

Carlyle House

Teacher Resource Packet



Road to Revolution

Supplemental Materials

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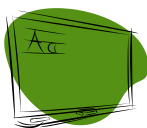
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Use the following icons to help guide you through the Teacher Resource Packet.



Teacher Preparation

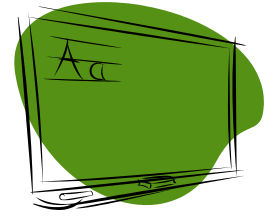
Use these pages to prepare your lessons and plan for the trip.



Student Worksheets

These pages can be copied and used with your students in preparation for the trip.

Planning Your Visit



Use the following checklist to prepare for your visit to Carlyle House.

Before your field trip:

- Read over the *Teacher Resource Packet*.
- Make nametags for students.
- Use *Pre-Visit* activities to introduce students to Carlyle House.
- Map out the route from your school to Old Town Alexandria to avoid any possible delays and check our website for parking details.

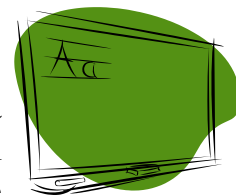
The day of your field trip

- Bring 3 adult chaperones (including yourself). Remind chaperones that they are responsible for keeping the group together and well-behaved during the museum visit.
- Please bring your group in through the main entrance, located at the side of the house.
- The park surrounding the house may be used for picnic lunches (please let us know in advance if you plan to use this space). There are no picnic tables in the Carlyle House grounds.
- There is an indoor food court located at the Alexandria Waterfront, three blocks from Carlyle House.
- Expect your tour to last approximately 1 hour
- The tour is free to schools within the member jurisdictions of NVRPA, \$2 per students for schools outside of the area.
- Maximum number of students: 30 per hour

After your field trip:

- Use *Post-Visit* activities to connect your museum visit to your classroom visit.

Carlyle House Background Information



The Carlyle House Historic Park is owned and operated by the Northern Virginia Regional Park Authority. Restoration on the house began in 1970 and lasted until 1976. The house was restored to the time period of the original owner, John Carlyle (1720-1780). It is now comprised of period rooms from the era of 1770-1780. This era was selected because the original household inventory, taken at the time of John Carlyle's death, indicates exactly what was in the house at that time.

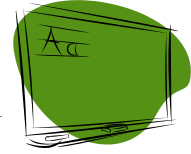
John Carlyle moved to the American colonies in 1741 from Great Britain. As a merchant, John Carlyle traded with both the West Indies and England. His business with the West Indies specialized in the **importation** of rum, molasses, sugar and slaves, and the **exportation** of timber, flour, bread, peas, beans, corn, and other foodstuffs. He **imported** from England finished goods such as furniture, china, and textiles and **exported** raw materials such as tobacco, wheat, timber and pig iron.

In 1749 purchased two lots in the newly formed town of Alexandria. The lots, situated between the Potomac River and Market Square, were the best location for a town trustee and merchant. Two years after moving in, John welcomed British **General Edward Braddock** to stay at his house. Braddock called a meeting of colonial governors at the house in 1755 to help plan the French and Indian War. France and Great Britain were fighting over control of the Ohio River Valley. The war lasted from 1754 to 1763 and was very expensive for Britain. Braddock suggested taxing the colonies to help pay for part of the war, which soon led to the "taxation without representation."

Carlyle married Sarah Fairfax in 1747, a member of one of the most influential families in the colonies. Sarah was the daughter of William Fairfax, agent for Thomas, 6th Lord Fairfax, who owned over five million acres of land in the Northern Virginia region. John and Sarah Fairfax Carlyle had seven children, two of whom, Sally and Ann, survived. Sarah Fairfax Carlyle died from complications from childbirth after the birth of Ann. John Carlyle remarried a woman named Sybil West. They had four children. Of those four, only one survived—a son, George William.

John Carlyle had servants and slaves—white, black, free, indentured and transported convict—that lived and worked in his home in Alexandria. At the time of his death in 1780, Carlyle owned nine slaves: Jerry, Joe, Cook, Penny, Charles, Sibreia, Cate, Moses, and Nanny.

Road to Revolution: Background Info



The British defeated the French and their Indian allies in the French and Indian War (1754-1763). The result was British control over much of North America. But the war had cost England a great deal of money and Parliament decided it was time for the Colonies to pay a share for their own defense.

