Grade 6

How did trade and economic patterns, specifically taxes and mercantilism, and the influence of the Enlightenment effect the cause of revolutions around the world?

Document-Based Question for the
South Carolina Social Studies College-and Career-Ready Standards
South Carolina Department of Education
Office of Standards and Learning
2019
## Introduction to DBQ

Thinking about global trade and the interaction between nations/societies, along with the new ideas of the Enlightenment, analyze how these increased exchanges caused revolutions that resulted in fundamental changes to economies, governments, and social hierarchies around the world.

Estimated time frame: 3 class periods of one hour each

<table>
<thead>
<tr>
<th>Standard(s) and/or Indicator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
| **Targeted:**  
| Standard 6-4: Demonstrate an understanding of how increased global exchanges promoted revolution from 1760 to the beginning of the 20th Century.  
| Indicator 6.4.CO: Compare the political revolutions which resulted from the Enlightenment. This indicator was developed to encourage inquiry into how the expansion of individual rights led to a period of political revolutions around the world from 1760-1820.  

| **Embedded:**  
| Standard 8-2: Demonstrate an understanding of how South Carolinians and Americans created a revolutionary form of government during the period of 1757-1815.  
| Indicator 8-2.CE: Explain the economic, political, and social factors surrounding the American Revolution.  

| Standard 4-2: Demonstrate an understanding of the identity of a new nation, including the state of South Carolina between 1730-1800.  
| Indicator 4.2.CE: Examine the economic and political motivations for colonists to declare independence from Great Britain.  

|
Standard HG.2: Demonstrate an understanding of the conditions, interconnections, and levels of economic development across Earth’s surface.
Indicator HG.2.2.HS Compare and evaluate different measures of development, and analyze patterns and trends in various regions of economic development.

Standard MWH.2: Demonstrate an understanding of the effects of commerce, innovation and expansion on global affairs and interactions during the period of 1450-1815.
Indicator: MWH.2.CO Compare and contrast the philosophies and practices of absolutism to the philosophies and practices of constitutional democracies.
Indicator: MWH.2.CE Summarize how major world revolutions created new global affairs and interactions.
Indicator: MWH.2.P Analyze significant developments resulting from colonists in the Western Hemisphere applying the principles from colonists in the Western Hemisphere applying the principles of the Enlightenment in the creation of the new political institutions during the period 1765-1815.

Standard USHC.1: Demonstrate an understanding of the influence of the Atlantic World on the regional and national development of republicanism and federalism from 1607-1815.
Indicator: USHC.1.CE Assess the major developments of the American Revolution through significant turning points in the debates over independence and self-government from 1763-1791.

Inquiry Based ELA Standards Grades 6-8
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
Indicator 2.1: Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.

Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
Indicator 3.1: Develop a plan of action by using appropriate discipline-specific strategies.
Indicator 3.2: Examine historical, social, cultural, or political context to broaden inquiry.
Indicator 3.3: Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.

Standard 4: Synthesize integrated information to share learning and/or take action.
Indicator 4.1: Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternate views

Reading Informational Text ELA Standards Grades 6-8
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
Indicator 5.1: Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Standard 6: Summarize key details and ideas to support analysis of central ideas.
Indicator 6.1: Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.

Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.
Indicator 7.1: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject.

Writing Standards ELA Grades 6-8
Standard 1: Write arguments to support claims with clear reasons and relevant evidence.
Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

South Carolina Department of Education. (2011). *South Carolina English Language Arts academic standards.* South Carolina Department of Education. Columbia: SC Department of Education.


