

# AMERICAN REVOLUTION

STUDENT  
WORKBOOK

SAMPLE PAGES

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This Student Workbook will build your Revolutions knowledge and skills to prepare you for assessment tasks and exams at the Senior level.

Section A focuses on the causes of the American Revolution, covering the period from 1754 (French and Indian War) to 4 July 1776 (the Declaration of Independence). It addresses the following key knowledge: The events and other conditions that contributed to the outbreak of revolution; The ideas that played a significant role in challenging the existing order; The role of individuals; and The contribution of popular movements in mobilising society and challenging the existing order.

Section B focuses on the consequences of the American Revolution, covering the period from 4 July 1776 (the Declaration of Independence) to 1789 (the acceptance of the Bill of Rights). It addresses the following key knowledge: The challenges the new regime faced in attempting to consolidate its power; The changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals; The contribution of significant individuals that changed society; and The diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life.

Activities in the Workbook address the following key skills:

- Analyse the long-term causes, short-term triggers and consequences of revolution
- Use primary sources as evidence to analyse the causes and consequences of revolution
- Evaluate the significance of ideas, events, individuals and popular movements that contributed to revolution
- Compare a range of historical perspectives to understand how the ideas and experiences of individuals and movements contributed to revolution
- Evaluate historical interpretations about the causes and consequences of revolution
- Construct arguments about the causes and consequences of revolution using primary sources and historical interpretations as evidence
- Evaluate continuity and change in society
- Evaluate the degree to which revolutionary ideals were achieved or compromised
- Compare a range of revolutionary experiences and perspectives to understand the change brought to society.

Each Section contains a range of the following activities:

- Source Analysis: Visual Representation
- Source Analysis: Extract
- Historical Interpretations Task
- Memory Aid
- Who Said That?
- Fill in the Blanks
- Fact File
- Short Response.

Use this Workbook throughout your study of the American Revolution to record key information and understandings. Once completed it will be a comprehensive resource for revision.

**IMPORTANT:** The activities in this resource may differ substantially from tasks required in exams and school-assessed coursework. Please consult the curriculum authority for the latest advice on assessment.



# CAUSES OF THE REVOLUTION

(1754 to 4 July 1776)

SAMPLE PAGES

SOURCE ANALYSIS: EXTRACT

Read the extract carefully and answer the questions that follow.

SOURCE

THE ROYAL PROCLAMATION, GEORGE III, OCTOBER 7, 1763

And We do further declare it to be Our Royal Will and Pleasure, for the present as aforesaid, to reserve under our Sovereignty, Protection, and Dominion, for the use of the said Indians, all the Lands and Territories not included within the Limits of Our said Three new Governments, or within the Limits of the Territory granted to the Hudson's Bay Company, as also all the Lands and Territories lying to the Westward of the Sources of the Rivers which fall into the Sea from the West and North West as aforesaid.

And We do hereby strictly forbid, on Pain of our Displeasure, all our loving Subjects from making any Purchases or Settlements whatever, or taking Possession of any of the Lands above reserved. without our especial leave and Licence for that Purpose first obtained.

And We do further strictly enjoin and require all Persons whatever who have either wilfully or inadvertently seated themselves upon any Lands within the Countries above described. or upon any other Lands which, not having been ceded to or purchased by Us, are still reserved to the said Indians as aforesaid, forthwith to remove themselves from such Settlements.

'The Royal Proclamation – October 7, 1763,' Yale Law School, [http://avalon.law.yale.edu/18th\\_century/proc1763.asp](http://avalon.law.yale.edu/18th_century/proc1763.asp).

1. Identify two ways, stated in the extract, that American colonists were forbidden from obtaining land.

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2. Identify rights that American colonists felt were infringed by the Royal Proclamation.

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3. Quoting from the extract and using your own knowledge, explain how the announcement of the Royal Proclamation constituted a change in British management of the colonies.

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**SOURCE ANALYSIS: VISUAL REPRESENTATION**

Examine the representation carefully and answer the questions that follow.