To raise money, Parliament passed the Stamp Act in **1765**. This law required the purchase of tax stamps to buy paper. The Colonists were outraged. After years of "Salutary Neglect" wherein Colonial taxes were not collected by the British, the new policy was unwelcome.

The Colonists had always considered themselves Englishmen. Among the rights granted to all Englishmen was a voice in Parliament — something they didn't have. With the Stamp Act, "Taxation without representation is tyranny," became a battle cry. Rioting, rhetoric, and the calling of the Stamp Act Congress quickly led England to repeal the Stamp Act.

But many new taxation measures, such as the Sugar Act and Townshend Acts followed. The Americans reacted by forming organized political groups such as Committees of Correspondence and the Sons of Liberty.

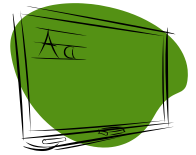
The people of Boston were most outspoken and violent in their reaction to taxes. They threatened and harmed British customs officials trying to collect taxes. So, the British quartered troops in Boston to protect their officials. In **1770**, the Boston Massacre occurred as British troops fired into a group of protesters, killing five of them. This was the first blood.

In **1773** the East India Company was granted a virtual monopoly on the importation of tea. In protest, a group of Boston citizens disguised as Mohawk Indians boarded a ship and dumped 342 chests of tea into Boston harbor. Parliament responded with the "Intolerable Acts."

This resulted in the First Continental Congress, in **1774**, which met at Philadelphia's Carpenters' Hall. Twelve colonies sent delegates to discuss how to return to a state of harmonious relations with the Mother Country — not revolution! But radical thinking won out. Parliamentary acts were declared "unconstitutional." Taxes were not paid, an import-export ban was established, and Colonists were urged to arm themselves.

The "shot heard 'round the world" was fired at Lexington in 1775 where armed colonists tried to resist British seizure of an arsenal. 8 Americans died in the skirmish. By the time the British returned to their lines, 273 British were killed, three times more than the number of colonists killed. The Revolution had begun.

Vocabulary



American Revolution - The war between Great Britain and its thirteen American colonies from 1775 to 1783 that led to the founding of the United States.

Apprentice- a person working under a master for a prescribed period of time in order to learn an art or trade

Boston Tea Party - A 1773 protest against British taxes in which Boston colonists disguised themselves as members of the Mohawk tribe and dumped valuable tea into Boston Harbor.

Cannon- A large artillery gun that is usually on wheels that fires large, round projectiles.

Cavalry- Troops trained to fight on horseback.

Colony- Land in one place that belongs to a country in another place.

Continental- Of or relating to the American colonies during the period of the Revolutionary War.

General Braddock- The commander of the British troops in North America during the French and Indian War.

Liberty - freedom

Loyalist- One who maintains loyalty to the lawful government during a revolt.

Merchant- A person who buys and sells goods to earn a profit.

Militia - A group of volunteers who fought in times of emergency during the colonial period and the American Revolution.

Patriot- Person who loves or supports his country.

Representative- A person who speaks or acts for others.

Stamp Act - A law passed by the British Parliament in 1765 requiring colonists to pay a tax on newspapers, pamphlets, legal documents, and even playing cards.

Taxes- Money people pay to their government for services.

Yorktown-- A victory in 1781 by the Americans and French against the British that ended the American Revolution

PRE-VISIT

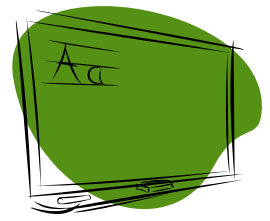
ACTIVITY

Road to Revolution

Primary Source Detectives

After completing this activity students will be better able to :

- **Identify a primary source, the different types, and understand their importance and perspective.**
- **Understand the causes which led to the American Revolution.**
- **Critically think to question the accuracy of documents and relate this to documents they may find today on the internet.**



Primary Source Detectives:

40 minutes

This activity asks your students to break into detective teams and investigate primary sources, analyze them, and put the events on a timeline as a class to visualize the causes of the American Revolution from the eyes and from the mouths of the colonists.

