

Thomas Stone

Thomas Stone National
Historic Site



History on Trial

Curriculum and Activities for 4th and 5th grade



Revised July 1, 2012

Thomas Stone National Historic Site

6655 Rose Hill Rd
Port Tobacco, MD 20677

Phone: (301) 392 - 1776

Website: <http://www.nps.gov/thst/index.htm>

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The cover photograph is courtesy of Thomas Stone National Historic Site webpage, <http://www.nps.gov/thst/index.htm>.

For the Educator

We hope you will consider a field trip to the Thomas Stone National Historic Site. The park provides an opportunity to learn about the Thomas Stone as one of the Maryland signers of the Declaration of Independence and the difficulty deciding whether to stay loyal to England or support the Revolution.

This curriculum guide will acquaint you with the life of Thomas Stone and the Thomas Stone National Historic Site. Inside you will find information about Stone's life and career as well as a variety of classroom activities for your students. If you are able to bring your class to the historic site, the suggested activities will both preview and reinforce ideas presented at the park. If you are unable to bring your class for a visit, you may use these materials as a supplement to your current curriculum.

This field trip is designed for students from 4th grade and up. Because of the size of the house and the visitor center, it is suggested that one class come at a time but we will take larger groups. There are picnic tables to eat lunch. Students will be searching for clues to his innocence or guilt and in a mock trial to determine if Thomas Stone was a traitor to Great Britain or an American Patriot for signing the Declaration of Independence. Will your class find him guilty or innocent?

For more information on field trips to the National Historic Site, please visit <http://www.nps.gov/thst/forteachers/planafieldtrip.htm>. You may schedule your visit by calling the Thomas Stone National Historic Site visitor center at (301) 392-1776.

If you have questions or are in need of further information, please contact us at:

Thomas Stone National Historic Site

By Mail

6655 Rose Hill Rd
Port Tobacco, MD 20677

By Phone

301-392-1776

By Fax

301-934-8793

<http://www.nps.gov/thst/index.htm>

For Teachers and Chaperones

We hope that you have an enjoyable learning experience with your students at Thomas Stone National Historic Site. Please follow these rules and guidelines and have fun at your visit. Please be sure to share the student guidelines with your class.

- Dress appropriately for the weather. Wear shoes appropriate to walk the trails and walk to the house.
- Five picnic tables are located near the Visitor Center. Students need to provide all lunches, snacks, and drinks; there are no vending machines or concessions on site.
- Orientation begins at the Visitor Center.
- The only restrooms are in the Visitor Center.
- Photography is permitted.
- Silence your cell phones please.
- Shhh! Always quiet the group down before entering the building.
- Quiet down students if they are talking during the tour or program.
- Do not allow students to run ahead of the tour. Park rangers should always lead the way.
- Know where your students are at all times.
- Once on site notify the Park Ranger of any special concerns or medical conditions.
- Remind students to respect the historic places and objects. All natural and archeological items are protected.
- Leave No Trace: take only pictures and leave only footprints.
- Remind students to respect the park rangers and volunteers who care for these places.
- **Set an example for your students.** Chaperones and teacher should also remain quiet, keep food and drink sealed and silence cell phones. Please respect the historic buildings and demand that same respect from your students.

Should anything unforeseen occur preventing you from keeping your appointment, please call the park at 301-392-1776 to notify us of your late arrival or cancellation.

Programs will continue rain or shine, but in case of snow please call to confirm that the park will be open.

Student Guidelines

We hope that you have an enjoyable learning experience at Thomas Stone National Historic Site. Please follow these rules and guidelines. Many are the same rules you have in your classroom. Have fun on your visit!

- Food and drink is only allowed at the picnic areas.
- No chewing gum allowed.
- Wear comfortable shoes for walking.
- Dress for the weather.
- Silence any cell phones or music players.
- Shhh! Enter every building quietly.
- Remain silent when the park ranger is talking.
- Know where your teacher or chaperones are at all times.
- Let the park rangers lead the way.
- Respect the historic places and objects.
- Respect the park rangers and volunteers who care for these places.
- Remember these rules. There may be a quiz.



Curriculum Connections and Objectives

A visit to the Thomas Stone National Historic Site fits within the framework of a number of course topics, and aligns neatly with the Maryland Core Curriculum and Charles County Social Studies Units for 4th and 5th grades.

Program Objectives for students

Students will be able to:

- compare and contrast the differences between the views of patriots and loyalists.
- participate in a mock trial to decide whether Thomas Stone was a traitor to Great Britain or an American Patriot for signing the Declaration of Independence.
- determine the causes of the American Revolution.

Curriculum Connections

Maryland State Curriculum Standards for Social Studies

This curriculum and a visit to the park relate to the following essential concepts and essential skills from the Charles County Social Studies units for 4th, 5th and 8th grade based on the Maryland State Curriculum Standards.

Maryland Curriculum for 4th Grade:

1.0 Political Science Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on democratic skills and attitudes necessary to become responsible citizens.

- 1. A. 2.** Analyze the documents, and democratic ideas that developed in the Maryland Colony
 - A.** Analyze how colonial law influenced individuals in Maryland and other colonies, such as indentured servant's contracts, Tolerance Acts of 1649, Maryland Charter of 1632
 - B.** Describe how the Maryland State Constitution includes democratic principles and values
- 1. B. 1.** Analyze how individuals and groups contributed to the political system in Maryland
 - A.** Describe the contributions of 17th century English settlers who influenced the early political structure
 - B.** Research the role of Marylanders who influenced the building of our new nation, such as the Sons of Liberty, William Paca, Charles Carroll, Thomas Stone, and Samuel Chase

2.0 Peoples of the Nation and World Student will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.

2. C. 1. Evaluate how various perspectives of Marylanders can cause compromise and/or conflict

A. Describe the differing historical conflicts such as between the Patriots and Loyalists

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.

