? Who were the **Loyalists** and what did they believe?
 - Discuss/review that Loyalists, also known as Tories, were colonists whose allegiance remained with Great Britain during the American Revolution. Loyalists were not confined to a particular colony, class, or occupation, although the strongest resistance to the Revolution came from those serving the crown. Because of the animosity from other colonists, many Loyalists fled to Canada during and after the war.
 - The word Patriot refers to a person in the colonies who sided with the American Revolution. They included a full range of social and economic classes, but a unanimity regarding the need to defend the rights of Americans. Patriots included George Washington, James Madison, John Adams, Alexander Hamilton, Patrick Henry, Benjamin Franklin, and Thomas Jefferson. (*Sources: Encarta and Wikipedia*)
 - Do you think this engraving was created by a Loyalist or a Patriot and why?
2. Explain to students that as tension continued to mount (see the lesson *Revolutionary War Cartoons*), individual colonists chose sides between the Patriot cause and the Loyalist cause. This decision became even more crucial in 1774, when the colonies were placed under British military rule (**The Intolerable Acts**) in response to the **Boston Tea Party** and growing tensions. In response to the Intolerable Acts, the colonies organized the **First Continental Congress** on September 5, 1774 in Philadelphia, where official complaints were drafted and sent to **King George III**. As a review of previous issues discussed, ask students:
 - What do you think some of the complaints sent to King George III would have been? (Use this as an opportunity to review: **Navigation Acts, Proclamation of 1723, Sugar Act, Quartering Act, Stamp Act, Boston Massacre**, etc.)
 - What do you imagine King George’s response would have been?
3. Explain to students that as tensions continued to grow, more colonists developed strong opinions in support of or against revolution. While there is no way of knowing the actual numbers, historians have estimated that about 15-20% of the population remained loyal to the British Crown; they were outnumbered by perhaps 2-1 by the Patriots, with nearly 50 percent of the population favoring revolution. Around 30 percent or more are estimated to have remained

neutral. (Teachers may want to visually illustrate this by dividing the class into these proportions.)

Patriot Sentiments: Patrick Henry

4. As an example of Patriot opinion, have students read an excerpt from **Patrick Henry's** speech to the **Virginia Convention**, in which his famous lines "**Give me liberty or give me death**" were spoken. Project or handout the attached image and allow a student to do a dramatic reading of the speech. Discuss:
 - Would you characterize Patrick Henry as a Loyalist or a Patriot and why?
 - To whom is Patrick Henry referring when he says, "Is life so dear or peace so sweet as to be purchased at the price of chains and slavery?"
 - What is the purpose of Patrick Henry's speech?
 - Based on his words in this speech, how would you characterize and describe Patrick Henry?

Loyalist Sentiments: Samuel Seabury

5. To counter Patrick Henry's view, project the following quote by Anglican clergyman **Samuel Seabury**, the first Bishop of Connecticut:
 - "If I must be enslaved let it be by a King at least, and not by a parcel of upstart lawless Committeemen. If I must be devoured, let me be devoured by the jaws of a lion and not gnawed to death by rats and vermin."

Discuss:

- Would you characterize Samuel Seabury as a Loyalist or a Patriot and why?
- What symbolism does Seabury use in his statement?
- What message is Seabury trying to convey?

Loyalist or Patriot?

6. Project the attached *Join, or Die* political cartoon. Ask students to discuss:
 - What do you see?
 - What do you think? What do the symbols represent? What techniques has the artist used and why?
 - What message is the artist trying to convey?
 - Do you think this political cartoon was created by a Loyalist or a Patriot and why?
7. Discuss with students that the artist of this cartoon was Patriot **Benjamin Franklin** and it refers to the **Albany Plan of Union**, an early attempt to form a union of the colonies. Part of the Plan was used in writing the **Articles of Confederation**, which kept the States together from 1781 until the Constitution.

Experiential Exercise: A Loyalist versus a Patriot

8. Explain to students that they will participate in a partner activity that illustrates the different views of the Loyalists and the Patriots and the difficulties in compromise between the two sides. Project and clarify the following instructions:
 - In this partner activity, you will play the role of **King George III**, a devout Loyalist, or **Samuel Adams**, a passionate Patriot, as they debate whether or not America should declare Independence.

