

Where to Find the Politics of the American Revolution?

Answer: In Your Textbooks

Texas Conservatives Win Curriculum Change, By [JAMES C. McKINLEY Jr.](#)

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- AUSTIN, Tex. — After three days of turbulent meetings, the Texas Board of Education on Friday approved a social studies curriculum that will put a conservative stamp on history and economics [textbooks](#), stressing the superiority of American capitalism, questioning the Founding Fathers' commitment to a purely secular government and presenting Republican political philosophies in a more positive light.
- The vote was 10 to 5 along party lines, with all the Republicans on the board voting for it.
- The board, whose members are elected, has influence beyond Texas because the state is one of the largest buyers of textbooks. In the digital age, however, that influence has diminished as technological advances have made it possible for publishers to tailor books to individual states.
- In recent years, board members have been locked in an ideological battle between a bloc of conservatives who question Darwin's theory of evolution and believe the Founding Fathers were guided by Christian principles, and a handful of Democrats and moderate Republicans who have fought to preserve the teaching of Darwinism and the separation of church and state.
- Since January, Republicans on the board have passed more than 100 amendments to the 120-page curriculum standards affecting history, sociology and economics courses from elementary to high school. The standards were proposed by a panel of teachers.
- "We are adding balance," said Dr. [Don McLeroy](#), the leader of the conservative faction on the board, after the vote. "History has already been skewed. Academia is skewed too far to the left."

. . . including this one.



History, Simplicity, Clarity, and Bias

- Historical truth is complicated – details matter.
- For teaching young children, a certain amount of simplicity and clarity is necessary for learning, but . . .
- Simplification and clarification of historical truth is difficult, and opens a window for biases of many sorts, including politics.
- Awareness of this problem is a necessary step toward redressing it.

Reviewing the Textbook on the American Revolution, Chs. 8 and 9

- A. The French and Indian War
- B. The Politics of Taxation
- C. Soldiers, Violence, and the Use of Force
- D. Problems of Race: Native Americans and African Americans

(Direct Quotations from the Harcourt Reflections: The United States, Making a Nation textbook are shown in *Italics*)

A. The French and Indian War: Why Is It Here?

What does this section teach?

Conflicting Claims

- *By the mid-1700s, Spain, France, and Britain, as England became known, were trying to keep control of their lands in North America. For the most part, Spain claimed southwestern lands. France claimed lands to the north and in the middle of what is now the United States. Most of the land that Britain claimed was along the Atlantic coast or in what is now Canada.*
- **Question: What About Indian Land Claims? What Sort of Politics Does the Omission of Indian Land Claims, Even Before the American Revolution, Teach to Our Students?**
- *Both Britain and France claimed the Ohio Valley—a region that stretches about 1,000 miles along the Ohio River from the Appalachians to the Mississippi River. To the French, the Ohio Valley was an important link between France’s lands in Canada and Louisiana. The British saw it as an area for trade and growth.*
- *By about 1750, the French sent soldiers to the Ohio Valley to drive out British traders. They also began building forts near the eastern end of the valley. The British viewed this as an act of war.*
- **Question: How Did Various Indian Groups in the Region View This?**

French and Indian War, continued

- ***The French and Indian War Begins***
- *One fort that the French built was Fort Duquesne, where Pittsburgh, Pennsylvania, now stands. In 1754, the governor of Virginia sent 150 British soldiers into the Ohio Valley to regain control of the area.*
- ***George Washington***, then only 21 years old, led the Virginians. On their way to the fort, *the Virginians battled some French soldiers.*
- **Question: Why does the text omit that Washington and the Virginians were accompanied by Indian allies, and that it was the Indians who first attacked the French soldiers?**

- *Washington thought they were part of a larger French force, so to protect themselves, the Virginians quickly built Fort Necessity. Within days, **the French and their Indian allies attacked the fort.** Outnumbered, the Virginians surrendered. This battle turned out to be the start of the French and Indian War.*
- *By the mid-1700s, both France and Britain had formed alliances with many of the American Indian tribes in the Ohio Valley. An alliance is a formal agreement among groups or individuals. **Once fighting broke out, the French and the British asked their Indian allies for help.***
- **Question: Why does the text not say that Indians initiated the fighting?**