Extra Supplies: Blank Sheets of paper
Colored pencils/markers (for one group)
The board

1. What's a Primary Source?

A Primary Source is a written document or image (picture, drawing, painting) that was made in the same time period as the event. The person may have been an eyewitness, but does not have to be. **Examples of primary sources:** Newspapers, diary, letters, court documents, images, even a will. **Why are they important?** They were written by people alive in that time period, so we can better understand how they felt, what they were thinking, and what they were doing. **Just because it's a Primary Source, does that mean it's correct?** A primary source is often times someone's opinion, so a good historian/detective keeps that in mind. People in the past, just like today, may have been writing/drawing something because they were angry, to change someone's mind, or to just document an event. Today when you investigate your primary source you will be thinking about these questions. Also because these documents were written 250 years ago you will have to read them carefully. Sometimes people spoke a little different and you need to be a real detective to figure out what they meant. Hints are given at the bottom of your sheet for particular tough spots!

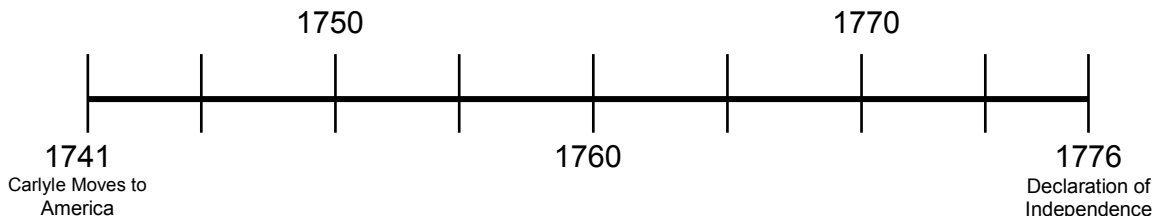
2. Divide your students into:

3 groups (each group gets 2 sources) **or**

6 groups (each group gets 1 source, groups 5 & 6 will collaborate)

3. Give each group 10-15 minutes to analyze their primary source and complete the corresponding activity as a group. Then draw the timeline below on your board and have each group write their event on the board and relate to the class:

1. When and What the event was
2. What their primary source is (ie. Newspaper, letter)
3. How this event was a step towards the American Revolution.



5. Conclude with a summary of the events on the timeline and the importance of primary source documents. Please refer to the end for answers to the worksheet questions.

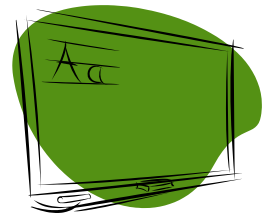
Too Challenging? Too Long? Source worksheets may also be used as individual activities if the entire lesson is too long. Pick one relevant source to analyze as a class together and discuss the different types and importance of primary sources.

Answer Key & Summary of Primary Sources included in this lesson:

Source 1: Manuscript excerpt, Sir William Johnson, April 14, 1775 meeting with General Braddock in the Carlyle House.

Topic: Funding the French & Indian War with Colonial Funds.

1. Personal Manuscript, similar to a diary. This question is asked of each source. There is rarely a definitive answer. Have your students discuss if they think the source is trustworthy, why or why not? What was the author's motivation for creating the documents? Who was their intended audience?
2. General Braddock would like the American Colonies to create a common fund.
3. The Colonial governors do not think that the colonies will pay for the British troops fighting in the French & Indian War, unless the British government forced them.



Source 2: Letter from John Carlyle to George Carlyle in England, August 15, 1755.

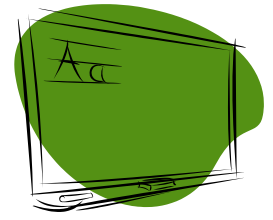
Topic: Carlyle is unhappy with the British treatment of Americans.

1. A letter. Have your students discuss if they think the source is trustworthy, why or why not? What was the author's motivation for creating the documents? Who was their intended audience? This is a personal letter between John Carlyle and his brother.
2. Carlyle is referring to the British Army, led by General Braddock. They have come from Great Britain and treat the colonists, even those born in England, as if they are inferior.
3. Carlyle mentions in his letter that the British are taking the colonists food, and belongings, speaking to them as if they were criminals, and staying in his home and abusing his furniture. Carlyle, born in Great Britain and having moved to the colonies as an adult, is shocked by this treatment. "they used us Like an Enemy"
4. The Carlyle's lived in the most luxurious house in Alexandria, and was therefore the chosen headquarters for General Braddock. The British army had come to America to protect the colonies in the French and Indian War.