- Read the bio given to you and interpret how your person felt as a Loyalist or a Patriot about the prospect of America declaring independence. Consider also what your personality would have been like and what your style of communication would have been. How passionate are you? How stubborn or willing to listen are you?
 - When you begin your meeting, you will explain your views to one another then debate whose views are right. Each of you will have 3 minutes to introduce yourself to your opponent and state your opinions and reasoning regarding America becoming independent from England. After both of you have had your 3 minutes, you may question each other and debate, with the goal of convincing your partner to change his/her opinion and believe as you do.
9. Either assign partners or allow students to choose, and hand each student one of the attached *Loyalist and Patriot Roles*. Give students 5-10 minutes to study their character and views. Students who may need assistance understanding the character they are to play can first meet with a partner playing their same role. This will allow them to gain an understanding of who they are and what their views were. They can then join a partner with an opposing role once it is time for the debate.
10. Explain that when the activity begins, students will sit across from someone with an opposing role and, in character, express their views on events in the 1770s, sharing reasons why they believe revolution is right or wrong. Let students know they should follow the following structure for their meeting and that you will be announcing time reminders:
- 3 min. – King George III
 - 3 min. – Samuel Adams
 - 6-8 min. – Open discussion/debate
11. Once students have had ample time to prepare, review partner work expectations and allow students to start their meeting. Circulate and monitor all students as they work, ensuring they are in character and representing realistic views. Allow 10-15 minutes for this activity, reminding students of the above time markers.
12. Once you stop the exercise, debrief:
- Based on what you read about each man, how would you characterize King George III and Samuel Adams?
 - After participating in this activity, those of you playing King George III, how did you feel about Samuel Adams and why?
 - Those of you playing Samuel Adams, how did you feel about King George III and why?
 - In your opinion, why are these two men's views so drastically different?
 - Personally speaking, which man do you agree with and why?
 - Is there any way these two men, representing Loyalist and Patriot sentiments, could compromise? Explain.
 - Do you think there was anyway to avoid the American Revolution? Explain.
 - What do you imagine life would be like in North America today if Patriots would not have been involved, active citizens and started this revolution?

Active Citizens in Revolutionary Times

13. Optional: Hand out the attached *Active Citizens in Revolutionary Times* assignment description, and explain to students that they will be creating a character role similar to those given to them on King George III and Samuel Adams. Go over the assignment, and note the importance of accuracy and clarity in their character role, since this assignment will not only be a grade, but it will also be an integral part to a class activity after its due date (see “Culminating Activity” below).
14. As students make their choices, it is recommended to try and keep the number of Loyalists and Patriots chosen even. It is also recommended that students are allowed class time to research and create their first draft. This assignment can be completed at home while you continue on to other Revolutionary War topics in class and can be presented at any point in your Revolutionary War unit.

Culminating Activities

- Allow students to read their character role created for *Active Citizens in Revolutionary Times* in small groups and discuss.
- Hold a Colonial Town Hall & Debate
 - Inform all students that they will participate in a Colonial Town Hall in their character. Their purpose at the Town Hall & Debate will be to convince others to believe as they do regarding American Independence. Instruct them to form groups according to their beliefs, with all Loyalists meeting on one side of the room and all Patriots meeting on the other, arranging their desks so they are facing one another. Allow them to introduce themselves in character in these groups and make a statement about their beliefs. The teacher can also allot time for group strategizing.
 - Explain that when the Town Hall & Debate begins, they must introduce themselves one by one, and give their reasons for being for or against American Independence. As moderator, the teacher should facilitate a fair debate process (i.e. allow a student from the Patriot side to speak, followed by a Loyalist, followed by a Patriot rebuttal, and so on.)
 - The teacher may also wish to ask other adults to come to class that day to judge the debate, or the teacher can assign particular students to serve as judges rather than participate in character roles. At the end of the Town Hall & Debate, the teacher or assigned judges can determine whether they think declaring independence is a wise idea or not based on what they have heard.

**If time permits, it is advised that all student created roles be proofread by the teacher before the day of the Colonial Town Hall and Debate so that accuracy is ensured.*

Differentiation

Students with special needs

- If a student is unable to participate as a character in the Experiential Exercise, assign him/her to be an observer. He/she should monitor a particular partner meeting and take notes on the process. He/she can report back to class on what was observed.
- Modify the assignment *Active Citizens in Revolutionary Times* as needed. Assign students with special needs a well known figure to make research easier. Also, teachers may want to give students a particular handout of information to use in preparing a role rather than have the student complete their own research.

- If a student is unable to participate in the Colonial Town Hall and Debate, he/she can be assigned to be a debate judge or a Town Hall reporter. As a reporter, he/she should take notes on the Town Hall meeting and then give a colonial news report at the end of the activity.

AIG Students

- Instruct students to research North Carolina's delegates in the **First Continental Congress**, **Richard Caswell**, **Joseph Hewes**, and **William Hooper**, and present information to the class.

Engraving by Paul Revere



The able doctor, or America swallowing the bitter draught. Cartoon in line engraving by Paul Revere for the Royal American Magazine, June 1774.

Patrick Henry
"Give me liberty or give me death!"



"Gentlemen may cry, Peace, Peace-- but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death! "

~ Patrick Henry, March 23, 1775.

“Join, or Die” Political Cartoon



Source: Benjamin Franklin, *The Pennsylvania Gazette*, May 9, 1754 (adapted)

King George III ~ Loyalist



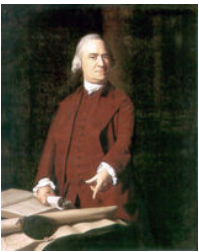
You are King George III (ruler of Great Britain from 1760-1820). You are incredibly loyal to your empire and think any person of English descent should feel the same intense sense of pride and responsibility to Great Britain that you feel. Thus, you resent the Patriot's rebellious attitude in America. You think their chief duty is to submit to you and your rule, and you are amazed they have the nerve to even hint at rebellion.