5. C. 1. Examine the consequences of interactions among groups and cultures in Maryland

A. Describe Maryland colonists' reactions to changing economic policies from England using events that led to the American Revolutionary War

B. Explain the interactions between colonists and the British during the Pre-Revolutionary period

Maryland Curriculum for 5th Grade:

1.0 Political Science

1. A. 2. Analyze the historic events, documents, and practices that are the foundations of our political systems

C. Explain the significance of principles in the development of the Declaration of Independence, Articles of Confederation, Preamble, U.S. Constitution and the Bill of Rights

1. B. 1. Analyze how individuals' roles and perspectives shape the American political system

2.0 Peoples of the Nation and World

2. C. 1. Analyze factors that affected relationships in the colonial period

A. Analyze how conflict affected relationships among individuals and groups, such as early settlers and Native Americans, free and enslaved people

B. Provide the examples of conflicts and compromises among differing groups of people during the Constitutional Convention

5.0 History

5. C. 1. Analyze the causes of the American Revolution

A. Identify and sequence key events between the French and Indian War and the American Revolution

B. Examine the viewpoints of Patriots and Loyalists regarding British colonial policy after the Seven Years' War

Virginia Standards of Learning

Virginia Standards of Learning

Standard USI.1a, b, c, d, e

The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;
- b) make connections between the past and the present;
- c) sequence events in United States history from pre-Columbian times to 1865;
- d) interpret ideas and events from different historical perspectives;
- e) evaluate and discuss issues orally and in writing;

Standard USI.5B

The students will demonstrate knowledge of the factors that shaped colonial America by

- b) describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence.

Standard USI.5C

The student will demonstrate knowledge of the factors that shaped colonial America by

- c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans.

Standard USI.5D

The student will demonstrate knowledge of the factors that shaped colonial America by

- d) identifying the political and economic relationships between the colonies and Great Britain.

Standard USI.6A

The student will demonstrate knowledge of the causes and results of the American Revolution by

- a) identifying the issues of dissatisfaction that led to the American Revolution.

Standard USI.6B

The student will demonstrate knowledge of the causes and results of the American Revolution by

- b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence.

Standard USI.6C

The student will demonstrate knowledge of the causes and results of the American Revolution by

- c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry.

Standard USI.6D

The student will demonstrate knowledge of the causes and results of the American Revolution by

- d) explaining reasons why the colonies were able to defeat Great Britain.

Background Information

The following is provided to give you a brief overview of Thomas Stone and National Historic Site. Please contact us or visit our website if you have any questions before your visit.

Thomas Stone

Thomas was born into a prominent family at *Poynton Manor* in Charles County, Maryland. He was the first son in the family of David (1709–1773) and Elizabeth Jenifer Stone. Thomas read law at the office of Thomas Johnson in Annapolis, was admitted to the bar in 1764 and opened a practice in Frederick, Maryland.

In 1768 Stone married Margaret Brown (1751–1787), the younger sister of Dr. Gustavus R. Brown. Soon after, Stone purchased his first 400 acres and began the construction of his estate named *Habredeventure*. The family would make their home there, and they would have three children: Margaret (1771–1809), Mildred (1773–1837) and Frederick (1774–1793).



As the American Revolution neared, Stone joined the Committee of Correspondence for Charles County. From 1774 to 1776, he was a member of Maryland's Annapolis Convention. In 1775, the convention sent Stone as a delegate to the Continental Congress. He was re-elected and attended regularly for several years. On May 15, 1776 he voted in favor of drafting a declaration of independence, in spite of restrictions from the Maryland convention that prevented their delegates from supporting it. In June the restriction was lifted, so Maryland's delegates were free to vote for Independence. Previously, Stone had been in favor of opening diplomatic relations with Great Britain and not going to war, as he was not only a pacifist but a conservative reluctant to start a gruesome war.

That same year Stone was assigned to the committee that drafted the Articles of Confederation, and he was struck with a personal tragedy. His wife Margaret visited him in Philadelphia, which was in the midst of a smallpox epidemic. She was inoculated for the disease, but an adverse reaction to the treatment made her ill. Her health continued to decline for the rest of her life.

After Stone signed the Declaration of Independence, he took his wife home and declined future appointment to the Congress, except for part of 1783 and 1784, when the meetings were at Annapolis.

Stone accepted election to the Maryland Senate from 1779 until 1785, at first in order to promote the Articles of Confederation, which Maryland was the last state to approve. But he gave up the practice of law to care for Margaret and their growing children. As her health continued to

decline, he gradually withdrew from public life. When Margaret died in 1787, he became depressed and died less than four months later in Alexandria, reportedly of a "broken heart".

Thomas was buried next to his wife at his plantation home, which still stands.

Thomas Stone National Historic Site

This park contains 322 acres, about a mile and a half of walking trails, the restored home of Thomas Stone, circa 1840's outbuildings, and the burial site of Thomas Stone, his family members, slaves and servants.

The Visitor Center has information, exhibits, and a bookstore. Guided tours of the house are offered from 10:00 am to 4:00 pm. There is also an eight minute video about Thomas Stone.

Admission to the site is free. The Visitor Center and the house are fully accessible to visitors. The cemetery can be reached by a path across the field.

In 1981, the park was established as a national historic site managed by the National Park Service. The national historic site's purpose is to preserve the historically significant properties associated with the life of Thomas Stone as well as to commemorate and interpret his life, career, and accomplishments.



These photographs are courtesy of Thomas Stone National Historic Site webpage, <http://www.nps.gov/thst/index.htm>.

American Revolution

In 1763, Britain won the French and Indian War against France (which had been fought mainly in North America), and so the English-speaking settlers on the East Coast could stop worrying that they were about to be taken over by France.

