

**Date:**

**Student Name:**

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***Week 30 - Give Me Liberty* (General Information for All Grades)**

This week, we are going to study the period of American history that many historians call the pre-Revolutionary War era, or the “calm before the storm.” This is a complex time, when, in the space of twelve years (1763 to 1775), about three million British subjects turned from a feeling of excitement and pride in being a part of the most powerful empire on earth to desiring to separate themselves from that empire—or lose their lives in the attempt! This week’s study is about this change of heart.

You will read different accounts of this period from different authors. Some will say that economics as the main reason that colonists came to wish for independence from Great Britain. Others will say that it was the principle of constitutional government and a love of freedom more than any other single element. The truth is that this was a complex time, and people fought the Revolutionary War for a variety of reasons. Economics, love of civic freedom, a desire to move west, a passionate desire to keep what hard work and sacrifice had carved out, love of adventure, a fear of tyranny, and a desire for religious freedom—all these motivated various individuals to join across social and religious lines and array themselves against the mightiest army of Europe. Other American colonists, the royalists, had no particular love for political independence or animosity towards the king of Great Britain at all. There were also those who had no say in the course of events: black slaves, indentured servants, and Indians.

Why did the majority of colonists who had a voice decide to rebel? Great Britain had been fighting wars with European adversaries on and off for the last 75 years. After the decisive French and Indian War (and Seven Years’ War) concluded, King George III and the British Parliament had peace in Europe *and* huge war debts to pay. They felt that their prosperous colonies had been well defended by British soldiers and capital. As a result, they determined to govern these hard-won colonies much more strictly and extract more revenues from them.

For their part, the colonists had just finished fighting shoulder to shoulder with the British against the French and the Indians. They had seen first hand the weaknesses of the redcoats and had also experienced heady feelings of success from the laudable performance of their own troops. There was thus a growing feeling in the colonies that they didn’t really need the help of their mother country anymore. Remember those very different regions of the colonies and the failed Plan of Union devised in the Albany Congress. It seemed that it would take a lot to forge a sense of unity and true nationalism in the colonies, but the French and Indian War successes, coupled with new British policies towards their colonies, went a long way in helping American nationalism and unity to grow. Added to the preaching of George Whitefield and the spiritual preparation of the Great Awakening, the mix of emotions and events produced enough unity and resolve in the colonies to ignite the Revolutionary War.

As usual, we aren’t just watching events in America unfold. We are also keeping an eye on what people were doing in Europe, and around the world. During this period, scientific discoveries and journeys of exploration were still being made. An important invention that was to give rise to the Industrial Revolution—the steam engine—was invented by James Watt in Great Britain, while in France, Antoine Lavoisier discovered oxygen. As part of a scientific voyage to help determine the earth’s distance from the sun, James Cook explored the South Pacific and discovered Australia, which he claimed for Great Britain. Meanwhile, the Prussian, Austrian, and French monarchs were struggling with money problems resulting from the Seven Years’ War. Catherine the Great of Russia was trying to expand her borders. With Prussia and Austria, Russia partitioned and engulfed the helpless Poland. Catherine also warred with the sultan of the Turkish Ottoman Empire, attempting to gain warm-water ports for Russia’s shipping needs.

It’s a busy week ahead with lots going on. No one can learn it all, so not all students will cover the topics we mention above. That’s OK! You’ll get it on your next time through this period. Just ask your teacher what your focus should be this week, and work at learning what she directs you to study!

**READING**

**ALL REQUIRED READING**

- Streams of Civilization Vol 2 p 108-109, (Stop at end of second column)
- Story of the World Vol. 3, chapter 22 (first section only)

**LG & UG OPTIONAL READING OUTLOUD**

- With Pipe, Paddle and Song, by Elizabeth Yates, Chpts 7-9 (Week 3 of 4)
- Benjamin West and His Cat Grimalkin, by Marguerite Henry and Wesley Dennis - (Chapters 1-6)

- If you love American Girl stories, read Welcome to Felicity’s World
- Story of the American Revolution coloring book

**DIALECTIC & RHET Reading**

- This Country of Ours by H. E. Marshall, Chapter LI
- Yuli – Annie Henry: Adventures in the American Revolution by Susan Olasky

**Lower Grammar Words**

*revolution*

*tax*

*consent*

*representation*

*petition*

*patriot*

*boycott*

*liberty*

*parliament*

*import*

**Upper Grammar Words (All Lower Grammar Words +)**

*continental*

*treason*

massacre

quarters

patriot

Whig

Loyalist

Tory

delegate

cargo

Lower Grammar People

*George III*

Handwriting practice lines for the name George III, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Multiple sets of blank handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

*Samuel Adams*

Handwriting practice lines for the name Samuel Adams, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Multiple sets of blank handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

*Patrick Henry*

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

*Sons of Liberty*

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Upper Grammar People - All Lower Grammar people +**

*Charles Townshend*

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*Thomas Paine*

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*John Adams*

Handwriting practice lines for the name John Adams, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Four sets of blank handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

*Paul Revere*

Handwriting practice lines for the name Paul Revere, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Four sets of blank handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Dialectic People – Know the previous +**

*Captain James Cook*

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*James Watt*

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*Benjamin West*

Handwriting practice lines for Benjamin West, consisting of two sets of three horizontal lines (top, dashed middle, bottom).

*Phillis Wheatley*

Handwriting practice lines for Phillis Wheatley, consisting of two sets of three horizontal lines (top, dashed middle, bottom).