You feel that you have done a lot to assist the colonies to be successful. Your empire has come to the rescue of the colonists time and time again when they've needed protection. If it were not for Great Britain sending assistance during the French and Indian War, the colonists would never have won and survived. Yet, when you ask them to pay back the war debt, they throw a fit. How ungrateful! You decided to help them out by creating the Proclamation of 1763, which placed a boundary upon the westward expansion of the American colonies. The reason you did this was to force colonists to negotiate with local Native Americans for the lawful purchase of the land, since you were tired of all the wars erupting between colonists and Natives over land conflicts. You can't believe how childish the colonists were being over land! Yet they were enraged by the idea that they couldn't just take whatever they wanted from whomever they wanted, regardless of the problems it might cause. You feel like an unappreciated father.

You keep hearing reports that the Patriot's anger with you continues to grow due to taxes you have initiated, such as the Tea Act, the Stamp Act, and the Townshend Acts. You think it makes complete sense that colonists share in the burden of governmental and operational taxes. Why should you spend endless amounts of money to keep the colonies safe and productive? You don't even live over there, and they should be happy to share in the costs. You DARE them to even try and go to war with you. They need to stay loyal and keep QUIET. Then, that rebel group the Sons of Liberty went crazy and dumped \$15,000 dollars worth of tea into the Boston Harbor! You had to send British troops over to guard the colonists from doing anything else stupid. And of course they get angry about that, when they asked for it with their immature actions!

Today, you are feeling very grumpy, since your Porphyria is acting up. (Porphyria is a sickness you have that causes terrible pain in your stomach, arms, and legs.) You expect this little meeting to go quick and easy. If the colonists want to act like children, you can be a stern daddy!

Samuel Adams ~ Patriot



You are the chief Massachusetts leader of the Patriot cause, and you are ready for an American Revolution if some things don't change FAST. You have organized a group of like-minded Patriots called the "Sons of Liberty," and all of you are sick of British rule. You think it is outrageous that England has the nerve to tax the colonists, when you have no representation in the Parliament deciding the taxes. Further, the Tea Act, Stamp Act, and the Townshend Acts have all been insanely unfair and oppressive. Your anger lead you to organize The Boston Tea Party, a huge protest where you and fellow Patriots sent a message to the King and Parliament saying you aren't going to take it anymore. That protest was hard work too! You and your mates threw 342 crates of tea into the sea!

You were outraged then in 1774 when King George passed the "Intolerable Acts," which place you and your fellow colonists under military control. You feel this is just his way of flexing his arm muscle. You decided to really do something about this worsening treatment from England by running for the Massachusetts House of Representatives. In 1775, you were thrilled to be elected. Since then, you have spent much of your time speaking out against the Stamp Act and the Townshend Acts which you feel tax colonists unfairly.

You are going to give King George III one last chance to repeal his ridiculous taxes and lay off the strong armed control before you go to the First Continental Congress. If he does not, you will encourage every colonist to wage war on King George III and his pushy empire. You would round up a group of minutemen today to fight if you needed to.

Active Citizens in Revolutionary Times

Assignment Due: _____

Assignment: Choose a Loyalist or a Patriot from the list below. Research this person and create a character role based on facts you learn and inferences you make. You should consider what this person's beliefs and values are, how they view the Patriot and Loyalist causes, and what their opinions are in regards to American independence. Also, you'll make inferences regarding your person's personality, ways of communicating, manner of speaking, etc., based on your research.

The character role you turn in will be much like the one given to you for the role play in class today. At the top of your paper, write the person's name, noting whether they are a Loyalist or a Patriot. Then, write a one page character sketch in 2nd person (using the pronoun "You", rather than "He/She" or "I".) You must also draw a portrait of this person to turn in along with your character role.

It is important your character role is clear and concise, since you will be switching character roles with classmates, and they will be taking on the role of your character (based on your description) and participating in a Colonial Town Hall and Debate.

Possible Patriot and Loyalist Choices

Abigail Adams	Thomas Jefferson
John Adams	John Paul Jones
Samuel Adams	King George the Third
Ethan Allen	Tadeusz Kosciuszko
Benedict Arnold	Marquis de Lafayette
Crispus Attucks	Sybil Luddington
Joseph Brant	James Madison
John Burgoyne	Francis Marion (Swamp Fox)
Richard Caswell	Josiah Martin
John Singleton Copley	Charles Morris
Charles Cornwallis	James Otis
Lydia Darrah	Thomas Paine
William Dawes	Molly Pitcher (Mary Hays)
John Dickenson	William Pitt
James Forten	Josiah Quincy
Benjamin Franklin	Phoebe Reynolds
Thomas Gage	Paul Revere
Nathan Hale	Betsy Ross
Prince Hall	Deborah Sampson
Alexander Hamilton	Gilbert Stuart
Lemuel Haynes	Colonel Tye
Patrick Henry	Horace Walpole
Joseph Hewes	Joseph Warren
William Hooper	Martha Washington
Richard Howe	Benjamin West
William Howe	Phyllis Wheatly
Agrippa Hull	Charles Wilson
Thomas Hutchinson	