French and Indian War, continued

- *The end of the French and Indian War was not the end of Britain's troubles in the colonies. In 1763, an Ottawa Indian chief named Pontiac united tribes **along the Mississippi River**. Together, the Indians took control of some of the forts the British held. They hoped to destroy the colonists' settlements around those forts.*
QUESTION: WHY IS THE GEOGRAPHY SO WRONG HERE?
- *Britain's **King George III** tried to end the fighting between the Indians and colonists by making a proclamation, or public announcement. **The Proclamation of 1763 said that all lands west of the Appalachian Mountains belonged to the Indians**. White settlers already in those lands were ordered to leave.*
- *Most colonists ignored the Proclamation of 1763, and thousands more moved west. As a result, fighting between the Indians and the settlers continued. **One British leader did not like the way settlers moved into Indian lands. He predicted that more people would move into the western areas of New York and start a war with the Indians there.***
- *The Proclamation of 1763 upset many colonists. They believed they had fought the war to keep the French from blocking their settlement of the western frontier. **The colonists did not like the British government telling them to stay out of those lands.***
- **QUESTION: ARE WE THEREFORE TELLING STUDENTS THAT AMERICANS/COLONISTS **DID** LIKE TO FIGHT WARS WITH INDIANS?**

B. Politics in the Language and Description of “Taxation” and “Representation”

- *After the French and Indian War ended, the British Parliament reviewed its budget, or plan for spending money. British leader **George Grenville** said that Parliament needed more money to pay off the costs of the war. **He argued that the American colonists should pay higher taxes. Parliament agreed and passed the Sugar Act in April 1764.***
- **QUESTION: SO WHY DID THE “SUGAR ACT” DRAMATICALLY REDUCE THE DUTIES PAID ON SUGAR?**
- *Less than a year later, in March 1765, Parliament passed the Stamp Act. The Stamp Act placed a tax on paper documents in the colonies. Newspapers, legal documents, and even playing cards had to have a special stamp on them to show that the tax had been paid.*
- **QUESTION: WHY DOES THE TEXTBOOK CHOOSE THE WORD “TAX” TO DESCRIBE ALL THESE MEASURES?**

Oxford English Dictionary: “Tax”

- **1. a. A compulsory contribution to the support of government**, levied on persons, property, income, commodities, transactions, etc., now at fixed rates, mostly proportional to the amount on which the contribution is levied.
- ‘Tax’ is the most inclusive term for these contributions, esp. when spoken of as the matter of *taxation*, and in such phrases as **direct** and **indirect tax** (see [DIRECT](#) a. 6e, [INDIRECT](#) 2c), including also similar levies for the support of the work of such local or specific bodies as county or municipal, councils, poor law or school boards, etc.
- But in British practice few of the individual imposts are called by the name, the most notable being the [INCOME TAX](#), [LAND TAX](#), and [PROPERTY tax](#) (also *dog-tax*, *match-tax*, *window-tax*), the rest being mostly styled ‘duties’, as *excise*, *import*, *export*, *estate*, *house*, *stamp*, *death duties*, etc.
- In U.S. ‘tax’ is more generally applied in ordinary language to every federal, state, or local exaction of this kind: cf. the combs in 7.

Oxford English Dictionary: “Duty”

- **3.** A payment due and enforced by law or custom.
- **b.** A payment to the public revenue levied upon the import, export, manufacture, or sale of certain commodities, the transfer of or succession to property, licence to use certain things or practise certain trades or pursuits, or the legal recognition of deeds and documents, as contracts, receipts, certificates, protests, affidavits, etc.
- In general, ‘duties’ differ from other taxes in that they are levied upon specific articles or transactions, and not upon persons whether by capitation or in proportion to their income or possessions.
- **1712** [ADDISON](#) *Spect.* No. 445 3, I am informed by my Bookseller he must raise the Price of every single Paper to Two-pence, or that he shall not be able to pay the Duty of it. **1766** [FRANKLIN](#) *Exam. Wks.* 1887 III. 447 By taxes they [the American colonists] mean internal taxes; by duties they mean customs.