Source 3: London Chronicle, newspaper, March 18, 1766

Topic: Protestors force a stamp collector to resign in North Carolina

1. This is a newspaper article. Have your students discuss if they think the source is trustworthy, why or why not? What was the author's motivation for creating the document? Who was their intended audience? Not all newspaper articles can be trusted, even though it was written in the newspaper it is still someone's opinion.
2. The students should pick out of the article a large mob of colonists and stamp officer being forced to sign his resignation.



Source 4: Virginia Gazette, Williamsburg newspaper, April 22, 1775

Topic: Lord Dunmore, governor of Virginia, orders British troops to take the gunpowder from the public magazine.

1. This is a newspaper article. Have your students discuss if they think the source is trustworthy, why or why not? What was the author's motivation for creating the documents? Who was their intended audience?
2. His full name is John Murray, 4th Earl of Dunmore. He actively served as the Royal Governor of Virginia from 1771 until he fled in 1775. He official remained governor until 1783 when American independence was recognized.
3. This gunpowder was stored in Williamsburg, the capital of Virginia, to serve as protection for the colonists against slave revolts and Indian attacks. At this time, these were both reasonable threats and a great worry to the colonists.
4. On April 19th, 1775 British troops marched from Boston to Lexington and Concord Massachusetts to confiscate the colonists' gunpowder. They were met with resistance and the first shots of the Revolutionary War were fired. This news had not yet reached Williamsburg, Virginia.

Source 5: Engraving of the Boston Massacre, by Paul Revere, March 5, 1770

Topic: This engraving was colonial propaganda and was highly dramatized.

1. Engravings were a popular way for images to be printed. Have your students discuss if they think the source is trustworthy, why or why not? What was the author's motivation for creating the documents? Who was their intended audience? This engraving is done by Paul Revere. Discuss with your students who Paul Revere was, (a Patriot Leader) and how he might want the British to be portrayed by other colonists, (as the enemies). This specific engraving is an example of Propaganda.
2. The colonists, in this image, are unarmed and being shot by the British troops. This would be a scary and horrifying image.

Source 6: Trial Deposition, Captain Preston in the British Forces, October 1770

Topic: As the British Officer in charge that night, Captain Preston gives his account of the March 5th incident during his trial, where he was defended by John Adams and found not guilty.

1. This is a court document and the account of the incident told by Captain Preston. Have your students discuss if they think the source is trustworthy, why or why not? What was the author's motivation for creating the documents? Who was their intended audience?
1. The Colonists were armed with clubs and snowballs.
2. Captain Preston, the man with the raised sword, was standing in front of the troops.
3. The colonists were standing close enough to the troops to hit them with clubs.



Source: 1

ON April 14th 1755 five colonial governors gathered at the headquarters of His Excellency General Edward Braddock. The meeting was held in the dining room of the Carlyle House to discuss strategy and payment for the French and Indian War. Below is an excerpt from the meeting in which they discuss the colonies feelings on financing the war effort. It is from the manuscripts of Sir William Johnson, Major General of the English Forces.

...The Governors present acquainted his Excellency that they had severally made application to their respective **Assemblies** for the establishment of the common fund proposed, but had not been able to prevail upon 'em to agree to it, and gave it as their unanimous opinion that such a Fund can never be established in the Colonies without the aid of Parliament. They likewise declared that having found it impracticable to obtain in their respective governments their proportions expected by his Majesty towards defraying the expense of his service in North America, that they were unanimously of opinion that it should be proposed to his Majesty's Minister to find out some method of compelling them to do it and of Assessing the several Governments in proportion to their respective abilities, their shares of the whole money already furnished and which it shall be thought proper for them to furnish towards the General expence of his service...

(“Assemblies” The colonial legislative body.)

ANALYZE the letter with your group, **ANSWER** the following questions:

1. What type of primary source document is this? Do you think it can be a trusted source?
2. What suggestion is made to pay for the French and Indian War in the American Colonies?
3. Do the colonial governors think this is a reasonable solution? What do they think will happen?



