

AMERICAN REVOLUTION DOCUMENTS

DIRECTIONS: PICK 2 OF THE THREE DOCUMENTS, WRITE A SUMMARY AND AN ANALYSIS OF CONTEXT OR POV OR AUDIENCE OR PURPOSE.

Document 1-Letter to the King from the Stamp Act Congress-October 19, 1765

The members of this Congress, sincerely devoted, with the warmest sentiments of affection and duty to His Majesty's Person and Government, inviolably attached to the present happy establishment of the Protestant succession, and with minds deeply impressed by a sense of the present and impending misfortunes of the British colonies on this continent; having considered as maturely as time will permit the circumstances of the said colonies, esteem it our indispensable duty to make the following declarations of our humble opinion, respecting the most essential rights and liberties Of the colonists, and of the grievances under which they labour, by reason of several late Acts of Parliament.

1. That His Majesty's subjects in these colonies, owe the same allegiance to the Crown of Great-Britain, that is owing from his subjects born within the realm, and all due subordination to that august body the Parliament of Great Britain.
2. That His Majesty's liege subjects in these colonies, are entitled to all the inherent rights and liberties of his natural born subjects within the kingdom of Great-Britain.
3. That it is inseparably essential to the freedom of a people, and the undoubted right of Englishmen, that no taxes be imposed on them, but with their own consent, given personally, or by their representatives.

Doc. 2-Boston King-a former slave who fought for the British in the war 1781

...and peace was restored between America and Great Britain, which diffused universal joy among all parties, except us, who had escaped from slavery, and taken refuge in the English army; for a report prevailed at New York, that all slaves, in number 2000 were to be delivered up to their masters, although some of them had been three or four years among the English. This dreadful rumor filled us all with inexpressible anguish and terror, especially when we saw our old masters coming from Virginia, North Carolina, and other parts, and seizing upon their slaves in the streets of New York, or even dragging them out of their beds. Many of the slaves had very cruel masters, so that the thoughts of returning home with them embittered life to us. For some days we lost our appetite for food, and sleep departed from our eyes. The English had compassion upon us in the day of distress, and issued out a Proclamation, importing, That all slaves should be free, who had taken refuge in the British lines, and claimed the sanction and privileges of the Proclamations respecting the security and protection of Negroes. In consequence of this, each of us received a certificate from the commanding officer at New York, which dispelled all our fears, and filled us with joy and gratitude. Soon after, ships were fitted out, and furnished with every necessary for conveying us to Nova Scotia. We arrived at Burch Town in the month of August, where we all safely landed. Every family had a lot of land, and we exerted all our strength in order to build comfortable huts before cold weather set in.

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Doc. 3- Molly Wallace delivered this valedictory oration to the Young Ladies' Academy in Philadelphia, which offered girls a curriculum similar to that offered in schools for boys. Men founded and taught in the school, and, although the education was similar to that available to boys, the young ladies were expected to apply their education within the home, 1792.

The silent and solemn attention of a respectable audience, has often, at the beginning of discourses intimidated, even veterans, in the art of public elocution. What then must my situation be, when my sex, my youth and inexperience all conspire to make me tremble at the talk which I have undertaken? . . .With some, however, it has been made a question, whether we ought ever to appear in so public a manner. Our natural timidity, the domestic situation to which by nature and custom we seem destined, are, urged as arguments against what I have now undertaken: Many sarcastical observations have been handed out against female oratory: But to what do they amount? Do they not plainly inform us, that, because we are females, we ought therefore to be deprived of what is perhaps the most effectual means of acquiring a just, natural and graceful delivery? No one will pretend to deny, that we should be taught to read in the best manner. And if to read, why not to speak? . . .