Politics and the Description of Representation: Why Such a Weak Definition?

- *In the colonies, the reaction to the Stamp Act was quick and angry. Many colonists said that Parliament could not tax them because the **colonists had no representation, or voice, in Parliament.***
- **QUESTION: WHY DOES IT SAY “VOICE,” WHEN THE KEY ISSUE IS “VOTE” – A FORMAL EXPRESSION OF THE PEOPLE’S CONSENT?**
- *In 1765, delegates from nine colonies met in New York City in what became known as the Stamp Act Congress. James Otis of Massachusetts **spoke out** against the Stamp Act. The **colonists began repeating the words** — no taxation without representation.*
- ***Colonists Speak Out***
- *A hush falls over the **British Parliament as Benjamin Franklin rises to speak. He is about to speak out** against the latest tax law passed by Parliament, and you have traveled with him to write about his speech and maybe even meet with King George III.*
- *“Do you think it right that the colonies should be protected by Britain and pay no part of the expense?” asks one member of Parliament sharply. “That is not the case,” Franklin says. “The colonies raised, clothed, and paid, during the last year, near 25,000 men, and spent many millions.”*Surely, you think, Parliament will take back the law.*
- *By 1766, British merchants had lost a lot of money from the boycott. Sales of British goods fell by almost half in some colonies. More and more **people in Britain spoke out** against the Stamp Act. **Soon after Benjamin Franklin spoke to Parliament, it voted to repeal, or take back, the act.***
- **QUESTION: ISN’T THIS EQUATION OF REPRESENTATION AND “VOICE” VERY CONFUSING? WILL MOST 5TH GRADERS UNDERSTAND THE DIFFERENCE BETWEEN ‘HAVING A VOICE’ AND ‘SPEAKING OUT’ IN PARLIAMENT?**

The Virginia Resolves and Patrick Henry's "Treason"

- That same year, **Patrick Henry** told his fellow members of the Virginia House of Burgesses that **Parliament did not represent the colonies. Those who agreed with Parliament shouted "Treason! Treason!"** By accusing Henry of treason, they were saying he was guilty of **working against his own government.**
- **Still, the House of Burgesses voted not to pay the new taxes set by Parliament.**
- **QUESTION: THIS WHOLE DESCRIPTION IS DEEPLY FALSE. THE BURGESSES DID NOT VOTE NOT TO PAY THE STAMP DUTIES. BUT WHY SUCH A BROAD DEFINITION OF TREASON = "WORKING AGAINST THE GOVERNMENT"?**

Stamp Act Resistance

- *Working as a group, many colonists tried to force Britain to take back the Stamp Act. **They decided not to buy goods that were taxed.** More and more people in the colonies began to boycott, or refuse to buy, British goods.*
- **QUESTION: THE GOODS THAT WERE TAXED (PAPER) WERE NEVER BOYCOTTED: IN FACT, NO ONE EVER TRIED TO COLLECT STAMP TAXES IN AMERICA – THE EFFORT WAS SQUELCHED, THROUGH INTIMIDATION AND VIOLENCE, BEFORE IT BEGAN. SO WHY MAKE THIS FALSE STATEMENT?**
- *Soon after the Stamp Act was passed, a group of colonists called the Sons of Liberty began working to stop it. This group took its name from a speech that was given in Parliament and that called the colonists “these sons of liberty.”**
- ***The Sons of Liberty captured several British officials who tried to collect the tax. They covered the officials in sticky tar and dumped feathers on them.** People in Britain had used this practice, known as tarring and feathering, to scare away tax collectors.*
- **QUESTION: WHY THESE FALSE STATEMENTS? WHAT DOES THIS CONVEY ABOUT TARRING AND FEATHERING?**

