

DBQ: Causes of the Revolutionary War

Historical Context:

Following the French and Indian War in 1763, the British began to put a tighter control on their American colonies. Various laws were passed by the English government that upset many colonists, including taxing the colonists. Many colonists believed that the King and Parliament were taking away their rights and liberties. This led to resistance, boycotts, and eventual rebellion within the colonies. From 1775-1781, the American colonists engaged in a war with Great Britain and successfully declared their independence.

Task:

Using the information from the documents and your knowledge of social studies, write an essay in which you

- Discuss **three** actions taken by the British government that caused political unrest in the colonies.

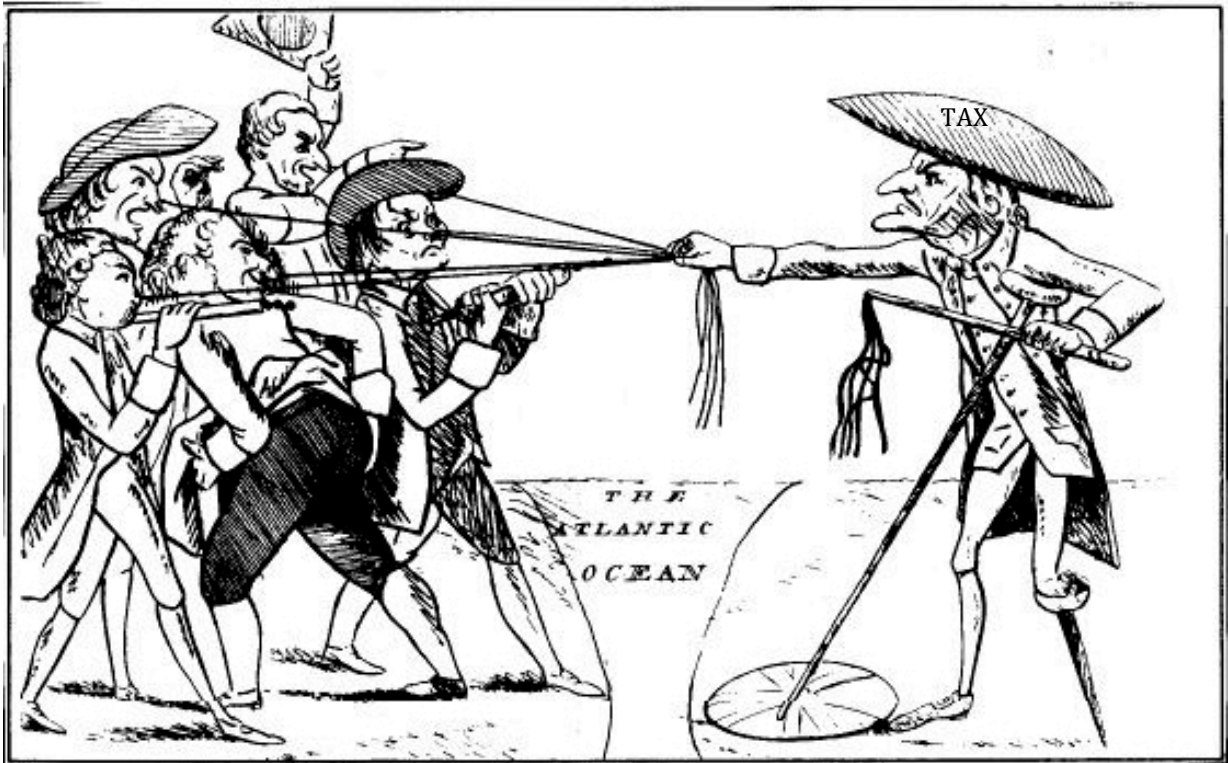
Guidelines:

In your essay be sure to

- Develop all aspects of the task
- Incorporate information from at least **three** documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and conclusion that are beyond a restatement of the theme

Document 1

“England As A Mean Stepfather”