To pay for that war, the British Parliament began to make the English-speaking settlers pay more and more taxes. This brought the government a lot of money, but it made the settlers angrier. They were especially angry because they couldn't vote or speak for themselves in Parliament about these taxes. The settlers said this was "taxation without representation" and it was wrong. The settlers decided to boycott everything they had been buying from British traders - they would not buy their tea, clothes, glass, paper, and so on (This is when many Americans began to drink coffee). Women proudly spun and wove their own cloth, though they had not done it for a long time. To show that they meant it, in 1773 they threw a lot of tea on three British ships overboard, into the ocean - this is called the "Boston Tea Party."



Boston Tea Party

In 1775, two years later, the first shots were fired in Massachusetts. Britain and America were now at war. George Washington was the commander in chief of the Continental Army. At first he won, and on July 4th, 1776 the Continental Congress published the Declaration of Independence. But then the British government sent lots more men to fight (women weren't allowed), and soon America was losing the war. At this point, Benjamin Franklin went to Paris and succeeded in getting the French king to send help. In 1777 the French navy helped send in lots of weapons for the Continental Army to use. Then Spain and the Netherlands also came in on the side of America. Nobody was on the side of Britain. Even some British people were on the side of America. By 1781, America (with the help of the French general Lafayette, other French soldiers, and lots of French money) had won several big battles. Even when the British won, they couldn't get people to support them, or get their navy through to help them. So in October the British army surrendered to General George Washington, the Continental Army and the French. That ended the Revolutionary War.



Pre-visit Activities

The following activities are provided to prepare your students for their visit to the park. This information will help your students be well prepared with ideas and questions for their tour of the Thomas Stone National Historic site.

- **Vocabulary List for The Revolutionary War**

Purpose: The purpose of this lesson is to familiarize students with the 18th-century terms used during The Revolutionary War.

- **Vocabulary List for History on Trial**

Purpose: The purpose of this lesson is to familiarize students with the 18th-century legal terms which will be used in the on-site program at Thomas Stone National Historic Site.

- **Reader's Theater: Mock Trial**

Purpose: Students will participate in a scripted mock trial to help connect vocabulary terms and become familiar with a trial.

- **Reading History: Thomas Stone Biography**

Purpose: Students will become familiar with Thomas Stone by reading his biography.

- **Causes of the American Revolution 1763-1775**

Purpose- Students will identify major events that led up to the revolution, place events in their proper sequence, and identify reasons why the colonists wanted independence.

Vocabulary

The content disciplines are particularly rich areas for vocabulary development. Vocabulary instruction plays an essential role during both literacy and disciplinary area instruction. Vocabulary knowledge is inextricably linked to reading comprehension and conceptual knowledge.

Using the vocabulary builder worksheet or a vocabulary graphic organizer of your preference, model how to define word, draw picture and come up with clue to help remember word. Have the students either work together or in groups/partners to complete the rest of the vocabulary words. There are many words so start early!

Revolutionary War Terms

1. **“no taxation without representation”**: the colonists were against taxes because they had no say in British lawmaking
2. **Boycott**: to refuse to buy or sell goods or services
3. **Continental Congress**: the group of colonists who met to talk about how the colonists should deal with Britain
4. **Grievance**: a complaint
5. **Import**: to use ships to bring goods into the country
6. **Loyalist (Tory)**: a colonist who remained loyal to Britain and supported the king
7. **Militia**: a group of volunteer soldiers
8. **Minutemen**: colonial soldiers who agreed to be ready to fight the British at a minute’s notice
9. **Parliament**: the lawmakers of British government
10. **Patriot**: a colonist who wanted to break free from British rule
11. **Revolution**: a sudden or great change in government
12. **Surrender**: to give up, to quit
13. **Treason**: the crime of betraying one’s country

Name: _____ Date: _____

Vocabulary Builder

Vocabulary Word	Definition	Draw a Picture	Clue: What word will help you remember the definition?

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Legal terms

1. **Bystanders**- Spectators in the courtroom. (They were required to stand to show their respect for the justices and the court proceedings.)
2. **Defendant**- A person who is sued or accused of breaking the law.
3. **English Common Law**- The unwritten law of the central courts in London; a body of law and procedures guaranteeing the security of person and property.
4. **Indictment**- (Complaint) A formal written accusation charging a person with a crime.
5. **Jury**- A group of people who listen to the evidence at a trial and decide if the law has been broken
6. **Oyez**- Hear ye! Attention! is a traditional interjection said three times in succession to introduce the opening of a court of law.
7. **Perjury**- The willful telling of a lie while under lawful oath to tell the truth.
8. **Plaintiff**- A person who starts a lawsuit.
9. **Prosecutor**- The lawyer who represents the state and must prove that the defendant committed a crime.
10. **Verdict**- The decision made by the jury in a trial
11. **Witness**- A person who goes to court to tell the truth about what he or she has seen or knows about a crime or other situation.

Mock Trial

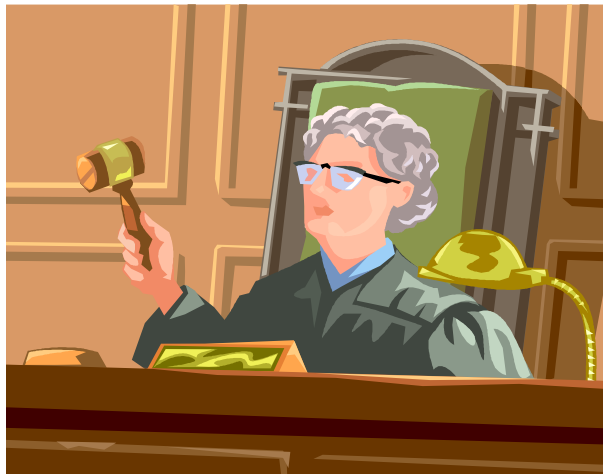
The United States District Court offers two mock trials as a reader's theater to prepare students for the mock trial they will be participating at Thomas Stone National Historic Site. This will also help students learn the vocabulary words.

There is one for K-5th grade and one for 6th-12th grade.

