

## Lesson



# Which to be? Tory or Patriot?

## OVERVIEW

After students have read about and studied many details about life in the colonies just prior to the Revolutionary War, they will apply the principles of the *Handy Dandy Guide*\* to explore the choices of people loyal to King George and people who wanted independence.

## ECONOMICS CONCEPTS

Choices, costs, benefits, consequences, incentives, opportunity cost

## HISTORY CONTENT STANDARDS

**Standard 4A for grades 3-4:** Explain that the U.S. government was formed by English colonists who fought for independence from England.

**Standard 5 for grades 3-4:** Identify problems and dilemmas in the past, analyze the interests and values of the various people involved, identify causes of the problem or dilemma, propose alternative choices for addressing the problem, formulate a position or course of action on an issue, identify the solution chosen, and evaluate the consequences of a decision.

**Standard 1A for grades 7-12:** Analyze political, ideological, religious, and economic origins of the Revolution.

**Standard 1A for grades 9-12:** Reconstruct the arguments among patriots and loyalists about independence and draw conclusions about how the decision to declare independence was reached.

## ECONOMICS CONTENT STANDARDS

### Standard 1: Scarcity

- **Benchmark 5 for 4<sup>th</sup> grade:** People's choices about what goods and services to buy and consume determine how resources will be used.
- **Benchmark 6 for 4<sup>th</sup> grade:** Whenever a choice is made, something is given up.
- **Benchmark 7 for 4<sup>th</sup> grade:** The opportunity cost of a choice is the value of the best alternative given up.
- **Benchmark 4 for 8<sup>th</sup> grade:** The choices people make have both present and future consequences.

### Standard 2: Marginal Cost/Benefit

- **Benchmark 2 for 4<sup>th</sup> grade:** A cost is what you give up when you decide to do something.
- **Benchmark 3 for 4<sup>th</sup> grade:** A benefit is what satisfies your wants.

### Standard 4: Role of Incentives

- **Benchmark 1 for 4<sup>th</sup> grade:** Rewards are positive incentives that make people better off.
- **Benchmark 2 for 4<sup>th</sup> grade:** Penalties are negative incentives that make people worse off.
- **Benchmark 3 for 4<sup>th</sup> grade:** Both positive and negative incentives affect people's choices and behavior.
- **Benchmark 1 for 8<sup>th</sup> grade:** Responses to incentives are predictable because people usually pursue their self-interest.

### Standard 5: Gain from Trade

- **Benchmark 3 for 4<sup>th</sup> grade:** People voluntarily exchange goods and services because they expect to be better off after the exchange.

## OBJECTIVES

Students will be able to:

- Apply the principles of the *Handy Dandy Guide* to the different historical perspectives of Patriots and Tories.
- Be able to use the *Handy Dandy Guide* to understand human behavior.

## MATERIALS

- Historical background which might include books such as these:

*Can't You Make Them Behave, King George?*  
(ISBN: 0698114027)

*Will You Sign Here, John Hancock?* (ISBN:  
069811440X)

*Where Was Patrick Henry on the 29<sup>th</sup> of May?*  
(ISBN: 0698114396)

*Why Don't You Get a Horse, Sam Adams?*  
(ISBN: 0808544853)

*If You Lived at the Time of the American  
Revolution* (ISBN: 0590674447)

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- *Teacher's Background Information Sheet*
- Activity Sheet 1A: *Exploring the HDG*
- Activity Sheet 1B: *The Handy Dandy Guide for Tories* (1 copy per group)
- Activity Sheet 1C: *The Handy Dandy Guide for Patriots* (1 copy per group)
- Answer guides for Activity Sheets 1B and 1C
- Activity Sheet 1D: *Singing About the HDG*

## PROCEDURE

### 1. Historical Background for the Lesson

Begin this lesson after students have studied the events surrounding the American Revolutionary War with emphasis on the principal economic and political connections between the colonies and England. Readings might include the books below, all by Jean Fritz.

