

A LEVEL
Delivery Guide

HISTORY A

H505
For first teaching in 2015

The American Revolution 1740-1796

Version 1



A LEVEL HISTORY A

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: A clear outline of the content covered by the delivery guide;
- Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk

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UNIT Y212/Y242: THE AMERICAN REVOLUTION 1740-1796

Key topic	Content Learners should have studied the following:
<i>The development of British hegemony in America</i>	British, French and Spanish colonies in North America in 1740; socio-economic development and relations with settlers and Native American Indians; territorial expansion to 1765; wars with France, reasons for British success including War of Austrian Succession, Seven Years War.
<i>Causes of the American Revolution</i>	The relationship between Britain and the colonies in 1763; British policy and America reaction including Proclamation Act (1763), Stamp Act (1765), Declaratory Act (1766), Townshend Duties (1767) and their repeal, the Boston Massacre (1770); Tea Act (1773) and response including the 'Intolerable Acts' (1774– 1775); developments in political thought and emerging leaders, including Locke, Jefferson, Dickinson, John Adams and Samuel Adams; colonial and political ideas including views on trade and taxation.
<i>The American Revolution 1774–1783</i>	The move towards independence 1774–1776 including the first and second Continental Congresses, Declaration of Independence (1776); outbreak of hostilities, key military developments, their role in British defeat; American unity, including Washington, French entry to the war, quality of British military leadership; 1783 Peace of Paris.
<i>The early Republic 1783–1796</i>	Move towards the creation of a constitution and challenges faced; Articles of Confederation; relations with Britain, Spain and France, economic problems, civil disobedience, Shay's rebellion 1786–1787, 1787 Philadelphia Convention; nature of the 1787 Constitution of the United States; struggle for ratification, divisions between Federalists and Anti-Federalists; formation of the first government (1789), Washington and the Executive; 1791 Bill of Rights; the problem of finding a successor to Washington in 1796.

General approaches:

A chronological approach to content can lead to chronological answers. While an understanding of the chronological outline of the period is crucial to fit content into a wider framework, a thematic approach to content is advised.

An effective approach is to break down each key topic into a number of smaller investigation questions as a means to approach content. Content investigated in this way leads naturally to essay style responses and provides opportunities to develop key historical skills such as significance, change and continuity, evaluation etc.

Each section of each topic can be approached in this manner. One potential area for investigation could be: 'Was the relationship between Britain and the colonies still a good one by 1763?' requiring students to investigate different aspects of British rule in America such as the economic, social and political consequences of British rule, and the relationship between the colonists and the state.

Another potential approach is to investigate a controversy, for example 'Were the Founding Fathers radicals or conservatives?' Students can assess the strength of evidence for both sides, and develop their understanding depending on their ability or position in the course. A lower-ability student may be challenged to find evidence for one view, and explain it with evidence. Higher ability students can be challenged to consider to what extent there were divisions between Founding Fathers, or to what extent the Constitution they crafted reflected their own views, or was a compromise. A good way to develop understanding of this task would be to use some weighing scales, with students placing evidence on one side or the other to see whether the Founding Fathers were more radical or conservative.

Common misconceptions or difficulties students may have:

Students will be likely to find initially the political terminology of the American colonies and the United States relatively unfamiliar, so some work should be done familiarising students with terms such as Congress, federalism, legislative, executive and judicial branches of government, and Articles of Confederation.

The conceptual nature of much of the content such as the ideas of the enlightenment or the concept of and importance of liberty, freedom, and loyalism needs to be explained to students. Also, many of the topics within this unit have a range of legislative Acts, or battles, or conventions, which students will need to be aware of in their historical context, so as to avoid misplacing dates and events in their responses.

Key documents and events also need to be clearly delineated so as to avoid confusion, for example the difference between the Declaration of Independence, the Constitution as drafted in 1787, and the Bill of Rights in 1791.

Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course:

This section develops key conceptual historical skills which link directly to the British period study and enquiry. It could also be used by students as the basis for their topic based essay as there are many areas which merit wider investigation.

Approaches to teaching the content:

Learner resources 1, 2 and 3 each break down large topic areas into more manageable chunks for students, but also emphasise that merely learning all the content is not enough: students should be able to do thinking, debating and extended writing responses with the information they have learned.