<http://www.ncwd.uscourts.gov/KidsCourt/MockTrialsK-5.aspx>

Another Example:

<http://learning.blogs.nytimes.com/2010/10/04/in-any-case-conducting-a-mock-trial/>



Reading: Thomas Stone

Use this biography of Thomas Stone to familiarize your students with Thomas Stone and why he is important. Can be posted and read as a class, read in groups or individually.

Post-Reading Activities

1. *Sequence*: Create a timeline of events in Thomas Stone's life.
2. *Summarize*: Write a paragraph explaining why Thomas Stone was a great American. Begin with a main idea sentence. Follow this with detail sentences explaining the main idea and a closing sentence.
3. *Draw conclusions*: How do you think Thomas Stone felt about signing the Declaration of Independence?
4. *Synthesis*: Would you have signed the Declaration of Independence? Why or why not?



Reading History!

Thomas Stone National Historic Site

Thomas Stone



Thomas Stone

Thomas Stone was a modest family man who stepped onto the pages of history when he signed the Declaration of Independence in 1776. Let's take a closer look at Thomas Stone.

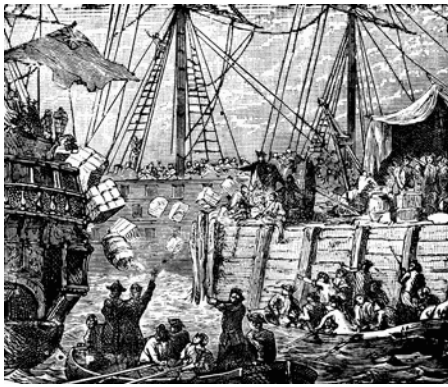
Childhood

Thomas Stone was born near Port Tobacco, in Charles County, Maryland in 1743. Little

is known about his education as a young boy, but Thomas grew up to be a lawyer. He was known for weighing all the options before making a decision. Thomas married Margaret Brown in 1768. In 1770, he bought Haberdventure to raise his family. He had three children; Margaret, Mildred and Frederick.

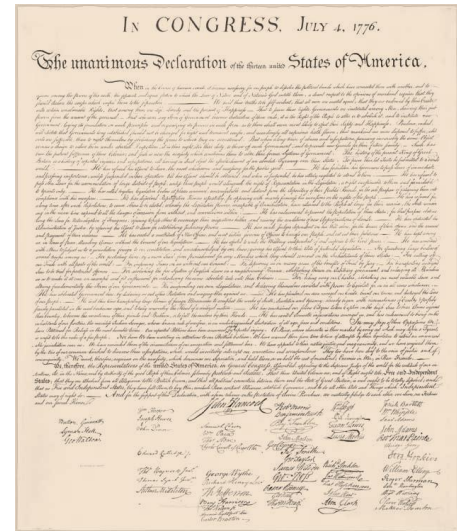
On the Road to Independence

Thomas Stone was chosen as a member of the Charles County Committee of Correspondence. His job was to help keep in touch with the other colonies. He was chosen for the Second Continental Congress in 1775. Britain had been taxing the people in the colonies and the colonies felt it was unfair. There was also a lot of anger and arguments in the colonies between the people and Britain.



The colonists were upset about taxation without representation.

Declaration of Independence



In May of 1776, Thomas Stone voted in favor of declaring independence. This was a hard decision for Thomas Stone to make. He wanted to be free, but he did not want to go to war. He hoped Britain and the colonies would be able to get along. On July 4, 1776, the colonies said they were free from Britain with the **Declaration of Independence**. Thomas Stone was one of 56 signers, four of the signers were from Maryland and seven were from Virginia.

A Great Man

Thomas Stone's wife had become sick while he was working in the Second Continental Congress. After signing the Declaration of Independence, he took his wife home. He practiced law, served in the Maryland Senate and cared for his wife and growing children. His wife died in 1787 and Thomas Stone died less than four months later. Thomas Stone started off as a quiet family man who stepped into history by helping our country become what it is today.



Thomas Stone's home, Haberdenture

Causes of the Revolution 1763-1775

Title- Causes of the American Revolution 1763-1775

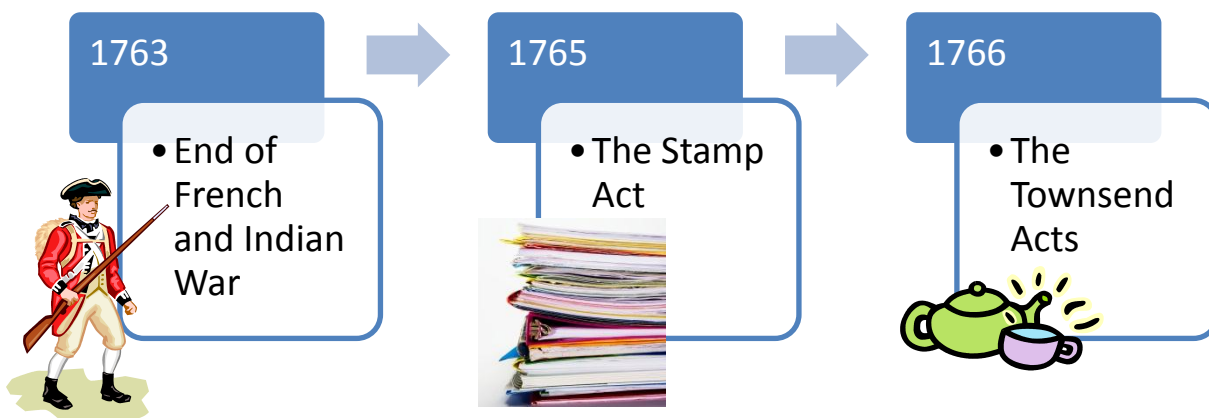
Objective- Students will be able to identify the events that led to the American colonists drafting the Declaration of Independence.

Purpose- Students will identify major events that led up to the revolution, place events in their proper sequence, and identify reasons why the colonists wanted independence.