<table>
<thead>
<tr>
<th>“I Can” Statements/Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s) the DBQ is targeting.</td>
</tr>
<tr>
<td>• <em>Day 1:</em> I can analyze and evaluate sources A-E related to the tariffs and acts related to trade between the colonies and Britain. 6.4.CO</td>
</tr>
<tr>
<td>• <em>Day 2:</em> I can analyze and evaluate sources A-E related to the tariffs and acts related to trade between the colonies and Britain. 6.4.CO</td>
</tr>
<tr>
<td>• <em>Day 3:</em> I can analyze and evaluate sources F-I related to the Enlightenment and ideas of citizen’s rights as subjects of and participants in the government. 6.4.CO</td>
</tr>
<tr>
<td>• <em>Day 4:</em> I can create a document using what I have learned from the revolutions of America’s colonies, France, and Latin America expressing my views as to how the citizens of a kingdom should be treated in respect to their government.</td>
</tr>
</tbody>
</table>

(List the “I Can” statements by day and include the indicator in parentheses beside each statement) This section is ONLY for the statements – a more detailed summary of instructional plans are in another section.

South Carolina Department of Education | Office of Standards and Learning
Historical Question

- How did economics (taxes and mercantilism) and the ideas of the Enlightenment lead to global revolutions?

Academic Vocabulary

- Revolution
- Economics
- Enlightenment
- Rights
- Stamp Act
- Tariffs
- Imports
- Exports
- Unalienable
- Government

Prior Knowledge

Students in the 4th grade have been exposed to the issues of revolution and the birth of the United States as a new nation. (Standard 4.2) They will learn of the colonial revolt against British regulations and restrictions resulting in the creation of the United States as an independent nation.

Subsequent Knowledge

Students in the 8th grade will demonstrate an understanding of how South Carolinians and Americans created a revolutionary form of government during the period of 1757-1815. (Standard 8.2)

Students in the 11th grade will demonstrate an understanding of the North American colonies uniting politically through the 18th century and the ultimate result of an American Republic which used Enlightenment ideals to realize a complete constitutional revolution. (Standard USHC.1)

Historical Context (Background Information)
Throughout history, as governments exchanged goods and ideas, as well as changed from absolute powers to democratic governments, people sought change from oppression, usually caused by money. The “Haves” controlling the “Have Nots.” As ideas of the Enlightenment spread, the citizens of various nations chose to demand their rights and display their desire for freedom from unregulated taxation and other unfair practices.

Global exchanges are characterized by interaction within and between societies. As these exchanges increased, economic, political, and social revolutions occurred resulting in fundamental changes to economies, governments, and social hierarchies around the world.

Sources for the DBQ

<table>
<thead>
<tr>
<th>Source</th>
<th>Description</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source A</td>
<td>The Stamp Act [Brochure]. (1765). Retrieved June 17, 2019, from <a href="https://www.gilderlehrman.org/content/stamp-act-1765">https://www.gilderlehrman.org/content/stamp-act-1765</a></td>
<td></td>
</tr>
<tr>
<td>Source G</td>
<td>Declaration of Independence. 1776.</td>
<td></td>
</tr>
<tr>
<td>Source H</td>
<td>Declaration of the Rights of Man and of the Citizen. 1789.</td>
<td></td>
</tr>
</tbody>
</table>

Potential Instructional Strategies

- **Day 1 “I Can” Statement:** Day 1: I can analyze and evaluate sources A-E related to the tariffs and acts related to trade between the colonies and Britain. 6.4.CO

Prior to starting the DBQ, you will need to prepare a deck of cards with roles for your students, and a set of six cards of items to be taxed. You can use a regular deck of playing cards, or create cards with the roles for each student. You will need 1 King, 2 Parliament, 2 Tax Collectors, and enough Colonists for the remaining members of your class. If using a regular deck, use a King for
the King, 2 Jacks for Parliament, 2 Aces for Tax Collectors, and numeric cards for the remainder of your students. Create six item cards, each with a common item your students wear or have with them (i.e. jeans, uniform pants or shirts, tennis shoes, cell phones, earbuds, etc.) Give each card a number from 1-3.