Supporting the Boycott

- *To support the boycott against British goods, sewing groups sprang up all over the colonies. Much of the spinning, weaving, and sewing was done by girls. **Twelve-year-old Anna Green was part of a sewing group at her church in Boston. Each morning, as the minister read from the Bible, Anna worked away at the spinning wheel.***
- *Fifteen-year-old Charity Clark spun wool at her home in New York City. In a letter to her cousin in Britain, she wrote, “Heroines may not distinguish themselves at the head of an Army, but freedom [will] also be won by a fighting army of [women] . . . armed with spinning wheels.”**
- *Make It Relevant **Would you have been willing to work in support of the boycott?***
- **QUESTION: “ANNA GREEN’S” REAL NAME WAS ANNA GREEN WINSLOW. HER FATHER JOSHUA WINSLOW WAS AN OFFICER IN THE BRITISH ARMY, AND A LOYALIST WHO DIED IN EXILE. WHY CHANGE HER NAME AND OMIT THIS EVIDENCE?**

The Townshend Acts

- Soon more *tax troubles* began, as Parliament proposed new taxes for the colonies. In 1767, Parliament passed the Townshend Acts, which taxed imports such as glass, tea, paint, and paper brought into the colonies. The Townshend Acts also set up a new group of tax collectors. By passing the Townshend Acts, the British government showed it believed that Parliament still had the authority to make laws for the colonists.
- The Daughters of Liberty asked people to stop drinking British tea, so some colonists drank tea made from local plants. Merchants in Boston would not import taxed goods. Some Boston colonists even refused to paint their houses because they did not want to pay the tax on paint.
- Like the Stamp Act, the Townshend Acts were a failure for Britain. Sales of British goods in the colonies went down, and tax officers collected little money. *In 1770, Parliament repealed all of the Townshend Acts except for the tax on tea.* Still, many colonists resisted imperial policy by refusing to buy British tea.
- **QUESTION: WHY NOT EMPHASIZE THE FACT THAT PARLIAMENT REPEALS THESE MAJOR TAXES? WHEN IS OMISSION A BIAS?**
- As the colonies *grew more rebellious*, Parliament sent more soldiers to Boston and New York City. By 1770, about 9,000 British soldiers were in the colonies, and about 4,000 of them were stationed in Boston.
- **QUESTION: DOES THIS MAKE SENSE? IS NOT BUYING TEA REBELLIOUS?**

