

Promises and Perspectives

Examine the Revolutionary era through the experiences of people with less political power.

SS.8.A.3.15 "Examine this time period (1763-1815) from the perspective of historically under-represented groups (e.g., children, indentured servants, Native Americans, slaves, women, working class)."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline one detail in each paragraph that shows how an event or policy affected a group with less power, then number your underlines 1 through 3 and write the group's name in the margin.

Different Views of Revolution

- ① In 1763, Britain claimed land west of the Appalachian Mountains but tried to limit colonial settlement there. Many Native nations, including the Shawnee and Cherokee, had long lived, hunted, and governed on these lands. The British Proclamation of 1763 was meant to reduce conflict by restricting colonial settlement west of the mountains. Some colonists resented the limit. From a Native perspective, however, the policy did not guarantee safety, because settlers often crossed the boundary and colonial pressure continued.
- ② During the American Revolution, enslaved people faced dangerous choices. In 1775, Virginia's royal governor, Lord Dunmore, offered freedom to enslaved people who escaped rebel owners and joined the British forces. Thousands sought freedom with the British, while others supported the Patriots or pursued escape on their own. Neither side ended slavery during the war. The language of liberty sounded different to people held in bondage, because independence for the new United States did not bring freedom to most enslaved Americans.
- ③ After independence, women had few formal political rights. Married women generally could not control property or sign contracts independently under laws of coverture. Yet women influenced public life by managing farms and shops, producing goods, organizing boycotts, and discussing politics in letters and homes. Working people also judged the new republic by daily conditions. A woman running a household or a laborer seeking steady pay might value the Revolution's promises, while noticing that voting and lawmaking remained largely controlled by property-owning men.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Why did the Proclamation of 1763 not guarantee safety for Native nations?

2 How did Lord Dunmore's 1775 offer affect the choices of enslaved people during the war?

3 Why might the Revolution's language of liberty have sounded different to enslaved people than to many Patriots?

4 How could a woman running a household and a laborer seeking steady pay judge the new republic differently from property-owning men?

3 YOUR TURN _____ Your own words

Write exactly five sentences from the perspective of one group in the passage: a Native person, an enslaved person, a woman, or a working person. Use at least two accurate details from the passage and explain why an event or policy affected that group differently from people with more power.

PART 1 • READ AND MARK

Underline one detail in each paragraph that shows how an event or policy affected a group with less power, then number your underlines 1 through 3 and write the group's name in the margin. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Why did the Proclamation of 1763 not guarantee safety for Native nations?	Settlers often crossed the boundary, and colonial pressure on Native lands continued.
2	How did Lord Dunmore's 1775 offer affect the choices of enslaved people during the war?	It offered freedom to enslaved people who escaped rebel owners and joined British forces, so some sought freedom with the British.
3	Why might the Revolution's language of liberty have sounded different to enslaved people than to many Patriots?	Independence did not bring freedom to most enslaved Americans, and slavery continued during and after the war.
4	How could a woman running a household and a laborer seeking steady pay judge the new republic differently from property-owning men?	They could value its promises but see that women had few formal political rights and that voting and lawmaking were largely controlled by property-owning men. A laborer might also judge the republic by whether daily work provided steady pay.

PART 3 • YOUR TURN (SAMPLE ANSWER)

I am a Shawnee leader watching settlers move west of the Appalachian Mountains. Britain says the Proclamation of 1763 limits settlement, but that rule does not keep our communities safe. Settlers cross the boundary, and colonial pressure continues. I would judge British policy by whether it protects our land, hunting, and self-government. From my perspective, a written limit means little unless officials stop settlers from taking our land.

Accept answers that use passage evidence to explain a group's viewpoint, not merely restate an event. For the open response, accept any of the named groups when the student includes two accurate details and clearly explains a difference in power or experience.