**SOURCE**



*The Destruction of Tea at Boston Harbor* by Saroni & Major, c1846. Image courtesy of Library of Congress Prints and Photographs Division, LC-DIG-ds-03379

1. Identify two groups depicted in the representation.

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2. Identify two revolutionary ideas depicted in the representation.

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3. Referring to the representation and using your own knowledge, explain how the Boston Tea Party contributed to the outbreak of revolution.

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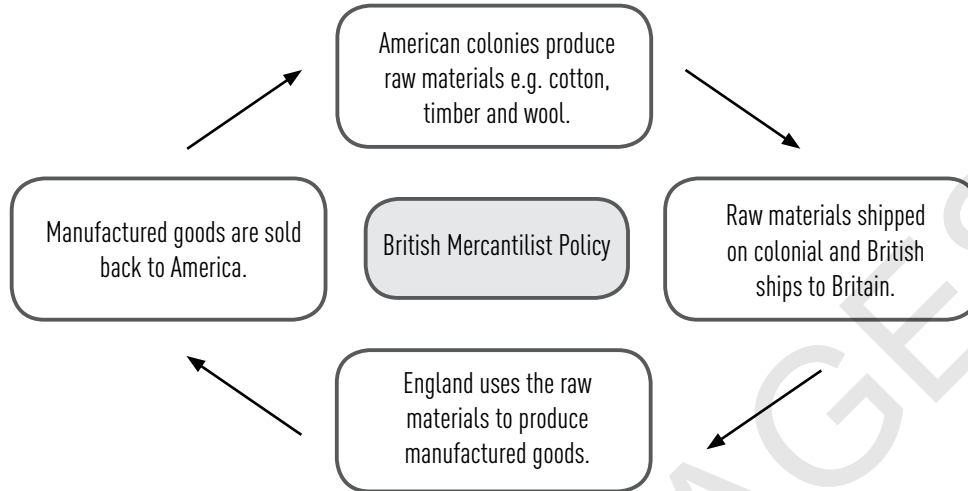
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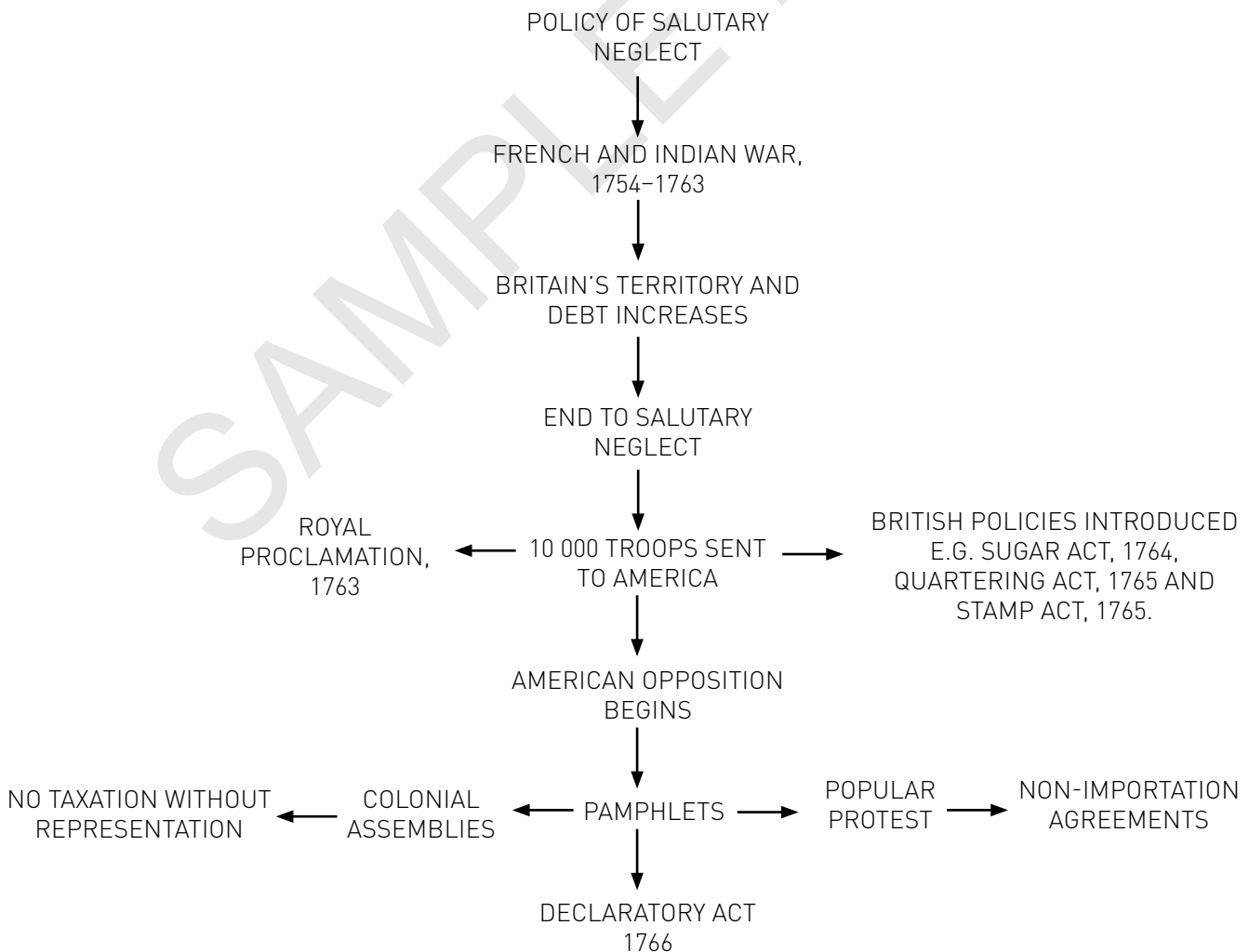