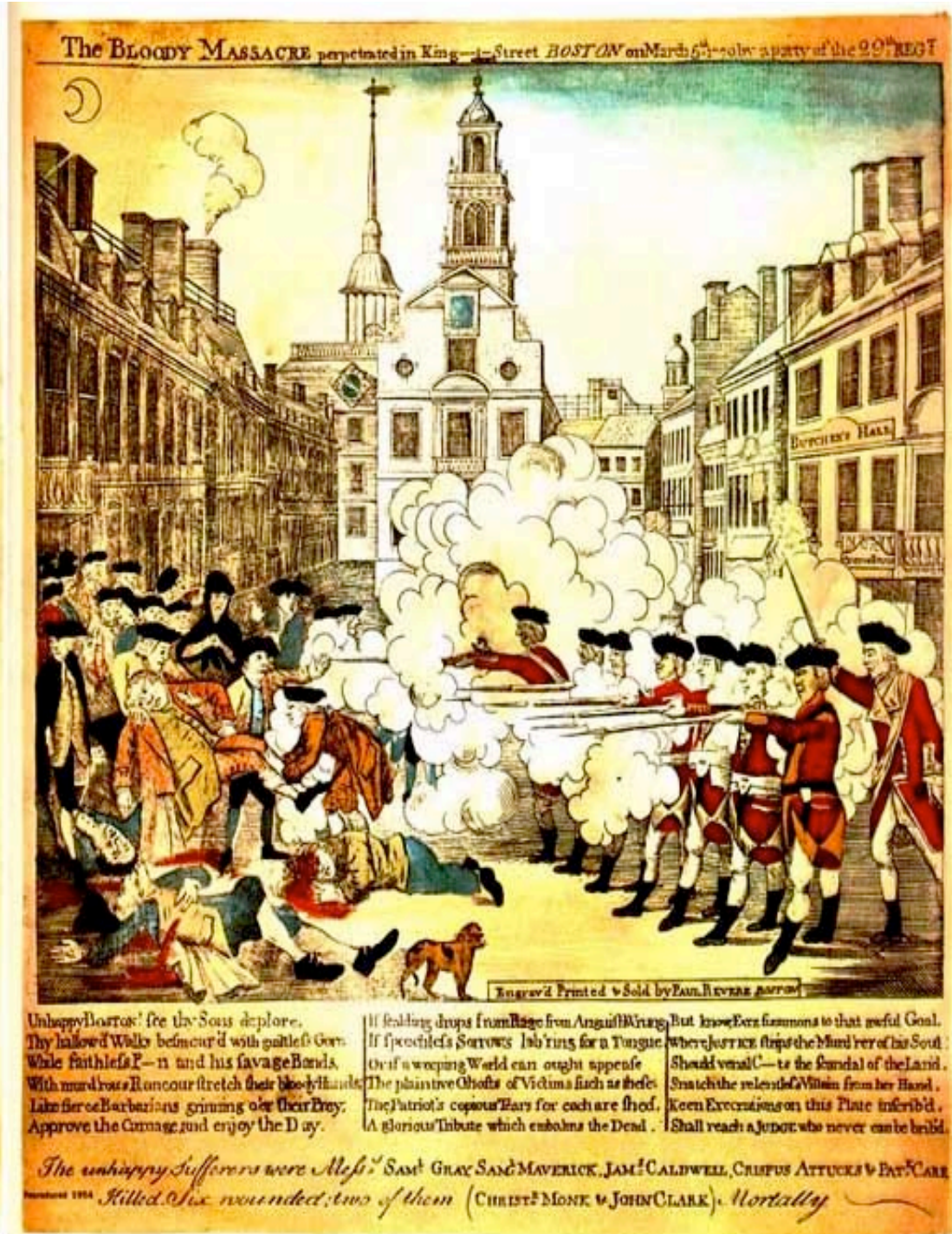
The Tea Act

- *In 1773, Parliament passed the Tea Act, which gave Britain's East India Company a monopoly on tea. A monopoly is complete control of a good or service in an area, by either a person or a group. As a result of this monopoly, only the East India Company could legally sell tea to the colonies, and it could sell more tea than colonial merchants could. This meant colonial merchants could not make money in the tea trade. **The British government believed the colonists would choose to buy the cheaper tea—and pay the tax on it. Instead, many colonists decided to boycott tea.***
- **QUESTION: WHY WAS THE EAST INDIA COMPANY TEA GOING TO BE CHEAPER? WHY NOT EXPLAIN THIS? WHY WOULD COLONISTS BOYCOTT TEA WHEN ITS PRICE WAS DRAMATICALLY REDUCED? HOW WOULD THIS ADD TO BRITISH REVENUE?**
- *Ships carrying thousands of pounds of tea set sail for the colonies. In November 1773, three of the ships arrived in Boston Harbor. Against the wishes of many colonists, **the Massachusetts governor sided with the British** by allowing the ships to dock. More than 1,000 colonists in Boston protested.*
- *Many people think Samuel Adams planned what happened next. On the night of December 16, 1773, about 150 members of the Sons of Liberty dressed as Mohawk Indians and marched down to Boston Harbor.*