There is a wide range of primary source material that can be used as the basis for issues upon this topic. The amount of printed material as well as the proliferation of newspapers and attempts to disseminate information to the population means that it is generally possible to find material that illustrates ideas and concepts particularly within the last three parts of the course.

There is also a large amount of pictorial evidence from the period, which can make useful starters or plenary tasks to investigate particular events or issues such as American's reactions to the British attempts to tax them more heavily.

It is generally possible to break down bigger topics into a range of smaller areas, which can then be assessed and evaluated against each other. For instance 'Move towards creation of a Constitution and challenges faced: can be broken down into a range of factors which can then be evaluated in a number of ways:

Ranking

Divide them into different groups of people and what they wanted e.g. Federalists and anti-Federalists

Significance ratings

Aims and motives of participants, and how far they got what they wanted

All of these exercises challenge students to come to an evaluative judgement, which then develops essay and analytical skills.

Tasks differentiating between different elements of an argument thus directly leading into essay skills. For instance 'How successful was American foreign policy' beginning with sorting key information culminating in a spectrum of success activity (see Learner Resource 4).

Learner Activity 1

Causes of the American Revolution / reasons for increased tension

[Learner Resource 1](#)

This resource is designed to introduce to students the idea of the relative importance of factors in determining causation. It is a useful way of summarising not only what has been learnt about the legislative acts in the period to 1773, but also what impact they had on the colonists' behaviours and attitudes. An example has been done for you.

Learner Activity 2

How revolutionary was the American Revolution?

[Learner Resource 2](#)

This resource will allow learners to debate differing ideas about the American Revolution, and thus deepen their understanding of the causes and consequences of the war of independence. Learners should find evidence from their notes to support each view point, and change the balance of the scales. Learners can then explain their judgement. They could draw these scales in their exercise books in pencil, or they could be on the board, or on A3 paper. A 3D model could also be created! Some suggested evidence is included.

Learner Activity 3

British North America

[Learner Resource 3](#)

This resource will help students get to grips with the outline of British colonies in North America in 1740 and their subsequent development. It also gives them an idea of the geography of the region. Students can make notes under the headings. For further guidance and development of understanding, students could summarise the importance of each factor in explaining any early causes of dissatisfaction with British rule.

Learner Activity 4**How successful was American foreign policy?**[Learner Resource 4](#)

This resource is designed to introduce to students the idea of the relative importance of factors in determining causation. It is a useful way of summarising not only what has been learnt about the legislative acts in the period to 1773, but also what impact they had on the colonists' behaviours and attitudes. An example has been done for you.

Learner Activity 5**Why did the colonists win the war?**[Learner Resource 5](#)

This resource is a relatively simple card-sort exercise. Learners should first sort the cards into American successes and British failures. They can then re-order their cards on their desks to come up with their own categorization e.g. military, economic, political reasons. They can also then make comparisons between the relative importance of these factors before reaching a final judgement.

Learner Activity 6**Using contemporary source material**[Learner Resource 6](#)

There is a vast array of contemporary source material that can be used to help students understand the feelings and motivations of the American colonists during this period. Exercises getting students to make inferences about the depth of feeling about certain issues can help with understanding the wider historical debates about the causes, nature and extent of change in the revolutionary war. This also builds on skills students have practiced extensively at GCSE and thus provides a bridge between GCSE and A-level study.

Causes of the American Revolution/reasons for increased tension

This resource is designed to introduce to you the idea of the relative importance of factors in determining causation. It is a useful way of summarising not only what has been learnt about the legislative acts in the period to 1773, but also what impact they had on the colonists' behaviours and attitudes. An example has been done for you:

Act and date	Brief description of the terms of the act	Why did it increase tensions?	How much did it increase tensions (marks out of 5)?
<i>Proclamation Act 1763</i>			
<i>Stamp Act 1765</i>	Imposed a direct tax on printed materials such as legal documents, newspapers and	Colonists felt they were being unduly taxed without being represented in parliament; increased petitioning and violent demonstrations	4 – was very important in convincing many colonists that the British were determined to 'punish' the colonists; was cited in the Declaration of Independence
<i>Quartering Act 1765</i>			
<i>Declaratory Act 1766</i>			
<i>Townshend Acts 1767</i>			
<i>Coercive Acts 1774</i>			
<i>Quebec Act 1774</i>			

Extension activities/questions:

You can then group together reasons for increased tension, look for patterns of time or theme, and explain why some acts increased tension more than others

How revolutionary was the American Revolution?