On the day of the DBQ, shuffle the role deck and have students draw a card as they enter your class. Give each student a paper cup containing 10 M&Ms. Instruct them not to touch/eat the M&Ms. Call the King to the front of the room and seat them in a special seat. Call the Parliament and Tax Collectors to the front of the room and seat them in a separate section. Give the Tax Collectors latex/rubber gloves. Give Parliament the six item cards. One member of Parliament at a time will choose an item card and tax the colonists according to the number on the card. The Tax Collectors should collect the taxes from the colonists and deposit them in a bowl at the front of the room. After all taxes have been collected the funds need to be dispersed. The tax collectors get 10%, Parliament receives 50% (to be used to run the empire) and the King receives the remaining 40%. (These percentages have no historical significance. They are just an arbitrary breakdown for the purpose of the simulation.) Some students will have lost all of their M&Ms. Some students will show feelings of displeasure similar to those being taxed, while those collecting the taxes may be overly happy. At the end of the simulation, divide the M&Ms evenly and allow students to eat them.

Use the following questions to debrief after the activity.
1. What was so unfair about how the class was taxed?
2. How could it have been handled more fairly?

Next, project source A onto a whiteboard or Promethean, and give students a copy of Appendix A or A1 (depending on the reading level/differentiation needs of your students). Go through the declaration from Parliament together and analyze the document together, completing Appendix A/A1. Discuss where this document came from, what its purpose was, and how the colonists would have felt about it.

As a culminating activity for today, have the students write an exit ticket about how they would feel living in a government like this, or complete a 3-2-1 slip (3 Things I Learned, 2 Interesting Facts, 1 Question).

- **Day 2 “I Can” Statement:** Day 1: I can analyze and evaluate sources A-E related to the tariffs and acts related to trade between the colonies and Britain. 6.4.CO
At the beginning of class, divide the students into 4 separate groups. Give each group a different Source (B-E) and the appropriate Document Analysis Worksheet (Appendix A/A1 or B/B1). Make sure to provide the transcriptions of Sources B and C to the appropriate groups. Give the students 10-15 minutes to analyze the documents. Bring the class back together and have each group explain to the class what their document is and what information they learned from the document. Ask each group further questions to better understand the documents. The following are suggestions:

Source B:
1. What is the purpose of this notice?
2. Who gets the money collected from the purchase of stamps?
3. What do you think this tax is supposed to pay for?
4. Do you think this tax is fair? Is it really that big of a deal?
5. How does it affect the colonists?
6. How much is a Shilling? A Pence?
7. Is this a lot of money, in your opinion?

Source C:
1. On average, which column made more money, Imports or Exports?
2. Which country made more money, England or the American Colonies?
3. Why do you think England made more money than the Colonies?
4. What happens when you make more money than you spend (England)?
5. What happens when you spend more money than you make (Colonies)?
6. How do you think this made the Colonies feel?

Source D:
1. What does the woman in the cartoon represent?
2. What has happened to her?
3. What caused her to be reduced?
4. How does this represent the Stamp Tax?
5. What does the Latin phrase “Date Obolum Bellisario” mean?
6. How does this phrase relate to what is happening to the Colonies?
Source E:
1. What is happening in this Cartoon?
2. Why would the gentleman in the Cartoon be concerned with a tax on tea?
3. Why was this particular sign “worse than a bayonet?”
4. Describe the importance of tea to the American Colonists.
5. What events can you think of that relate to this Cartoon?

After each group has explained their document to the class, have a group discussion about how these events/documents affect Britain and the Colonists as a whole. How did Britain benefit from these events? How did these events affect the Colonists? If you were an American Colonist, how would you feel about these events?

As an exit activity, have students write a response to these events: As an American Colonist, how would you respond to these events? What do you think should be done about these events; should the colonists deal with the taxes and accept Britain’s leadership, or should they fight back against events they believe are unfair?

Note:
*Explanation of Latin phrase in Source D:

“Britannia wears a banner with the words, ‘Date Obolum Bellisario.’ This translates to ‘Give a farthing to Bellisarius.’ People living during the American revolution would have known the story of Belisarius.

...Belisarius, who, after having obtained many glorious victories over the enemies of his country, is said to have been reduced to such extremity of indigence, that, in his old age, when he was deprived of his eyesight, he sat upon the highway like a common mendicant, imploring the charity of passengers in the piteous exclamation of Date obolum Belisario; that is, ‘Spare a farthing to your poor old soldier Belisarius.’”

