

# HISTORICAL ANALYSIS – Causation..

## *Action-Reaction... From French and Indian War to Revolution*

### The Skill - Causation:

Historical thinking involves the ability to identify, analyze, and evaluate the relationships among historical causes and effects, distinguishing between those that are long term and proximate. Historical thinking also involves the ability to distinguish between causation and correlation, and an awareness of contingency, the way that historical events result from a complex variety of factors that come together in unpredictable ways and often have unanticipated consequences.

### Objectives:

**MIG-2.0:** Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

**WOR-1.0:** Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

**NAT-1.0:** Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

**POL-2.0:** Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

### Directions:

- After reading the chapter on the French and Indian War and reviewing the Period 3 content outline, complete the graphic organizer by explaining how each event caused a reaction... and how each reaction caused another action... and so forth. The series of events following the French and Indian War reveal the increasingly conflicted relationship between the mother country, Britain, and her 13 colonies. Be sure your explanations, although brief, clearly describe this chain reaction. You can complete this on paper (print the graphic or create your own) or using PDFescape.com. If you use PDFescape, there is a SEPARATE DOCUMENT with JUST the graphic.
- Read the additional reading “Trade and Navigation Acts” and answer the questions that follow. You can write your answers on a separate sheet of paper or enter them in the text box of this assignment on Canvas.
- When your graphic and additional reading are complete, move onto the essay pre-writing and write a thesis (introductory paragraph) and contextualization and synthesis (concluding paragraph) addressing the prompt provided. These portions can be hand-written or typed into a text entry on Canvas.

**Key Concept 3.1:** British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

- The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the **Seven years’ War** (the **French and Indian War**), in which Britain defeated France and allied American Indians.
  - Colonial rivalry intensified between Britain and France in the mid-18th century, as the growing population of the British colonies expanded into the interior of North America, threatening French–Indian trade networks and American Indian autonomy.
  - Britain achieved a major expansion of its territorial holdings by defeating the French, but at tremendous expense, setting the stage for imperial efforts to raise revenue and consolidate control over the colonies.
  - After the British victory, imperial officials’ attempts to prevent colonists from moving westward generated colonial opposition, while native groups sought to both continue trading with Europeans and resist the encroachments of colonists on tribal lands.
- The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain.
  - The imperial struggles of the mid-18th century, as well as new British efforts to collect taxes without direct colonial representation or consent and to assert imperial authority in the colonies, began to unite the colonists against perceived and real constraints on their economic activities and political rights.
  - Colonial leaders based their calls for resistance to Britain on arguments about the rights of British subjects, the rights of the individual, local traditions of self-rule, and the ideas of the Enlightenment.