**MEMORY AID**

Memorise the following to assist you in your knowledge of the revolution.



**BRITISH MANAGEMENT OF THE COLONIES**



## FACT FILE

Fill in the details below.

Define 'French and Indian War':

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When and where did it occur?

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Identify up to three causes of the French and Indian War:

1. 

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2. 

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3. 

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Identify up to three consequences of the war:

1. 

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2. 

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3. 

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Why was the French and Indian War significant in the independence of the American colonies?

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## TIMELINE

Put the following taxes and duties in chronological order by completing the table below.

EVENT	QUARTERING ACT CURRENCY ACT	TEA ACT TOWNSHEND DUTIES COERCIVE ACTS	SUGAR ACT STAMP ACT
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	Name of tax, and year and month imposed	2–3 impacts of tax	Colonial responses	Significance in the revolution
1				
2				
3				
4				
5				
6				
7				

## HISTORICAL INTERPRETATIONS

Read the two historians' viewpoints and answer the questions below.

SOURCE

### INTERPRETATION 1

But for Americans and Englishmen of the eighteenth century republicanism was also associated with the Commonwealth period of British history, when for a brief time England was ruled without a King or lords; and indeed, "commonwealth" is the closest English equivalent to "republic". ... The Americans' later conversion to republicanism represented, then, more than a reaffirmation of traditional concepts of the corporate free state, in which all private interests must be sacrificed for the common good. It meant that people alone would allocate power. It meant that the United States would have neither legally established nobility nor King.

Pauline Maier, *From Resistance to Revolution: Colonial Radicals and the Development of American Opposition to Britain, 1765–1776* (New York: Vintage Books, 1974), 287–288.

SOURCE

### INTERPRETATION 2

In the excitement of the revolutionary movement, these classical republican values came together with the long-existing European view of Americans as simple, egalitarian, liberty-loving people to form one of the most coherent and powerful ideologies the Western world had yet seen. ... Republicanism struck directly at the ties of blood, kinship and dependency that lay at the heart of monarchical society. ... people had to be held together from above, by the power of kings who created trains of dependencies and inequalities, supported by standing armies, strong religious establishments and a dazzling array of titles, rituals, and ceremonies. Republicanism challenged all these assumptions and practices of monarchies.

Gordon Wood, *The American Revolution: A History* (New York: Modern Library, 2003), 92–93.

1. According to Maier, what did American republicanism represent?

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2. According to Wood, what assumptions did republicanism challenge?

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3. To what extent do the two interpretations suggest that American republicanism was unique?

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