This resource will allow you to debate differing ideas about the American Revolution, and thus deepen your understanding of the causes and consequences of the war of independence. You should find evidence from their notes to support each view point, and change the balance of the scales. You can then explain their judgement. You could draw these scales in their exercise books in pencil, or they could be on the board, or on A3 paper. A 3D model could also be created! Some suggested evidence is included:



Extension activities/questions:

You can then reach a judgement on the reasons why their scales look the way they do. Or a class debate can ensue with the scales being moved as each student comes up to the front of the class to move the scales according to their own opinions, and justifies it, before taking questions from other students.

British North America

This resource will help you get to grips with the outline of British colonies in North America in 1740 and their subsequent development. It also gives you an idea of the geography of the region. You can make notes under the headings. For further guidance and development of understanding, students could summarise the importance of each factor in explaining any early causes of dissatisfaction with British rule.

Agriculture and fishing

Colonial society

Relations with Native Americans

Slavery

Relations with foreign powers

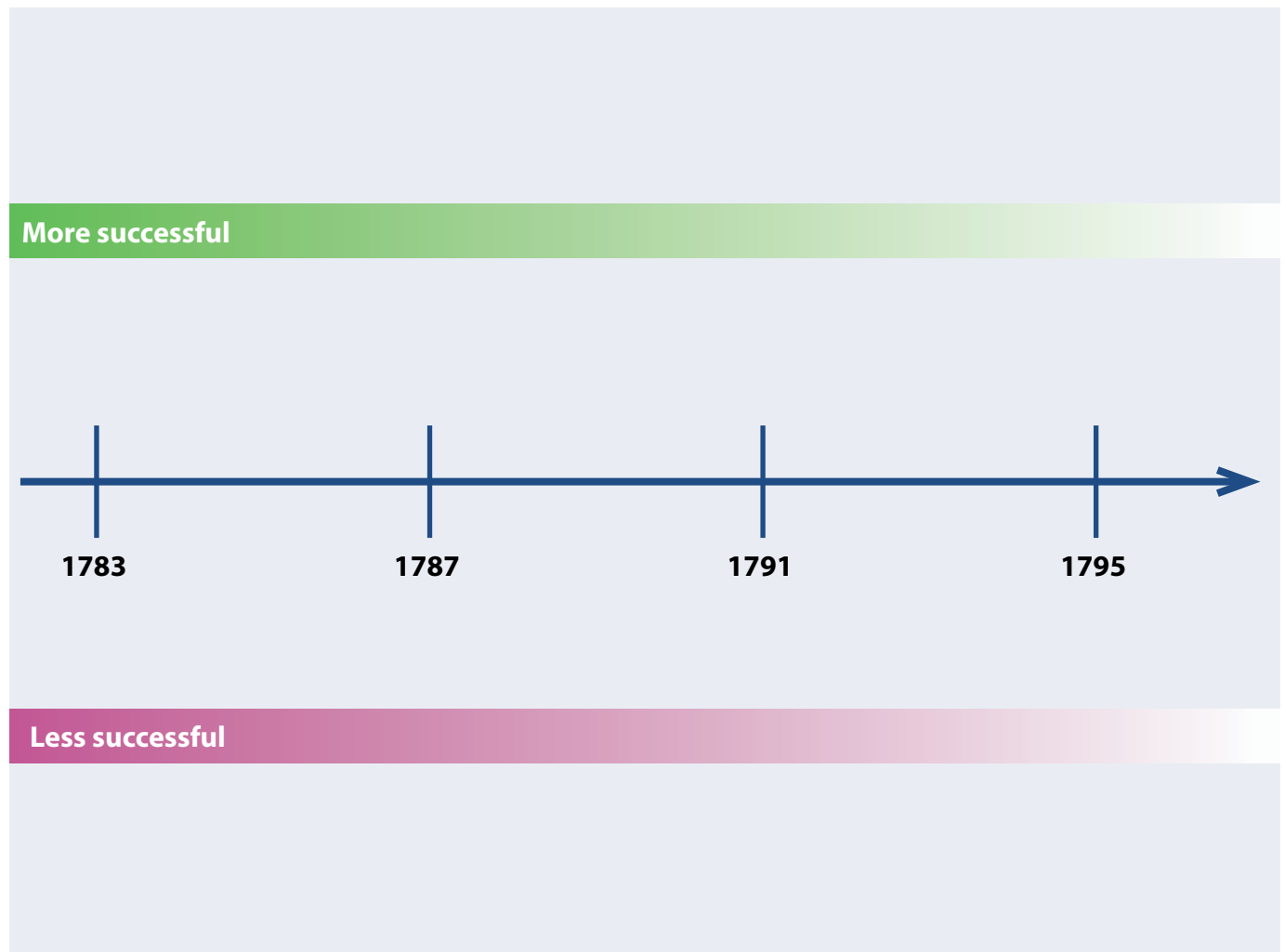
Map showing British North America in 1740, including colonies such as New England, New York, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia. The map also shows the Gulf of Mexico and Florida. A note at the bottom left of the map reads: "Show general lines of French military posts."