**Trade and Navigation Acts- Additional Reading**

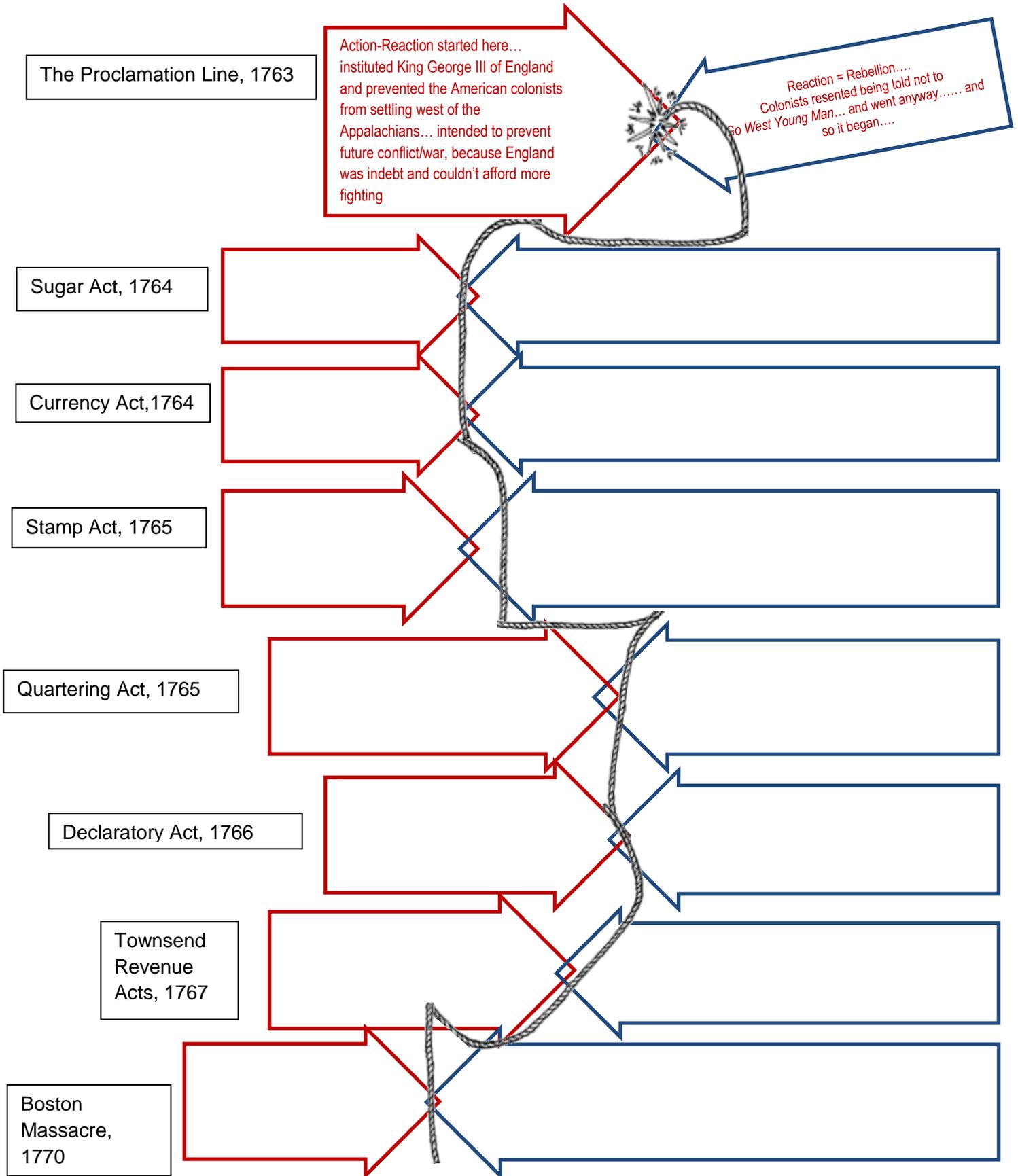
1. Parliament enacted England's first **Navigation Act in 1651** to undercut the Dutch Republic's economic preponderance. Dutch shippers and merchants then controlled oceanic trade and probably owned three-quarters of Northern Europe's commercial vessels; few Englishmen could compete with the well-financed and experienced Dutch traders. By the **Navigation Acts**, Parliament sought to exclude the Dutch from English trade and thereby to force the England to build up its own merchant marine. Immediately after the Stuart restoration in 1660, Parliament reiterated these rule and also began protecting English manufacturers from foreign competition. By 1750 a long series of **Navigation Acts** were in force, affecting eh economy in four major ways.
2. First, the laws limited all imperial trade to British ships, defined as those with British ownership and whose crews were three-quarters British. (Because Parliament wanted only to exclude the Dutch, not to discriminate against Americans, it classified all colonists, even blacks, as British.) When Parliament began to strictly enforce this requirement in the late seventeenth century, American colonists and some elements of the English business community alike objected, because the Dutch offered better prices, credit, and merchandise. After 1700, however, when **Britain's merchant marine** became equal to its Dutch competitors, this cause for complaint evaporated.
3. This new shipping restriction not only contributed to Great Britain's rise as Europe's foremost shipping nation but also laid the foundations for an **American merchant marine**. By the 1750s one-third of all imperial vessels were American-owned. The swift growth of this merchant marine diversified the colonial economy and made it more self-sufficient. The expansion of colonial shipping in turn hastened urbanization by creating a need for centralized docks, warehouses, and repair shops in America. By 1770 **Philadelphia** was the British Empire's second largest port, after London, and **New York City** was not far behind. Shipbuilding emerged as a major colonial industry in these years, and by 1770 one-third of the "British" merchant marine was actually American-built.
4. The second major way in which the **Navigation Acts** affected the colonies lay in their barring the export of certain "**enumerated goods**" to foreign nations unless these items first passed through England or Scotland. The mainland's chief "controlled" items were **tobacco, rice, furs, indigo** (a Carolina plant that produced a blue dye), and **naval stores** (masts, hemp, tar, and turpentine). Parliament never restricted **grain, livestock, fish, lumber, or rum**, which altogether made up 60 percent of colonial exports. Further, American exporters of tobacco and rice- chief commodities affected by enumeration- had their burdens reduced by two significant concessions. First, Parliament gave Americans a monopoly over the British market by excluding foreign tobacco, even though this hurt British consumers. (Rice planters enjoyed a natural monopoly because they had no competitors.) Second, Parliament tried to minimize the added cost of landing tobacco and rice in Britain (where customs officials collected duties on both) by refunding these duties on all tobacco and rice that the colonists later shipped to other countries. About 85 percent of all American tobacco and rice was eventually re-exported and sold outside the British Empire.
5. The navigation system's third impact on the colonies was to encourage economic diversification in America. Parliament used British tax money to pay modest bounties to Americans producing such items as **silk, iron, dyes, hemp, and lumber**, which Britain would otherwise have had to import from other countries, and it raised the price of commercial rivals' imports by imposing protective tariffs on them.
6. On the surface, the trade laws' fourth consequence for the colonies was negative: they forbade Americans from competing with British manufacturers of **clothing and steel**. In practice, however, this prohibition had little effect, for it banned only large-scale manufacturing; colonial tailors, hatters, and housewives could continue to make any item of dress in their households or small shops. Manufactured by low-paid labor, British clothing imports to America generally undersold whatever the colonists could have produced at their higher labor costs. For this reason, Americans failed to establish a profitable clothing industry until after 1820. Steel manufacturing also depended on cheap labor, and not until the 1840s did either Great Britain or America develop a successful steel industry. The colonists were free to produce iron, however, and by 1770 they had built 250 **ironworks** employing thirty thousand men, a work force larger than the entire population of Georgia or of any provincial city. At the **American Iron Company's** complex of eleven forges and furnaces near Ringwood, New Jersey, five hundred workers manned eleven furnaces that annually consumed eight square miles of timber as fuel. By 1770 British North America produced more iron than England and Wales, and only Sweden and Russia exceeded the colonies' output.