• **Day 3 “I Can” Statement:** Day 3: I can analyze and evaluate sources F-H related to the Enlightenment and ideas of citizen’s rights as subjects of and participants in the government. 6.4.CO

Optional: Begin Day 3 with the Estates General Simulation or Breakfast, Lunch and a Diet Coke activity listed in additional resources. Divide students into the following sections: 2 students represent the clergy: Estate 1, 2 students represent the nobility: Estate 2, and the rest of the class represents the common people: Estate 3. Explain the voting system to the students (each Estate gets 1 vote, total, in government). The Estates in your class must vote on who brings a prize for the teacher: breakfast, lunch, a Diet Coke, etc. The losing Estate is responsible for bringing the prize. (This is a joke. The students do not need to bring you anything. This is just for the purpose of the activity.) This should take no longer than 5 minutes. If the students vote like the French in the Estates General, the third Estate should end up responsible for the prize. Explain to the students how this relates to the French government, the Estates General. And explain that they are not responsible for bringing anything to class.

Prior to Day 3, create posters of the remaining three documents for a gallery walk. Document F is an excerpt from Thomas Paine’s Common Sense. On the poster, include the transcription and the following questions:
1. How does Thomas Paine describe the difference between Society and Government?
2. What is a necessary evil?
3. Why do we need government?
4. What changes would society need to make in order to not need a government?

Document G is a copy of the Declaration of Independence. On the poster, include the transcription and the following questions:
From paragraph 1
1. Why was this document written?
From paragraph 2
2. What are the unalienable rights of all men? What does unalienable mean?
3. Where do governments get their power?
4. What should happen when government becomes destructive?
5. What are some of the issues the colonists have with King George? (List 5)

Document H is a copy of the Declaration of the Rights of Man and of the Citizen (France). On the poster, include the translation and the following questions:
1. What causes the corruption of government and public problems?
2. How will posting these rights better help society?
3. List 5 rights and explain what they mean.

Split students into 3 groups. Have each group start at a different poster. Have them read the documents and answer the questions with their groups. Give each group 5-10 minutes at each poster, then rotate to the next poster. When all posters are complete have the students come back as a whole group. Discuss the questions from each poster as a whole class.

Culminating project described in Final Product Section

Possible Scaffolding and Differentiation

Prepare students ahead of time by working through several primary sources together. Project a primary source in front of the class, asking questions like, “What type of source is this?” “Who created this source?” “Who was the intended audience?” “What was the purpose of this source?” “How was it originally presented/used?” “What is the context of this source, according to the time period, etc.?”

Provide vocabulary for new or difficult words. Discuss words with the class beforehand. Keep a running list of words students encounter as they work through the project. Use Appendix C to better understand the new words.

Potential Assessment Task/Final Product

As a culminating project for this DBQ, the students will create a written proposal of how economics, through taxes and mercantilism, led to revolution, as well as their feelings on how the American colonists and French citizens handled the situation. Students must use examples from the documents included with this DBQ in their explanation, and discuss how they believe they would have handled the situation of governments taking advantage of their citizens. Final written projects should follow the attached rubric, Appendix D.

Materials

Sources A-H (attached)
Transcriptions/Translations provided
Appendices A-D (attached)
Role Cards
Item Cards
Small paper cups (one per student)
M&Ms (ten per student)
Rubber gloves
Small bowl
Chart paper
Rubric

**Additional Resources**


Estates General Simulation or Breakfast, Lunch and a Diet Coke for Mr. Duez. (2010, March 06). Retrieved from http://www.mrduez.com/2010/03/estates-general-simulation-or-breakfast.html


Appendix A
Analyze a Written Document

Meet the document.
Are there any special markings on the document? Circle all that apply.
- Stamp
- Postmark
- Handwritten note
- Official seal
- Special letterhead
- Other

Is it handwritten or typed?
- Handwritten
- Typed
- Both

Write down any words that you don’t know. Then look them up.