Materials- Events for Timeline and a copy of the Declaration of Independence

Procedure-

- Using the events that led up to the revolution, create a timeline by putting the events in chronological order.
 - **Note:** These timelines can be used as you are learning events leading up to the revolution. Students can add event after learned. Keep timelines as visuals to help students when new events are learned. Post a class timeline for students to refer back to during lessons.
 - **Optional:** Students can add illustrations to the events on the timelines for a visual representation.
- Students will read the Declaration of Independence and match the events listed in the timeline to the grievances against the King of England as listed in the Declaration of Independence.



Events for Timeline

1763: End of the French and Indian War/ Seven Years War

Britain won this war against France and Spain, and became the major power in North America. The cost of fighting this war left the British treasury almost empty. Britain began taxing the colonies in America to pay for the cost of this war. The Colonists felt that that this was not fair; that they should not pay greater taxes than other Englishmen.

Phrases like "no taxation without representation" began to be popular in the Colonies.

1765: The Stamp Act

Parliament's first direct tax on the American colonies, this act, like those passed in 1764, was enacted to raise money for Britain. It taxed newspapers, almanacs, pamphlets, broadsides, legal documents, dice and playing cards. Issued by Britain, the stamps were affixed to documents or packages to show that the tax had been paid.

In response to this act and other taxes placed on the Colonists by Britain, threats of violence were made against tax collectors by groups of Colonists calling themselves the "Sons of Liberty".

Britain felt surprised and upset that its Colonists were unwilling to buy stamps, which was a common practice in Britain. Later in response to the threats from the Sons of Liberty, Britain repealed this tax in the Colonies in order to maintain peace and good relations.

1766-1767: The Townsend Acts

Despite the repeal of the Stamp Act the British government (King and Parliament) still had the right to tax its American colonies. Britain issued taxes on paper, lead, paint, imported glass and tea. The Colonists disagreed with being taxed by Britain and they banded together and agreed to an embargo on British goods. This embargo hurt people on both sides and cries were heard in both England and America to repeal the tax. After three years all of these taxes were repealed except for the tax on tea.

1767: The Quartering Act

This act stated that the Colonists must allow British soldiers to live in their homes. When soldiers began to arrive in 1768, the Colonists threw eggs, sticks, rocks, and snowballs at the soldiers; creating a tense situation between the citizens and soldiers.

1770: The Boston Massacre

A mob of Colonists began to taunt a British soldier on guard duty on a cold winter night. The taunting (name calling and shouting) became physical when the Colonists began to throw rocks and snowballs.

The lone soldier called for help, and when the other soldiers arrived one of them was hit in the face by a snowball. That soldier reacted by firing his musket into the crowd, in the confusion the other soldiers also began to fire into the crowd. Ten Colonists were hit by the gunfire; five of them would die of their wounds. The nine soldiers were put on trial, but seven of them were found innocent because the court ruled that the mob had started the fight. This was the first bloodshed between Britain and the Colonies.

1773: The Boston Tea Party

Although the earlier Townsend Acts had repealed the tax on most items there was still a tax on tea. The Colonists still did not want to pay any British imposed taxes but they did like to drink tea, so they purchased tea from Holland and boycotted English tea.

Purchasing tea from Holland was against the law and it was damaging to British tea merchants. The tea merchants complained to the King and Parliament about their losses. To help the merchants Parliament gave the East India Company the right to sell tea in the Colonies for less than the Dutch tea the Colonists were buying.

This angered the Colonial merchants who were selling the more expensive Dutch tea. They decided to protest and to prevent any English tea from being unloaded from ships into the Colonies. Some ships tried to unload the cheaper British tea and they were sent back to England with their tea still on board. In Boston, three ships loaded with tea refused to sail back to England before they unloaded their tea. They sat in Boston Harbor for a number of weeks. On a cold night in December, the colonists decided to do something about the tea. Men, disguised as Mohawk Indians climbed on board the ships and threw 342 chests of English tea into the harbor.

1774: The Port Act or the Intolerable Act

King George III of England was unhappy with the Colonists for refusing to pay tax on English tea and throwing the tea into Boston's Harbor. He retaliated by closing Boston Harbor. The British Navy blockaded the harbor and ships were not allowed to enter or leave. Boston's citizens relied on the ships traveling in and out of the harbor and many lost their jobs when the port was closed.

The King's blockade of Boston's harbor had an unexpected effect. All of the colonies decided that the King was wrong to close Boston's port and starve its citizens. They began to send supplies to Boston; rice, sheep, money and clothing were all sent to the city by land so that Boston's people could eat and stay warm.

This was the first time that the Colonies had worked so closely together, they became a team.

1774: The Maryland Tea Party

This action was similar to the tea party in Boston the previous year.

In October, the Peggy Stewart, a ship loaded with more than a ton of British tea was sitting in the Annapolis Harbor. A group of men approached the owner of the ship, Mr. Stewart, and told him to sign a statement that it had been wrong to bring British tea into the colony and that he would destroy his tea. Mr. Stewart, afraid of the men, burned his whole ship instead of just the tea.

1775: The Battles of Lexington and Concord

Two of the men that were the most outspoken for Colonial independence were Samuel Adams and John Hancock from Massachusetts. The British wanted to capture them and put them on trial for treason against the King. The British were also concerned that in many small towns Colonists were hiding guns and ammunition in case of a war with England. The British decided to send soldiers to take these guns and munitions.

In April, a British military force of 700 men marched out of Boston toward the town of Concord, ten miles away. Between Boston and Concord lay a town called Lexington. This was the town in which John Hancock and Samuel Adams were staying. A man named Paul Revere rode to Lexington to warn them and to have the colonial militia, known as Minutemen prepared for the British soldiers.

When the British arrived at Lexington they were confronted with almost 80 colonial Minutemen standing before them. A gunshot from an unknown gun was fired and the British shot two volleys into the Minutemen. Eight Minutemen were killed and ten were wounded without a single British soldier hurt. The British then continued toward Concord.