**Summarize the benefits and handicaps of England's economic policies in its North American colonies from 1651—1770.**

**Were the colonies mistreated? Was there justified cause for rebellion against economic policies of the mother country?**

**What is the most essential fact from this reading that reveals a cause of the American Revolution?**

# ACTION - REACTION



Tea Act, 1773

**Intolerable Acts. 1774**

Boston Port Bill

Quebec Act

Administration of Justice Act

Mass. Bay Regulating Act

New Quartering Act, 1775

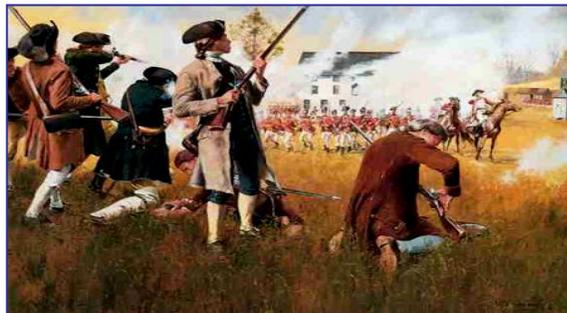
New England Restraining Act, 1775

King dismisses petition of First Continental Congress, 1775



Even after Britain issued the Royal Proclamation of 1763, Daniel Boone continued to settle areas west of the Appalachian Mountains. This 1851 painting, *Daniel Boone Leading Settlers through the Cumberland Gap*, depicts the popular image of a confident Boone leading the early pioneers fearlessly into the West.

