Different Roads to Liberty

Read how people weighed the call for independence.

5.C.4.1 "Explain how the colonists were divided toward the growing call for independence by identifying various points of view and motivations, including patriots, loyalists, American Indian Nations, women, and enslaved persons."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each group's possible position on independence and circle a reason for it. Look for Patriots, Loyalists, American Indian Nations, women, and enslaved people.

A Divided Call for Independence

1 In 1776, news of independence stirred arguments in colonial towns. A Patriot printer might hang a notice calling for freedom from British rule. Patriots wanted colonial governments, rather than Britain, to make laws. A Loyalist shopkeeper might refuse to sign it. Loyalists often believed staying with Britain would protect trade and keep order. Neighbors could want safety but disagree about which path would bring it.

2 People beyond the town meeting also weighed the danger. American Indian Nations were independent communities with their own leaders and lands. Some supported Britain because they hoped to slow settlers moving onto their lands. Others sided with colonists or tried to stay out of the war. Women had different views, too. Some supported independence by making supplies, while others helped Loyalist families or feared war would harm their homes.

3 Enslaved people also judged the call for independence by what it might mean for their lives. Some fought with Patriots, hoping for freedom or believing in their cause. Others went to British forces after British leaders promised freedom to some enslaved people who left Patriot enslavers. Neither side offered freedom to everyone. As the war grew, a call for liberty could sound very different to people who were not free.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why might the Patriot printer and the Loyalist shopkeeper disagree about independence?

2. Why might some American Indian Nations support Britain? Did all Nations make that choice?

3. How could two women view the call for independence differently?

4. Why might enslaved people choose different sides in the war?

3 YOUR TURN

Your own words

Write a four-sentence conversation between one woman who supports independence and one enslaved person who considers going to British forces. Give each person two sentences that show a choice and a reason for it, using your own words.

ANSWER KEY

Different Roads to Liberty

GRADE 5 · 5.C.4.1

PART 1 · READ AND MARK

Underline each group's possible position on independence and circle a reason for it. Look for Patriots, Loyalists, American Indian Nations, women, and enslaved people. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why might the Patriot printer and the Loyalist shopkeeper disagree about independence?	**The Patriot wanted colonial governments to make laws instead of Britain. The Loyalist believed staying with Britain would protect trade and keep order.**
2	Why might some American Indian Nations support Britain? Did all Nations make that choice?	**Some hoped Britain would slow settlers moving onto their lands. No, others sided with colonists or tried to stay out of the war.**
3	How could two women view the call for independence differently?	**One might support independence by making supplies. Another might help a Loyalist family or fear that war would harm her home.**
4	Why might enslaved people choose different sides in the war?	**Some fought with Patriots, hoping for freedom or believing in their cause. Others went to British forces because British leaders had promised freedom to some people who left Patriot enslavers.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Woman: I am sewing shirts for the Patriot soldiers. I hope their fight will give our community more say in its laws. Enslaved person: I may go to the British camp instead. British leaders have offered freedom to some people held by Patriot enslavers, while I am still enslaved here.

Accept historically supported reasons in students' own words. Responses should not suggest that all members of a group agreed or that either side offered freedom to every enslaved person.