Source 2

READ the excerpt from a letter written by John Carlyle to his brother George Carlyle in England. John Carlyle moved to the American Colonies in 1741 on business. The letter was written on August 15th 1755

“...Came in So prejudiced against us, our Country, &c that they used us Like an Enemy Country & Took everything they wanted & paid Nothing, or very little for it, & when Complaints was made to the Comdg Officers, they Curst the Country, & Inhabitants, Calling us the Spawn of Convicts the Sweepings of the Gaols &c., which made their Company very disagreeable—The Generall & his Aid de Camps Secretary & Servants Lodges with Me, he took everything he wanted abused my home, & furniture...”

(“Comdg” Comanding)
 (“Gaols” is an 18th Century term for Jail.)

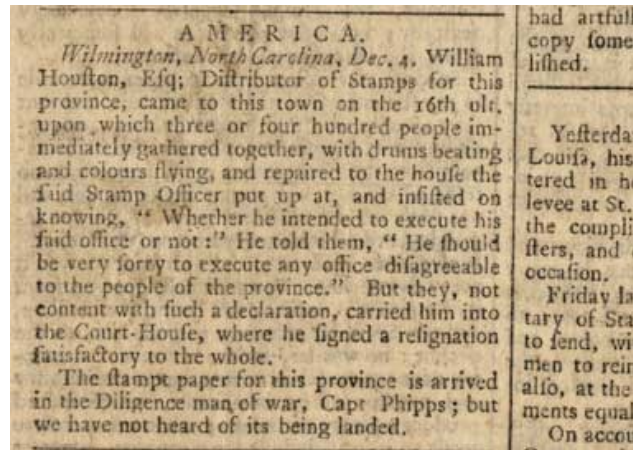
ANALYZE the letter with your group, **ANSWER** the following questions:

1. What type of primary source document is this? Do you think it can be a trusted source?

2. Who is Carlyle referring to in the letter? Where are they from?

Source 3

London Chronicle, March 18, 1766



“AMERICA. *Wilmington, North Carolina, Dec. 4. (1765)* William Houston, Esq; Distributor of Stamps for this province, came to this town on the 16th, upon which three or four hundred people immediately gathered together with drums beating and **colours** flying, and repaired to the house the said Stamp Officer put up at, and insisted on knowing, “Whether he intended to execute his said office or not:” He told them, “He should be very sorry to execute any office disagreeable to the people of the province.” But they, not content with such a declaration, carried him into the Court-House, where he signed a resignation satisfactory to the whole. The stamp paper for this province is arrived in the Diligence man of war, Capt Phipps; but we have not heard of its being landed.”

(“Esq” Esquire, used to denote social rank, in this case you were above a gentleman.)
 (“colours” means flags in this situation.)

ANALYZE the article with your group, **ANSWER** the following questions:

1. What type of primary source document is this? Do you think it can be a trusted source?

2. Draw on a separate paper a cartoon that depicts the scenes described in this article. Depict what is going on.

Source 4

Virginia Gazette, Williamsburg, Virginia, April 22, 1775



entire change in measures will soon, and is now making
Last Thursday night Capt. Collins, with a party of men, be-
longing to the Magdalen armed schooner, by command of Lord
Dunmore, came to this city, from Burwell's ferry, and privately
removed out of the magazine, and carried on board the said
schooner, about 20 barrels of gunpowder belonging to this colo-
ny. The inhabitants were alarmed with the intelligence early
yesterday morning, the Common Hall assembled, and the following
address was presented to the Governor.

Last Thursday night Capt. Collins, with a party of men, belonging to the Magdalen armed **schooner**, by command of Lord Dunmore, came to this city, from Burtwell's ferry and privately removed out the magazine, and carried on board the said Schooner, about 20 barrels of gunpowder belonging to this colony. The inhabitants were alarmed with the intelligence early yesterday morning, the Common Hall assembled, and the follow address was presented to the Governor.

(“schooner” a sailing ship with at least 2 masts.)