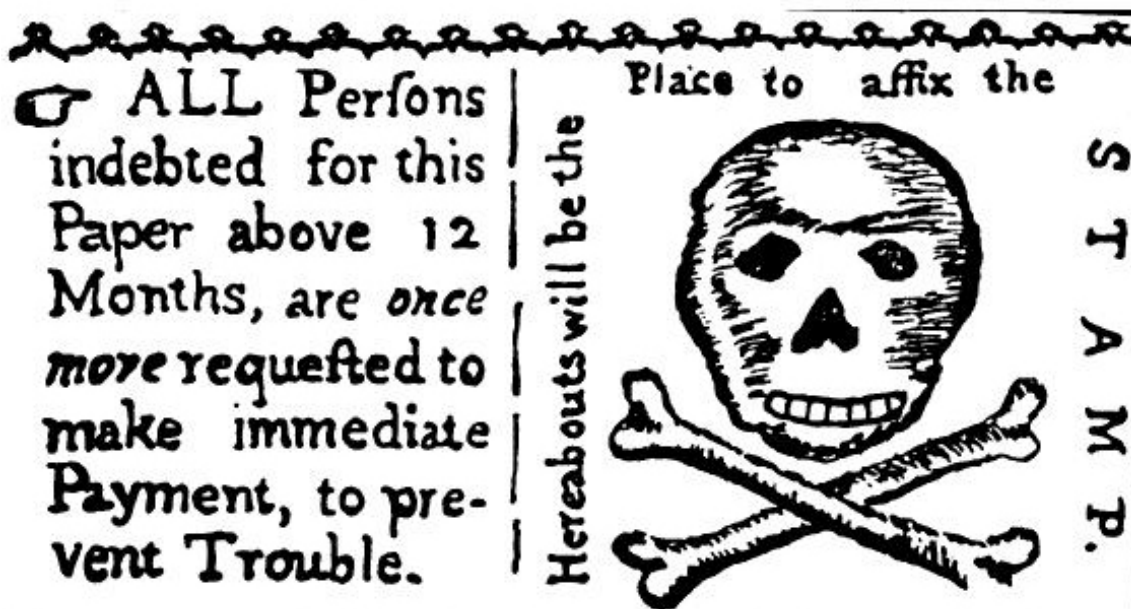


1. What is the main idea of this cartoon?

Document 2

“The Hated Stamp in Cartoon, 1765”

Variations of this cartoon appeared on colonial newspapers as a protest to the hated Stamp Act. By using the skull and crossbones, a symbol of death, the newspaper editors demonstrated their belief that the English government’s attempt to raise tax money in the colonies were a threat to the colonist’s rights and liberties.



2. How did colonial newspapers, like the one above, react to and/or feel about the Stamp Act?

Document 3

Revolutionary Tea

There was an old lady lived over the sea
And she was an island queen.
Her daughter lived off in a new country
With an ocean of water between.
5 The old lady's pockets were full of gold
But never contented was she,
So she called on her daughter to pay her a tax
Of three pence a pound on her tea,
Of three pence a pound on her tea.

10 "Now, mother, dear mother," the daughter replied,
"I shan't do the thing you ax.
I'm willing to pay a fair price for the tea,
But never the three-penny tax."
"You shall," quoth the mother, and reddened with rage,
15 "For you're my own daughter, you see,
And sure 'tis quite proper the daughter should pay
Her mother a tax on her tea,
Her mother a tax on her tea."

And so the old lady her servant called up
20 And packed off a budget of tea;
And eager for three pence a pound, she put in
Enough for a large family.
She ordered her servant to bring home the tax,
Declaring her child should obey,
25 Or old as she was, and almost full grown,
She'd half whip her life away,
She'd half whip her life away.

The tea was conveyed to the daughter's door,
All down by the ocean's side,
30 And the bouncing girl poured out every pound
In the dark and boiling tide;
And then she called out to the island queen,
"Oh, mother, dear mother," quoth she,
"Your tea you may have when 'tis steeped quite enough
35 But never a tax from me,
But never a tax from me."

Anonymous

3. Explain the metaphor in the poem: who is the "mother" and who is the "daughter" in American history?

4. What event is referred to in the last stanza of the poem?

Document 4

Soon after the British government started to pass various acts taxing the colonists, British soldiers were sent to control the protests and help support the British tax collectors.

On March 5, 1770, a crowd of Boston boys and men surrounded a number of British soldiers and began taunting and cursing them while pelting them with snowballs. Order quickly broke down and the frightened soldiers fired into the crowd. When the shooting ended, several people were dead and more were wounded. This engraving by Paul Revere, a leader of the Boston Sons of Liberty, was sent throughout the colonies in the following weeks to arouse anti-British feelings.



5. Why would the above engraving spark anger among the colonists?

Document 5



National Archives

6. Based on the cartoon, what was one colonial response to the collection of taxes?

Appendix A

REVISED GENERIC SCORING RUBRIC FOR DOCUMENT-BASED QUESTION (DBQ) ON THE GRADE 8 INTERMEDIATE-LEVEL SOCIAL STUDIES TEST (For Use Beginning in June 2005)

Score of 5:

- Thoroughly develops all aspects of the task evenly and in depth
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information)
- Incorporates relevant information from *at least xxx* documents
- Incorporates substantial relevant outside information
- Richly supports the theme with many relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops all aspects of the task but may do so somewhat unevenly
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information)
- Incorporates relevant information from *at least xxx* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops all aspects of the task with little depth *or* develops most aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Score of 2:

- Minimally develops all aspects of the task *or* develops some aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents or consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the historical context and/or task as copied from the test booklet; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

* The term *create* as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom's *Taxonomy of Educational Objectives* refers to the highest level of the cognitive domain. This usage of *create* is similar to Bloom's use of the term *synthesis*. Creating implies an insightful reorganization of information into a new pattern or whole. While a level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.