When the British arrived they did not find any weapons or munitions hidden but they did find hundreds of colonial farmers with weapons. More gunfire broke out and more farmers fell but this time the farmers fired back. Some British soldiers fell, both dead and wounded. The British began to retreat but the farmers followed them and kept up steady gunfire. Many British were killed and wounded in this retreat. Almost 80 British soldiers died along with 50 colonials.

This was the start of the American Revolution.

Declaration of Independence

This copy of the Declaration of Independence will be needed to use in the Causes of the Revolution activity and the Declaration as an Indictment activity.

Suggestion: Print enough copies for half of your class and laminate for use again next year.

Online Copies: <http://www.ushistory.org/declaration/document/>

<http://www.archives.gov/exhibits/charters/declaration.html/>



The Declaration of Independence

Action of Second Continental 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 forbidden his Governors to pass Laws of immediate and pressing Importance, unless suspended in their Operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

HE has refused to pass other Laws for the Accommodation of large Districts of People, unless those People would relinquish the Right of Representation in the Legislature, a Right inestimable to them, and formidable to Tyrants only.

HE has called together Legislative Bodies at Places unusual, uncomfortable, and distant from the Depository of their public Records, for the sole Purpose of fatiguing them into Compliance with his Measures.

HE has dissolved Representative Houses repeatedly, for opposing with manly Firmness his Invasions on the Rights of the People.

HE has refused for a long Time, after such Dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of the Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the Dangers of Invasion from without, and the Convulsions within.

HE has endeavoured to prevent the Population of these States; for that Purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their Migrations hither, and raising the Conditions of new Appropriations of Lands.

HE has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary Powers.

HE has made Judges dependent on his Will alone, for the Tenure of their Offices, and the Amount and Payment of their Salaries.

HE has erected a Multitude of new Offices, and sent hither Swarms of Officers to harrass our People, and eat out their Substance.

HE has kept among us, in Times of Peace, Standing Armies, without the consent of our Legislatures.

HE has affected to render the Military independent of and superior to the Civil Power.

HE has combined with others to subject us to a Jurisdiction foreign to our Constitution, and unacknowledged by our Laws; giving his Assent to their Acts of pretended Legislation:

FOR quartering large Bodies of Armed Troops among us;

FOR protecting them, by a mock Trial, from Punishment for any Murders which they should commit on the Inhabitants of these States:

FOR cutting off our Trade with all Parts of the World:

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 abolishing the free System of English Laws in a neighbouring Province, establishing therein an arbitrary Government, and enlarging its Boundaries, so as to render it at once an Example and fit Instrument for introducing the same absolute Rules into these Colonies:

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

FOR suspending our own Legislatures, and declaring themselves invested with Power to legislate for us in all Cases whatsoever.

HE has abdicated Government here, by declaring us out of his Protection and waging War against us.

HE has plundered our Seas, ravaged our Coasts, burnt our Towns, and destroyed the Lives of our People.

HE is, at this Time, transporting large Armies of foreign Mercenaries to compleat the Works of Death, Desolation, and Tyranny, already begun with circumstances of Cruelty and Perfidy, scarcely paralleled in the most barbarous Ages, and totally unworthy the Head of a civilized Nation.

HE has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the Executioners of their Friends and Brethren, or to fall themselves by their Hands.

HE has excited domestic Insurrections amongst us, and has endeavoured to bring on the Inhabitants of our Frontiers, the merciless Indian Savages, whose known Rule of Warfare, is an undistinguished Destruction, of all Ages, Sexes and Conditions.

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.

NOR have we been wanting in Attentions to our British Brethren. We have warned them from Time to Time of Attempts by their Legislature to extend an unwarrantable Jurisdiction over us. We have reminded them of the Circumstances of our Emigration and Settlement here. We have appealed to their native Justice and Magnanimity, and we have conjured them by the Ties of our common Kindred to disavow these Usurpations, which, would inevitably interrupt our Connections and Correspondence. They too have been deaf to the Voice of Justice and of Consanguinity. We must, therefore, acquiesce in the Necessity, which denounces our Separation, and hold them, as we hold the rest of Mankind, Enemies in War, in Peace, Friends.

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.

John Hancock.

GEORGIA, *Button Gwinnett, Lyman Hall, Geo. Walton.*

NORTH-CAROLINA, *Wm. Hooper, Joseph Hewes, John Penn.*

SOUTH-CAROLINA, *Edward Rutledge, Thos Heyward, junr., Thomas Lynch, junr., Arthur Middleton.*

MARYLAND, *Samuel Chase, Wm. Paca, Thos. Stone, Charles Carroll, of Carrollton.*

VIRGINIA, *George Wythe, Richard Henry Lee, Ths. Jefferson, Benja. Harrison, Thos. Nelson, jr., Francis Lightfoot Lee, Carter Braxton.*

PENNSYLVANIA, *Robt. Morris, Benjamin Rush, Benja. Franklin, John Morton, Geo. Clymer, Jas. Smith, Geo. Taylor, James Wilson, Geo. Ross.*

DELAWARE, *Caesar Rodney, Geo. Read.*

NEW-YORK, *Wm. Floyd, Phil. Livingston, Frank Lewis, Lewis Morris.*

NEW-JERSEY, *Richd. Stockton, Jno. Witherspoon, Fras. Hopkinson, John Hart, Abra. Clark.*

NEW-HAMPSHIRE, *Josiah Bartlett, Wm. Whipple, Matthew Thornton.*

MASSACHUSETTS-BAY, *Saml. Adams, John Adams, Robt. Treat Paine, Elbridge Gerry.*

RHODE-ISLAND AND PROVIDENCE, *C. Step. Hopkins, William Ellery.*

CONNECTICUT, *Roger Sherman, Saml. Huntington, Wm. Williams, Oliver Wolcott.*

IN CONGRESS, JANUARY 18, 1777.

Post Visit Activities

These activities are intended to further your students' learning, after their visit to the Thomas Stone National Historic Site, through the use of various social studies skills. With a basic introduction to Thomas Stone, the Declaration of Independence and the American Revolution, these could be used even if your class is unable to make a visit to the park.