C. Soldiers, Violence, and the Use of Force

- ***The Boston Massacre: March 5, 1770***
- *Having British soldiers in their cities angered many colonists. They made fun of the soldiers' bright red uniform jackets, calling them "lobsters" and "redcoats." Some of the soldiers became so angry that they destroyed colonial property.*
- *The anger between the colonists and the British soldiers grew, and fights broke out more and more often. One of the worst fights took place in Boston on March 5, 1770, when a large crowd of angry colonists gathered near several British soldiers. The colonists shouted insults at the soldiers and began throwing rocks and snowballs at them.*
- *As the crowd moved forward, the soldiers opened fire. Three colonists were killed on the spot, and two others died later.*
- *Among the dead was an African American sailor from Massachusetts named **Crispus Attucks**. Many people consider Crispus Attucks to be the first person killed in the *fight for the colonies' freedom*.*
- ***Paul Revere**, a Boston silversmith who supported the colonists, made a picture of the shooting and titled it *The Bloody Massacre*. A massacre is the killing of many people who cannot defend themselves. The shooting in Boston soon became known as the *Boston Massacre*.*
- **QUESTION: DOES THIS MAKE ANY SENSE AS A PLAUSIBLE CAUSE OF A "MASSACRE"? GETTING INTO "FIGHTS" OVER NAME-CALLING ABOUT THE COLOR OF COATS? HOW IS THAT A "FIGHT FOR THE COLONIES' FREEDOM"?**

Paul Revere
Engraving,
The Bloody
Massacre...
in King Street



Boston

- *Find the Old State House, also called the Town House, on the map of Boston shown. Then look at the **painting above of Boston in 1770**, which shows the Old State House in the middle. The building, which dates back to 1713 still stands today! **The Old State House was the headquarters of Britain's Custom House in Boston, where taxes on trade goods were paid and collected.** The Boston Massacre took place just east of this building.*
- QUESTION? HOW CAN THEY BE SO WRONG? HOW CAN THEY DO SUCH A BAD JOB WITH THESE TEXTBOOKS?

Boston c. 1800



The Coercive Acts

- *The Boston Tea Party greatly angered British leaders. In March 1774, Parliament passed a new set of laws to punish the Massachusetts colonists. The colonists called these laws the Coercive Acts because people were coerced (koh•erst), or forced, to obey the laws.*
- *One law closed the port of Boston until the colonists paid for the destroyed tea. To enforce this law, Parliament ordered the British navy to blockade Boston Harbor. British warships stopped other ships from entering or leaving the harbor.*
- *To punish the colonists further, Britain stopped the Massachusetts legislature from making any laws. It put the colony under the control of British General Thomas Gage and banned all town meetings not approved by him. **Britain also ordered the colonists to feed and house British soldiers. This order required colonists to quarter the soldiers even if they didn't want to.** **[SEE NEXT SLIDE FOR COMMENTARY]***
- *Many colonists said the new laws were “intolerable.” As a result, the laws also came to be known as the Intolerable Acts. The harshness of these laws led many colonists to feel that Britain was now their common enemy.*

Democratic Values

- **The right to *privacy* is one of our most valued rights in the United States today.** *The English Bill of Rights guaranteed British citizens certain rights, including the right to privacy in one's own home. Soldiers and other government officials were not allowed to enter a home without the owner's permission or a warrant from a court of law. As more British soldiers were sent to North America, the British government needed more places for them to live. Some British soldiers took over colonists' homes and lived there without the owners' permission.*
- **QUESTION: AS THE TEXT OF THE QUARTERING ACT SHOWS, THIS DESCRIPTION IS FALSE. BRITISH SOLDIERS WERE NOT QUARTERED IN PRIVATE HOMES, BUT IN BARRACKS AND VACANT BUILDINGS. THE ISSUE WAS NOT PRIVACY, AND THE ENGLISH BILL OF RIGHTS HAS NO MENTION OF PRIVACY. SO WHY MAKE THESE MISLEADING CLAIMS?**