Extension activities/questions:

You can find other maps online to help increase their understanding of the geography of North America, and make similar notes on other topics, such as foreign policy, or the different colonies' views on the constitution.

How successful was American foreign policy?

To enable you to understand how successful American foreign policy was, this resource represents a timeline of American relations with other countries, combined with a chart showing how successful foreign policy it was. You could either plot each foreign policy incident or event on the line, to show when it occurred and how successful it was, or you could write each event on a card, which could then be placed on the timeline and moved by other learners as you debate the success or failure of American foreign policy.



Extension activities/questions:

You can look for other ways to group the information you have gathered, for example looking at relations with Britain and Spain in turn. This exercise also serves as a useful revision tool for many of the topics requiring knowledge of a significant period of time.

Why did the colonists win the war?

This resource is a relatively simple card-sort exercise. You should first sort the cards into American successes and British failures. You can then re-order your cards on their desks to come up with your own categorisation e.g. military, economic, political reasons. You can also then make comparisons between the relative importance of these factors before reaching a final judgement.

General Howe was too cautious a military commander and failed to co-operate with other military leaders

Hessian troops were not loyal to the British cause and up to 5,000 of them deserted

Lord North was no an effective war leader and failed to keep a grip on control of the situation

Native Americans allied to the loyalists were unreliable and divided, and their sometimes savage attacks antagonised people further

200,000 colonists rallied to the revolutionary cause and the patriot cause was strong

Washington's enormous skill and tact kept the army together despite desertions, lack of supplies, and defeats

France and Spain entered the war on America's side

American diplomats were skilful in persuading European countries of the validity of their cause

Formation of the League of Armed Neutrality

Militia forces made life difficult for the British soldiers; officers were able to rise up through the American ranks; they made good use of the rifle, rather than the musket

British generals were in the habit of moving into an area, rallying support, but then not leaving enough support behind

The British did not realise early enough how serious this war would be, and so failed to nip a small rebellion in the bud in 1775 or 1776

Extension activities/questions:

You could rework this into a diamond nine exercise, or cut the cards out and stick them on some paper, and draw arrows to show links between different factors.

Using Contemporary Source Material

There is a vast array of contemporary source material that can be used to help you understand the feelings and motivations of the American colonists during this period. Exercises where you can make inferences about the depth of feeling about certain issues can help with understanding the wider historical debates about the causes, nature and extent of change in the revolutionary war. This also builds on skills you have practiced extensively at GCSE and thus provides a bridge between GCSE and A-level study.

For each cartoon answer the questions. This could be done individually, in pairs, in groups, or a combination of all three.

<http://www.shutterstock.com/pic-238058434/stock-photo-the-american-revolution-join-or-die-benjamin-franklin-s-warning-to-the-british-colonies-in.html?src=ro8amrqScC3VZttAHUvVxw-1-20>

http://etc.usf.edu/clipart/4700/4743/boston_massacre_1_md.gif

<http://jcb.lunaimaging.com/media/Size4/JCBMAPS-2-NA/1010/31201.jpg>

1. What can you see?
2. What does this tell you?
3. What is the message of this cartoon?
4. What is the purpose of this cartoon?
5. How representative is this cartoon of views and opinions you have studied?

Extension activities/questions:

A good homework activity could be for you to research their own contemporary source material for different parts of the course, and to bring it to the lesson to be swapped and the task completed again.



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