- Write a letter to the Rangers at the park.

Purpose- Students are given the opportunity to reflect and evaluate their time at Thomas Stone National Park and may express their thoughts to the Rangers that helped them.

- Decision Tree: Pros and Cons to signing the Declaration of Independence

Purpose- Using a decision tree, students will write reasons for and against signing the Declaration of Independence.

- Would you have signed the Declaration of Independence?

Purpose- Using the decision tree from the previous activity, students will write an opinion piece on whether or not they would sign the Declaration of Independence. They will need to support their answers. It can be graded using the **rubric** provided.

- Bar Graph: Patriots, Loyalists and Undecided

Purpose- After looking at the views of a loyalist and a patriot, students create a bar graph showing how many loyalists and patriots they have in their class.

- RAFT Writing on the Revolutionary War

Write a Letter to a Ranger

Write a letter to Thomas Stone National Historic Site reflecting on your visit.

- *What did you like the most?*
- *What did you learn on your visit?*
- *Would you like to return again or visit other National Parks?*

Be sure to use friendly letter format. Include a heading, greeting, body, closing and signature.

Please send letters to the following address:

**Thomas Stone National Historic Site
Attn: Park Ranger
6655 Rose Hill Rd
Port Tobacco, MD 20677**

Decision Tree: Pros and Cons

Using a decision tree, students will write reasons for and against signing the Declaration of Independence.

Think: What was a decision you have made recently? If students have difficulty, give an example about yourself. (i.e. This morning I had to decide whether to eat a bowl of cereal or a bagel for breakfast. I chose to eat a bagel because it was blueberry, my favorite!)

Pair-Share: Students will share their thoughts with a partner. What is a decision? Some students share with the entire class.

Each day, we are faced with many decisions. While most decisions are simple, such as “what should I wear?” or “what should I eat?” others are more difficult, such as “should I buy a new or used car?”

Thomas Stone had a very difficult decision to make when he had to decide whether he would support the revolution as a patriot or stay loyal to the British as a loyalist.

Using your decision tree, think about the problem, “Would you sign the Declaration of Independence?” Think about the choices, loyalist and patriot. With each choice give several pros and cons. What decision did you finally make?

When finished making a decision, count/tally how many students would be patriots, loyalists, and/or still unsure.

Create a bar graph showing the decisions for your class.

Students will need this decision tree to help create a writing piece. (See below)

Decision Tree: Signing the Declaration of Independence

PROBLEM

CHOICE

Pros

Cons

CHOICE

Cons

Pros

DECISION

Would you have signed?

Would you have signed the Declaration of Independence?

Use the decision tree from the previous activity. Students will write an opinion piece on whether or not they would sign the Declaration of Independence. Students will need to support their answers. It can be graded using the **rubric** provided.

Would you sign the Declaration of Independence?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Name: _____ Date: _____

Opinion Writing Rubric

I can write opinion pieces on topics or texts, supporting a point of view with reasons and information.

	Developing (1 point)	Meeting Expectations (2 points)	Exceeding Expectations (3 points)
Topic	I have not stated the topic clearly.	I have a topic or text that is clearly stated and my opinion is evident.	I have clearly stated topic or text, my opinion is evident, and my organization supports my purpose.
Reasons	I have provided no or some reasons for my opinion.	I have provided several reasons for my opinion.	I have provided reasons for my opinion and have supported it with facts and details.
Conventions	Uses one or two incomplete sentences or sentences that do not make sense.	Uses complete sentences that make sense.	Uses complete sentences that are interesting and make sense.
Conclusion	I have written an incomplete conclusion.	I have written a complete conclusion.	I have written a concluding statement or section that is related to my opinion.

Developing 0-6 points *Meeting Expectations* 7- 9 points *Exceeding Expectations* 10 -12 points

Bar Graph: Patriots, Loyalists and Undecided

After looking at the causes of the American Revolution and thinking about the views of a loyalist and a patriot, make a decision whether you would be a loyalist, patriot or are still undecided. Make a **bar graph** telling whether each student in the class would be a Patriot, Loyalist or is yet undecided/neutral.



Example of bar graph

Loyalists

- * A strong unified British Empire is good for all
- * American colonies would be weak without Britain
- * The British troops protect the colonies
- * Colonists are British subjects and should obey the law
- * Taxes are due to the French and Indian War which was fought to protect colonies
- * Colonies profit from trade with England
- * Colonies are too far away to have a representative in Parliament, it's just not practical
- * The fight for independence will fail
- * Loyalists have a deep respect for our King
- * The colonists do not have money to maintain an army or navy
- * The patriots are trying to manipulate the colonists



Patriot

- * People have rights that the government can't take away, like property
- * Taxes take away property, like money and goods
- * Colonists are being taxed on sugar, coffee, tea, wine, molasses, newspapers, pamphlets, playing cards, dice, documents, and legal papers, including marriage licenses, paper, paint, lead, clothing and glass
- * Colonists don't have a voice in Parliament, so they can't tax us (taxation without representation)
- * There's no way the colonies can ever be represented; Parliament is too far away
- * Many colonies fought in the French and Indian War; we've done our part
- * British personnel are causing violence, riots and death
- * The colonies have home ground advantage in the event of a war
- * The colonists are forced to house and feed British soldiers