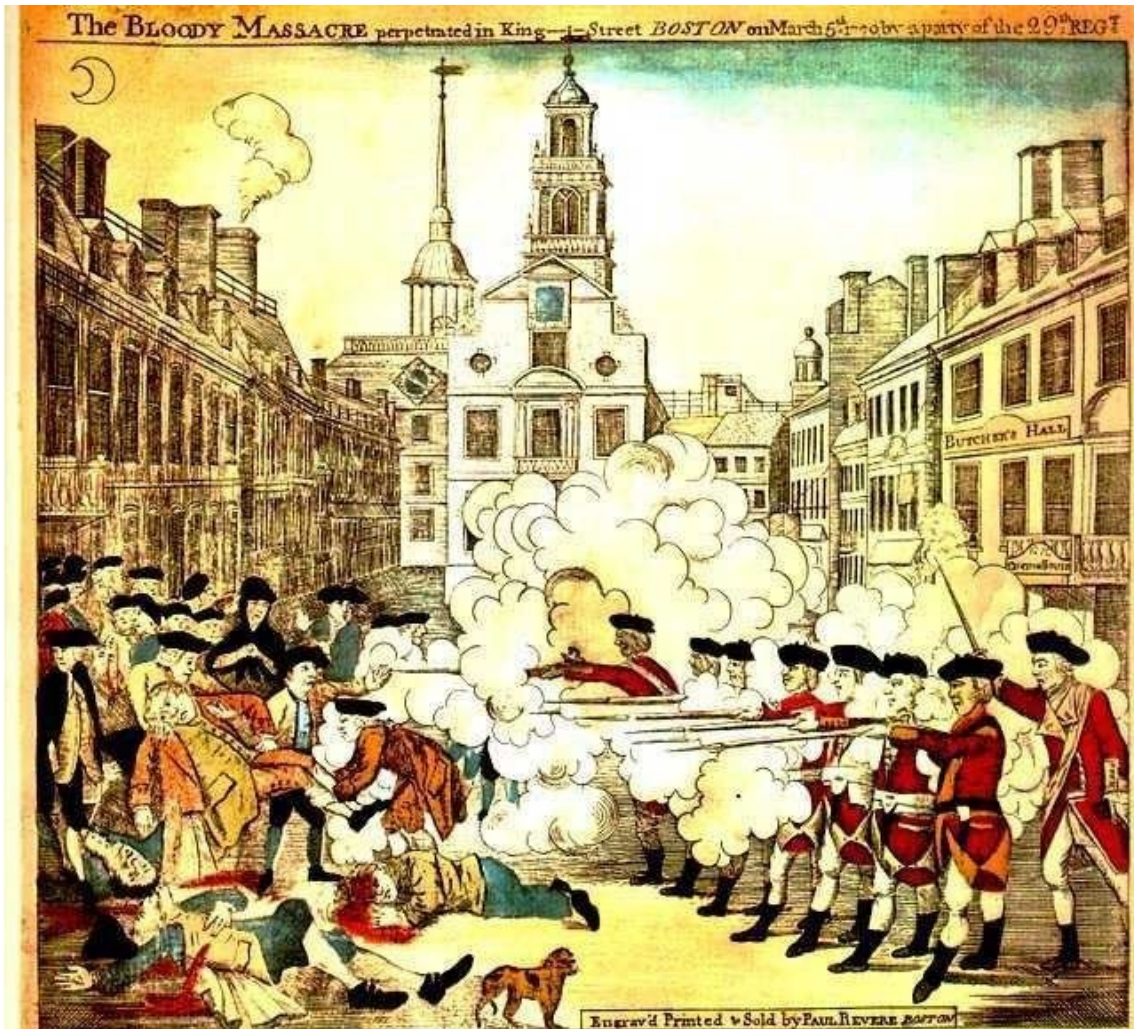
ANALYZE the article with your group, **ANSWER** the following questions:

1. What type of primary source document is this? Do you think it can be a trusted source?
2. Who is Lord Dunmore?
3. Why would the inhabitants be alarmed their gunpowder was taken? What is its purpose?
4. In what other colony was their a similar incident unknown to the residents of Williamsburg yet just 3 days prior? What was the result?



Source 5

The Bloody Massacre perpetrated in King Street BOSTON on March 5th 1770 by a party of the 29th REGT



Engraved Printed & Sold by Paul Revere Boston

ANALYZE the image with your group, **ANSWER** the following questions:

1. What type of primary source document is this? Do you think it can be a trusted source? Why or Why not?

2. If you were a colonist in Virginia and saw this image, how would it make you feel?



Source 6

Read the description of the incident as told by Captain Preston of the British army during his trial or speak with the group with that article.