D. Problems Involving Race: African Americans and Native Americans

- **Why Character Counts**
- *How did Phillis Wheatley express her patriotism?*
- *Patriots are sometimes best able to express their feelings in poems, stories, or songs. Phillis Wheatley was such a patriot. Wheatley was not born in the 13 colonies, but she became a patriot in her new home. Wheatley was born in Africa and kidnapped by slave traders when she was about eight years old. She was sold to a **Boston family named Wheatley**, who gave her the name by which she is now known.*
- *One day, family members saw her trying to write on a wall with a piece of chalk. They later helped her learn to read and write. As a result, Wheatley began writing poetry as a teenager.*
- *Wheatley's poetry was first published in 1770, and it became well known throughout the colonies and in England. She was the first African American woman in the colonies to have her work published. In 1775, Wheatley wrote a poem honoring George Washington for being named commander in chief of the Continental Army.*
- ***"A crown, a mansion, and a throne that shine, With gold unfading, WASHINGTON! be thine."****
- **QUESTION: IS IT SOMEWHAT BIZARRE TO INCLUDE A "PATRIOTIC" POEM IN THE MIDST OF A "DEMOCRATIC" REVOLUTION THAT WISHES FOR GEORGE WASHINGTON TO HAVE "A CROWN, A MANSION, AND A THRONE?" DOES KNOWING THAT WHEATLEY'S BOSTON FAMILY/OWNERS WERE LOYALISTS MAKE A DIFFERENCE?**

African Americans, Free and Enslaved

- *At the start of the war, one out of every five people in the 13 colonies was of African descent. Most lived as slaves in the Southern Colonies. African Americans everywhere in the colonies, however, recognized the promise of the Declaration of Independence. It had, after all, stated that “all men are created equal.”*
- *About 5,000 African Americans fought for the Continental Army. Many were promised their freedom as a reward for their service. This was the case for the soldiers in the First Rhode Island Regiment. A regiment is a large group of soldiers. The First Rhode Island Regiment fought bravely in several major battles during the war.*
- *James Armistead, a Virginia slave, served as a spy for George Washington. The information that Armistead collected helped win an important battle at Yorktown. After the war, the Virginia government gave him his freedom.*
- **QUESTION: WHY DIDN'T WASHINGTON GIVE ARMISTEAD HIS FREEDOM? HOW DOES THIS PASSAGE DEPICT WASHINGTON?**
- *Virginia's British governor also promised freedom to all slaves who fought for the British. He formed a regiment of more than 300 African Americans, who wore patches that said Liberty to Slaves.*
- *Free African Americans were as quick to take sides. Peter Salem was among at least five African Americans who fought at the Battle of Concord. James Forten, a free African American from Philadelphia, was 14 years old when he joined the Continental Navy.*
- **QUESTION: WHAT IMPRESSION DO THE PASSAGES IN RED GIVE ABOUT AFRICAN-AMERICANS' OVERALL POSITION ON THE REVOLUTIONARY WAR? HOW MUCH DID IT MATTER?**

People in the Western Lands

- Despite the Proclamation of 1763, settlers had continued to move onto the *land set aside for American Indians*. Some Indian groups were angry about these settlers, but many depended on both the Americans and the British as trading partners.
- **QUESTION: WHY THE PASSIVE VOICE? WHAT DOES IT IMPLY ABOUT WHO REALLY OWNED THIS LAND?**
- When the Revolutionary War began, many American Indian groups chose to remain neutral. In 1775, one member of the Oneida tribe said, “We are unwilling to join either side.”
Mingo Chief Logan chose to fight on the side of the British. In 1774, frontier settlers had killed his family. This caused Logan to fight against the Americans.
- The Mohawk leader *Thayendanegea* (thay•en•da•neg•ah), known as Joseph Brant, also fought for the British. The Mohawk members of the Iroquois League hoped to prevent more Americans from settling on their lands.
- *Other Indian nations of the league also allied with the British. However, the Oneida and Tuscarora nations decided to fight for the Americans. These opposing alliances led to the end of the league.*
- **QUESTION: WHAT IMPRESSION DO THESE PASSAGES GIVE OF THE OVERALL POSITION OF NATIVE AMERICANS IN THE REVOLUTIONARY WAR? HOW MUCH DID IT MATTER?**

Western Settlements

- *When the Revolutionary War ended, Congress owed huge sums of money to its soldiers. Money was in short supply, though, so Congress developed new land policies. **As other nations had done in the past, the United States government used land as a kind of payment for military service.** Soldiers received land based on their rank and how long they had served. Some soldiers received hundreds of acres of land.*
- *As a result of this land policy, many former soldiers came to own land in western regions. Not all of the people who moved west, however, were soldiers. Eager to raise money to pay off its debts, Congress sold huge areas of land to settlers, companies, towns, and newly formed states.*
- *As settlers moved west, tensions grew. **British troops still occupied forts along the frontier. Spain also claimed lands** along the western border. To strengthen its claim on western lands, Congress often just gave land away so people would be encouraged to settle the West.*
- **[SEE NEXT SLIDE FOR COMMENTARY]**