- *Can't You Make Them Behave, King George?*
- *Will You Sign Here, John Hancock?*
- *Where Was Patrick Henry on the 29<sup>th</sup> of May?*
- *Why Don't You Get a Horse, Sam Adams?*

### 2. Exploring the *Handy Dandy Guide* (HDG)

- a. This lesson provides an opportunity to learn to use the *Handy Dandy Guide* (HDG). This method of analyzing peoples' choices is used in a number of lessons in this series.
- b. Write the word "incentive" on the board. Explain that an incentive is a reward or positive outcome one expects from an action. Tell the class that they will be looking at choices people made and thinking about the incentives that may have influenced those choices. Ask for examples of incentives. (*Answers might include prizes, awards, praise, good grades.*) A punishment is a disincentive.
- c. To begin this lesson, display the transparency, Activity Sheet 1A: *Exploring the HDG*. Using information from the *Teacher's Background Information Sheet*, discuss the principles of the HDG.

### 3. Using the *Handy Dandy Guide* to Explore the Revolutionary War

- a. Use this activity after students have read about and studied many details about life in the colonies just prior to the Revolutionary War.

- b. Divide the class into groups. Have each group select a student to be the recorder and another to be the reporter.
- c. Explain to the class that some of them will use the *Handy Dandy Guide* to analyze the choice of some colonists to be Patriots and others will analyze the choice of other colonists to become Tories. Give each group a copy of either *Activity Sheet 1B: The Handy Dandy Guide for Tories*, or *Activity Sheet 1C: The Handy Dandy Guide for Patriots*. Explain that two of the points of the *Handy Dandy Guide* do not apply in this lesson. Therefore students will only have four points to analyze.
- d. Tell students to work together to record answers for their questions to the best of their abilities. Give students enough time to consider and determine their chosen answers.
- e. Bring the entire class back together. Then go through the questions one at a time and let each group's reporter explain the group's answers to the class. For help in class discussions, use the answer guides to each activity sheet, provided at the end of the lesson.
- f. Ask students: "Do you feel that each person was trying to make the best choice for themselves and their families?" Why?
- g. Conclusion: People weighed their costs and benefits and made the choice that they thought would be best for themselves and their families.

### 4. Closure: Why Be a Patriot? Why Be a Tory?

- a. Read Patrick Henry's famous speech "Give me liberty or give me death."
- b. Go to one of the websites below:  
<http://www.yale.edu/lawweb/avalon/patrick.htm>  
<http://www.pointsouth.com/csnet/greatmen/henry/henry1.htm>
- c. Have students write a paragraph entitled, "Why Patrick Henry was a Patriot."
- d. Review concepts covered in this lesson. Then have students write another paragraph that starts: "A person might have chosen to be a Tory because . . ."

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## 5. Optional: The Handy Dandy Guide Song

To help students remember more about how the *Handy Dandy Guide* works, use the song below, *The Handy Dandy Guide Helps Me Decide!* A transparency for this song can be found on Activity Sheet 1D: *Singing About the HDG*. Point out to students that each of the six verses of this song corresponds to one of the six points of the Handy Dandy Guide.

The Handy Dandy Guide Helps Me Decide  
(Tune: *Farmer in the Dell*)

1. I have to make a choice.  
I have to make a choice.  
I weigh my costs and benefits,  
And then I make a choice.
2. Choices have a cost.  
Choices have a cost.  
With every choice I have to make,  
Something will be lost.
3. Incentives guide my choice.  
Incentives guide my choice.  
They lead me to more benefits.  
Incentives guide my choice.
4. Later I will see,  
Later I will see,  
The consequences of my choice,  
Later I will see.
5. When two people trade  
Voluntarily,  
Both of them will benefit,  
When two people trade.
6. A market economy,  
A market economy,  
Rewards me for efficiency  
A market economy.

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## *The Handy Dandy Guide*

- People make choices.
- All choices have costs.
- People respond to incentives in predictable ways.
- The consequences of choices lie in the future.
- Voluntary exchange creates wealth.
- Economic systems influence incentives.

Activity Sheet 1B:  
*The Handy Dandy Guide for Tories*

Use these questions to explore why some people chose to be Tories.

- **People make choices.**

(When people make choices, they weigh their costs and benefits. What were the benefits of being a Tory and staying loyal to King George?)

- **All choices have costs.**

(Did they think there would be some costs to being a Tory? What costs might they have expected?)