PATRIOT

**THE AMERICAN COLONISTS WHO WANTED TO
BREAK AWAY FROM GREAT BRITAIN AND FORM
A NEW COUNTRY**



LOYALIST

**THE AMERICAN COLONISTS THAT WANTED TO
REMAIN LOYAL TO GREAT BRITAIN**

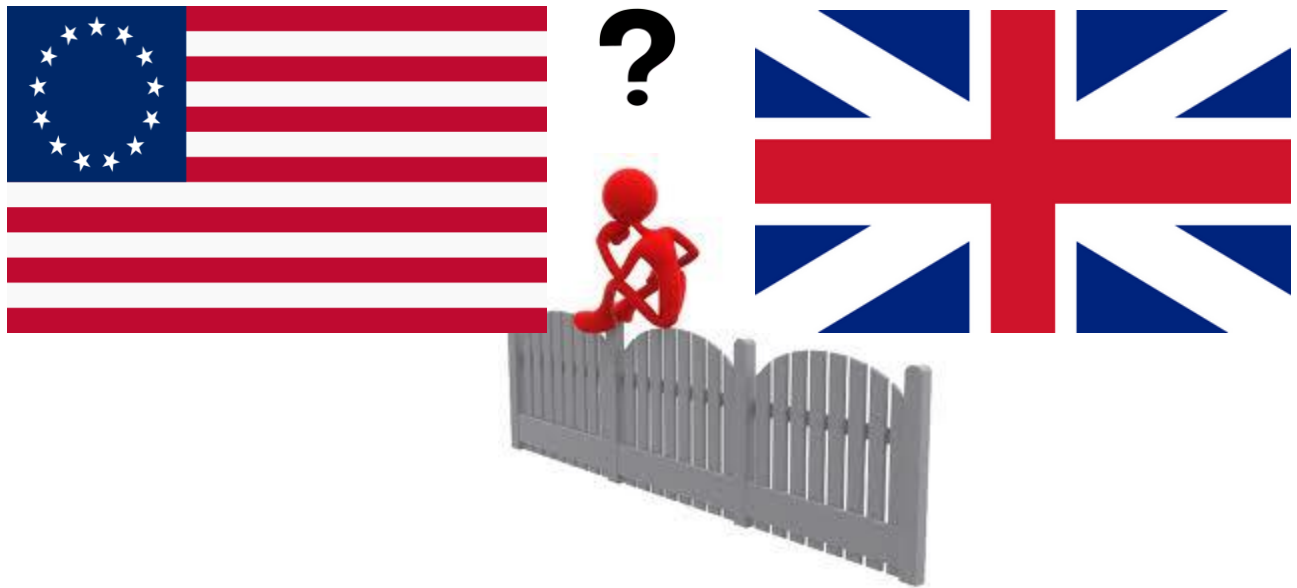


KING GEORGE III



UNDECIDED

**THE AMERICAN COLONISTS THAT WERE
UNDECIDED WHETHER TO SIDE WITH THE
COLONISTS OR THE KING**



Create a bar graph to show whether you would be a patriot, loyalist or undecided during the Revolution.

[illegible]

RAFT ON THE REVOLUTIONARY WAR

Directions: You will be placed in the role of someone living during the period of the Revolutionary War. You will need to use facts that you have learned to help support your views. (Whether you agree with them or not!)

Role	Audience	Format	Topic
Loyalist	King George III	Letter Diary Entry	Please help us squash this rebellion in the colonies.
Patriot	King George III	Letter Poster Petition	Taxation without representation is not fair.
Patriot	Another Patriot	Speech Letter Secret Code	We must do something to stop the British!
King George III	Colonists (Patriots)	TV News Report Letter Speech Posters	Treason is punishable by death.

Place a star next to the role you have been given. Be sure to use facts in your project.

Name: _____ Date: _____

Exit Slip

Why was signing the Declaration of Independence a difficult decision for Thomas Stone and other signers? List one pro and one con of signing the Declaration of Independence in your response.

Name: _____ Date: _____

Exit Slip

Why was signing the Declaration of Independence a difficult decision for Thomas Stone and other signers? List one pro and one con of signing the Declaration of Independence in your response.

Additional Resources

<http://www.historyforkids.org/learn/northamerica/after1500/government/declaration.htm>

This website gives information about the Declaration of Independence in words that are easy to understand. There are also additional links to other topics regarding the American Revolution.

<http://www.kidskonnnect.com/subject-index/16-history/251-american-revolution.html>

This webpage contains fast facts about the American Revolution, along with many websites with more detailed information about the Declaration of Independence and the American Revolution.

<http://www.kidskonnnect.com/subject-index/16-history/436-declaration-of-independence.html>

This webpage contains fast facts about the Declaration of Independence, along with many websites with more detailed information about the Declaration of Independence and the American Revolution.

<http://www.kidsdiscover.com/declaration-of-independence-for-kids>

This site offers magazines on various topics related to history. There is a magazine on the Declaration of Independence, 1776, the American Revolution, revolutionary women and colonial America. Check your local library for a copy as well.

<http://www.econed.org/teacherresources.php>

This site offers lesson plans from the Maryland Council of Economic Education.

The Chester Town Tea Party by Brenda Seabrooke with illustrations by Nancy Coates Smith, (Tidewater Publishers, Centreville, Maryland, 1991)

<http://econed.org/userfiles/files/Chestertown%20Tea%20Party.pdf>

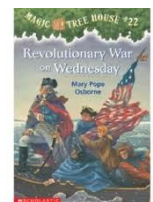
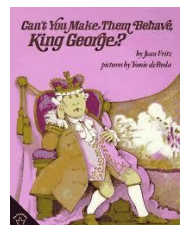
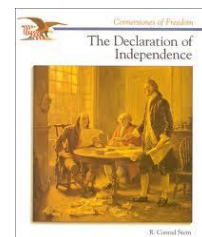
Can't You Make Them Behave, King George by Jean Fritz

<http://econed.org/userfiles/files/Cant%20You%20Make%20Them%20Behave.pdf>

The Declaration of Independence by R. Conrad Stein

Revolutionary War on Wednesday by Mary Pope Osborne

If You Lived At the Time of the American Revolution by Kay Moore



Bibliography

Image: *American Militia Man, 1775, Courtesy of the Sons of the Revolution, California*

Thomas Stone National Historic Site <http://www.nps.gov/thst/index.htm>

Masoff, J. (2001). *American Revolution 1700-1800*. New York, NY: Scholastic, Inc.