Battles for Land

- *After the Revolutionary War, the British left most of their forts in the United States. Without British support, it became harder for American Indians to stop settlers from moving to Indian lands. In many areas, tribes fought settlers to keep their lands.*

QUESTION: SO WHICH IS IT, DID THE BRITISH STILL OCCUPY FORTS NEAR INDIAN TERRITORY, OR HAD THEY LEFT?

- *As these tensions grew, **Michikinikwa** became a leader for the American Indians of the Northwest Territory. From the Miami tribe of what is now Ohio, Michikinikwa commanded a group of fighters made up of people from many tribes.*
- *In 1794, **United States soldiers marched into the Northwest Territory** to defeat Michikinikwa. Because he and his warriors took cover among fallen trees, the fight was called the Battle of Fallen Timbers. Michikinikwa's group lost the battle, and the soldiers burned many nearby Indian villages.*
- *In 1795, the tribes agreed to accept the Treaty of Greenville. In this treaty, they gave up most of their land in the Northwest Territory. Many tribes were angered by the American demands for land. After the treaty was signed, they distrusted the United States government.*
- *In the years to come, **settlers** from the United States moved farther into the western lands. Time and time again, the United States refused to honor its treaties with Indian groups. The lives of the American Indians would never be the same as they had been before the Revolutionary War.*
- **QUESTION: WHY, IN THIS CASE, DO THE INDIANS HAVE A LEADER WITH A NAME, (MICHIKINIKWA), WHILE THEIR OPPONENTS ARE SIMPLY NAMELESS "SETTLERS" AND "SOLDIERS"? WHY DOES THE TEXT NOT MENTION THE US ARMY AND ITS GENERALS BY NAME?**

The American Revolution: Textbook Summary

- In 1764, Parliament *passed a new law to tax* the American colonists to help pay the expenses of the French and Indian War. This made many colonists angry. Their anger grew as Parliament tried to enforce *even more new tax laws*. Many colonists protested. They did not think it was fair *to have to pay taxes* to a government in which they had no representation.
- By 1776, the colonists had decided to declare their independence from Britain. *They knew this would mean war* against one of the most powerful nations in the world. The colonies had little money and few trained soldiers. Still, they fought.
- With the firm leadership of George Washington and the help of citizens and other nations, the Patriots began to win battles. After eight long and hard years of fighting, the *Americans won the war*.
- The Treaty of Paris officially ended the war in 1783 and made the United States a new nation. The nation then faced many difficult challenges. Settlement in the western lands, the problem of slavery, and many other issues had to be dealt with. *[no mention of Indians]*

The American Revolution in the 5th Grade Textbook – My Conclusions

- A. The Explanations Offered for Why Otherwise Prosperous and Loyal Colonists would Rebel against their own Government are Strangely Incoherent
- B. The Only Relatively Coherent Explanation Offered is Also Strangely Falsified: The Idea that Parliament Kept Raising “Taxes” on the Colonies
- C. The Explanation of What “Representation” Means is also Incoherent.
- D. The Only Remaining Sensible and Memorable Conclusion for Students to Make: It Must Have Been the Taxes.

Conclusions, Continued

- E. African Americans, Native Americans, Women, and Children are an Interesting and Colorful Sideshow – they are invited to participate, but are not causal or determinative agents in the Revolution. It's nice that they joined in, but it didn't much matter what they did.
- F. Violence and Military Force are not Causal Agents of the Revolution, merely byproducts. American violence on an organized level is reactive.
- G. Loyalty did not exist among white Americans – Indians and African-Americans are shown to be divided about their "patriotism," but evidence of this division among whites is deliberately hidden.