- **People respond to incentives in predictable ways.**

(Were there any incentives or rewards that Tories thought might come to them if they remained loyal to the King?)

- **The consequences of choices lie in the future.**

(They did not know what the consequences would be. What were the consequences of remaining loyal to the King?)

Activity Sheet 1C:  
*The Handy Dandy Guide for Patriots*

Use these questions to explore why some people chose to be Patriots.

- **People make choices.**

(When people make choices, they weigh their costs and benefits. What did they think would be the benefits of independence which made them willing to be Patriots?)

- **All choices have costs.**

(What were some of the potential costs of being a Patriot?)

- **People respond to incentives in predictable ways.**

(Were there any incentives or rewards that Patriots thought might come to them if the country won its independence?)

- **The consequences of choices lie in the future.**

(They did not know what the consequences would be. What were the consequences of the efforts of the Patriots?)

Activity Sheet 1B (Answers)  
***The Handy Dandy Guide for Tories***

**Use these questions to explore why some people chose to be Tories.**

*Answers will vary, but may include the following:*

- **People make choices.**

(When people make choices, they weigh their costs and benefits. What were the benefits of being a Tory and staying loyal to King George?)

*Perhaps English troops would not hurt you or your property. King George might appreciate your loyalty and give you favorable treatment or land. You might feel safer as an English colony than as a free nation.*

- **All choices have costs.**

(Did they think there would be some costs to being a Tory? What costs might they have expected?)

*If the patriots won, they might be angry with you.  
You might lose your position or status in the community.*

- **People respond to incentives in predictable ways.**

(Were there any incentives or rewards that Tories thought might come to them if they remained loyal to the King?)

*Merchants who traded with the English may have wanted to maintain good relations with England. The King promised slaves their freedom if they would fight for him.*

- **The consequences of choices lie in the future.**

(They did not know what the consequences would be. What were the consequences of remaining loyal to the King?)

*Many loyalists lost their community positions. For others this did not happen. Some who fought for England decided, after the war, to go to Canada or other English settlements.*

Activity Sheet 1C (Answers)

## *The Handy Dandy Guide for Patriots*

Use these questions to explore why some people chose to be Patriots.

*Answers will vary, but may include the following:*

- **People make choices.**

(When people make choices, they weigh their costs and benefits. What did they think would be the benefits of independence, which made them willing to be Patriots?)

*They would be free of the King's rule. They would be free of his taxes and regulations.*

- **All choices have costs.**

(What were some of the potential costs of being a Patriot?)

*One might be imprisoned or killed by British soldiers.*

*One might lose one's home, land, business, property.*

- **People respond to incentives in predictable ways.**

(Were there any incentives or rewards that Patriots thought might come to them if the country won its independence?)

*Some incentives were:*

*To be rid of foreign taxation.*

*To be free of the King's rules.*

*To be free of foreign troops on their soil.*

*To be able to make the laws for their own country.*

- **The consequences of choices lie in the future.**

(They did not know what the consequences would be. What were the consequences of the efforts of the Patriots?)

*They won freedom for the colonies. Some lived to see the end of the war, but some did not.*

## Activity Sheet 1D: Singing About the HDG

### *The Handy Dandy Guide*

- People make choices.
- All choices have costs.
- People respond to incentives in predictable ways.
- The consequences of choices lie in the future.
- Voluntary exchange creates wealth.
- Economic systems influence incentives.

### *The Handy Dandy Guide Helps Me Decide!*

(Tune: *Farmer in the Dell*)

- |  |  |
|--|--|
| 1. I have to make a choice.<br>I have to make a choice.<br>I weigh my costs and benefits,<br>And then I make a choice.         | 4. Later I will see,<br>Later I will see,<br>The consequences of my choice.<br>Later I will see. |
| 2. Choices have a cost.<br>Choices have a cost.<br>With every choice I have to make,<br>Something will be lost.                | 5. When two people trade<br>Voluntarily,<br>Both of them will benefit,<br>When two people trade. |
| 3. Incentives guide my choice.<br>Incentives guide my choice.<br>They lead me to more benefits.<br>Incentives guide my choice. | 6. A market economy,<br>A market economy,<br>Rewards me for efficiency<br>A market economy.      |



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