**BOOM**  
**American**  
**Revolution**



April, 1775... Ready to fight at a moment's notice, minutemen began fighting early in the American Revolution. Their efforts at Lexington and Concord inspired many patriots to take up arms against Britain. The first battle of the war, Lexington, marked the beginning of the American Revolution. Although Lexington and Concord were considered British military victories, they gave a moral boost to the American colonists.

# HISTORICAL ANALYSIS – Causation & Argumentation

## Action-Reaction... From French and Indian War to Revolution

### From the 2015 Revised Historical Thinking Skills:

**Argumentation** - Historical thinking involves the ability to **create an argument and support it using relevant historical evidence**. Creating a historical argument includes defining and framing a question about the past and then formulating a claim or argument about that question, often in the form of a thesis. **A persuasive historical argument requires a precise and defensible thesis or claim, supported by rigorous analysis of relevant and diverse historical evidence**. The argument and evidence used should be framed around the application of a specific historical thinking skill (e.g., comparison, causation, patterns of continuity and change over time, or periodization). Furthermore, historical thinking involves the ability to examine multiple pieces of evidence in concert with each other, noting contradictions, corroborations, and other relationships among sources to develop and support an argument.

**From the 2015 Revised Rubric for the Long Essay** - Describes causes AND/OR effects of a historical event, development, or process. Explains the reasons for the causes AND/OR effects of a historical event, development, or process. (2 of 6 possible points) Scoring Note: If the prompt requires discussion of both causes and effects, responses must address both causes and effects in order to earn both points.

**Prompt:** Analyze the extent to which politics, competition over resources, and colonial identity impacted the relationship between Great Britain and the 13 colonies from 1700-1775.

(If you are not comfortable with essay pre-writing, please see writing guidelines for more information regarding writing strategies and formulas.)

### Step #1 Read the question or prompt carefully:

Read the question **three times** and be able to paraphrase the question and know the essential task demanded by it. Answering the question will be the central focus of your essay, and you want to be sure to **ATFP!**

What type of prompt is this?

What is your purpose?

What are your parameters?

*Notice this prompt includes the phrase “the extent to which.” This means that your thesis must directly state the extent each impacted the relationship.*

**Step #2** Brainstorm on paper everything that comes to mind regarding the topic at hand. Aim for at least 6 specific things. What do you know about the topic? Put this down on paper to get your brain in gear for writing the essay. Once you have ample information, categorize it by theme. (ABC)

**Step #3** Clarify your thesis/view and identify an opposing view. Make sure your thesis ATFP! Don't restate the prompt!

**Step #4** Write your introductory paragraph. USE THE FORMULA! Explain and Elaborate! ATFP!

## Contextualization & Synthesis...

### From the 2015 Revised Framework:

**Contextualization** involves the ability to connect historical events and processes to specific circumstances of time and place as well as broader regional, national, or global processes. Proficient students will be able to situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred in order to draw conclusions about their relative significance.

**Synthesis** involves the ability to develop understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and other historical contexts, periods, themes, or disciplines. Proficient students will make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.

### From the 2015 Revised Rubric for the DBQ:

**CONTEXTUALIZATION: 1 point** - Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.

**SYNTHESIS: 1 point** - Extends the argument by explaining the connections between the argument and a development in a different historical period, situation, era, or geographical area.

**Plan your conclusion by completing the Broad and Other Contextualization for this prompt. Focus in on one theme and/or event that relates to your thesis/argument. Use the conclusion formula! See your writing guidelines if you do not know the formula yet. Write in complete sentences!**

- a. **Broad Context** Why, How - *What is the “Big Picture?” What is the theme?*
- b. **Comparative/Other Context** - Similar in Kind From a Different Time... compare the broad context to another event/era and explain how or why they are alike or different.
- c. **Using this analysis and your formula, write your conclusion!**