Captain Preston's trial deposition, October 1770

"About 9 some of the guard came to and informed me the town inhabitants were assembling to attack the troops... They immediately surrounded the **sentry** posted there, and with clubs and other weapons threatened to execute their vengeance on him. I was soon informed by a townsman their intention was to carry off the soldier from his post and probably murder him. ...I very soon followed myself to prevent, if possible, all disorder... They then asked me if I intended to order the men to fire. I answered no, by no means, observing to them that I was advanced before the muzzles of the men's pieces, and must fall a sacrifice if they fired*...While I was thus speaking, one of the soldiers having received a severe blow with a stick, stepped a little on one side and instantly fired, on which turning to and asking him why he fired without orders, I was struck with a club on my arm, which for some time deprived me of the use of it, which blow had it been placed on my head, most probably would have destroyed me. On this a general attack was made on the men by a great number of heavy clubs and snowballs being thrown at them, by which all our lives were in imminent danger, some persons at the same time from behind calling out, damn your **bloods**-why don't you fire. Instantly three or four of the soldiers fired, one after another, and directly after three more in the same confusion and hurry."

("Sentry" or Guard)

(*Captain Preston is standing in front of the soldiers, if they fire, he himself will be shot.)

("bloods" is referring to the British troops, because their uniforms were red.)

1. What type of primary source document is this? Do you think it can be a trusted source? Why or Why not?

Name 3 differences between the written account and the illustration.

(You may need to speak with another group)

1.

2.

3.

POST-VISIT ACTIVITIES

Road to Revolution

Activity 1: Taxation Activity, page 18

Objective: After completing the activity, students will be better able to:

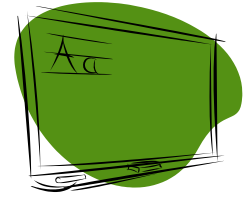
- Critically examine historic items in relation to historic events.
- Recall topics covered during the field trip.

Activity 2: Boycott Activity, Directions, page 20

Objective: After completing the activity students will be better able to:

- Critically analyze the hardships that lead up to the Revolution from the point of view of those involved.
- Immerse oneself in a historical event.

Taxation on Items: Exercise 1



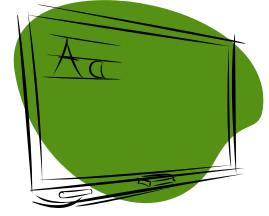
Directions: The image provided (page 19) shows what the interior of a colonial shop would have looked like, including the various wares the shop would have sold. Using this image, have students attempt to locate the many goods within the shop which would have had a tax placed upon them by the British Government. Have each student look carefully at the image on their own or in a group. Use the questions prepared below or ask your own questions to encourage the students to further discuss the effects of these Tax Acts and what taxation without representation meant to the Colonists.

1. What are some of the items that were taxed for the Colonists? (tea, porcelain, paper, sugar, etc.) How often would the Colonists have used these items in their daily lives? (at least once a day, sometimes more depending on their position and occupation) How would this tax then have affected the Colonists' daily lives? (things would have been more expensive, making even daily tasks difficult to accomplish)
2. Why did the British decide to tax these items? (the British taxed these items to help pay for the cost of war and travel) Why did the Colonists find these taxes unfair? (those who were taxed in Britain had representation in Parliament, however, the Colonists did not have representation) Why did the British feel as if the taxes were fair? (Britain felt as if the Colonists were not contributing enough to the defense of the empire, mainly since it was the Colony's borders that were giving the British so many issues)
3. In what ways did the Colonists decide to fight back against this taxation? (boycotting and embargos were the major way in which the Colonists pressed back against these taxes. there was also public protest and a mass of letters written to Parliament) Were the Colonists successful in their attempts? (no, with every attempt the Colonists made, the British created more taxed and increased the number of soldiers and agents enforcing them) How did the Colonists feel about these extra soldiers and enforcers? (they were against their presence and felt as if they were being unfairly punished)
4. How did all of these lead up to the Revolutionary War?



Greenhow Store: Colonial Williamsburg

Boycott an Item: Exercise 2



Directions: As many of the Colonists found themselves boycotting everyday items, the students are going to reenact this to further understand what life would have been like during this time. Have each student select an item that they use on a daily basis, such as tv, iphone, ipad, etc., and give it up for one week. The creation of a graph to help track which students give up what item can be incredibly useful with this activity. Your students, however, can decide that they would be Loyalists instead of Patriots and they do not have to give up an item. This activity can be reworked to fit the needs of your class or to randomize who is a Loyalist and who is a Patriot.