Try to make sense of it.
What is the main idea of the document?
List two quotes (words from the document) that help support the main idea.

Why do you think this document was written?

Observe its parts.
Who wrote this document?
Who read or received this document?
What is the date of the document?

Use it as historical evidence.
Where do you think you could find out more information about the people who wrote or received this document?
Where do you think you could find out more information about this event?

Appendix A1
### Analyze a Written Document

**Meet the document.**

- **Type** (check all that apply):
  - Letter
  - Speech
  - Chart
  - Newspaper
  - Report
  - Email
  - Congressional document
  - Other

Describe it as if you were explaining to someone who can't see it.

Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?

**Observe its parts.**

- **Who wrote it?**
- **Who read/received it?**
- **When is it from?**
- **Where is it from?**

**Try to make sense of it.**

- **What is it talking about?**
- **Write one sentence summarizing this document.**
- **Why did the author write it?**
- **Quote evidence from the document that tells you this.**
- **What was happening at the time in history this document was created?**

**Use it as historical evidence.**

- **What did you find out from this document that you might not learn anywhere else?**
- **What other documents or historical evidence are you going to use to help you understand this event or topic?**

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Appendix B1
# Analyze a Cartoon

## Meet the cartoon.
Quickly scan the cartoon. What do you notice first?

*What is the title or caption?*

## Observe its parts.

<table>
<thead>
<tr>
<th>WORDS</th>
<th>VISUALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there labels, descriptions, thoughts, or dialogue?</td>
<td>List the people, objects, and places in the cartoon.</td>
</tr>
</tbody>
</table>

*List the actions or activities.*

## Try to make sense of it.

<table>
<thead>
<tr>
<th>WORDS</th>
<th>VISUALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which words or phrases are the most significant?</td>
<td>Which of the visuals are symbols?</td>
</tr>
</tbody>
</table>

*List adjectives that describe the emotions portrayed.*

*What do they stand for?*

**Who drew this cartoon?**

*When is it from?*

**What was happening at the time in history it was created?**

**What is the message? List evidence from the cartoon or your knowledge about the cartoonist that led you to your conclusion.*

## Use it as historical evidence.

**What did you find out from this cartoon that you might not learn anywhere else?**

**What other documents or historical evidence are you going to use to help you understand this event or topic?**

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*Materials created by the National Archives and Records Administration are in the public domain.*
<table>
<thead>
<tr>
<th>Teacher Name:</th>
<th>Student Name:</th>
<th>Category</th>
<th>Organization</th>
<th>Quality of Information</th>
<th>Amount of Information</th>
<th>Sources</th>
<th>Argument</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>The information appears to be disorganized.</td>
<td>Information has little or nothing to do with the main topic.</td>
<td>One or few sources were addressed.</td>
<td>Some sources are not accurately documented.</td>
<td>Arguments for how the student would deal with economic issues and revolution as a citizen of America or France are not detailed and lack organization.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Information is organized with well-constructed paragraphs.</td>
<td>Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.</td>
<td>All topics (1-3 sources) are addressed and questions are answered with at least 2 sentences about each.</td>
<td>All sources are documented, but a few are not in the desired format.</td>
<td>Arguments for how the student would deal with economic issues and revolution as a citizen of America or France are somewhat detailed and organized.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Information is very organized with well-constructed paragraphs and subheadings.</td>
<td>Information clearly relates to the main topic. It includes several supporting details and/or examples.</td>
<td>All topics (minimum of 3 sources) are addressed and questions are answered with at least 2 sentences about each.</td>
<td>All sources are documented in the desired format.</td>
<td>Arguments for how the student would deal with economic issues and revolution as a citizen of America or France leave some detail out.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Information is very organized with well-constructed paragraphs.</td>
<td>Information clearly relates to the main topic. It includes several supporting details and/or examples.</td>
<td>All topics (maximum of 3 sources) are addressed and questions are answered with at least 2 sentences about each.</td>
<td>All sources are documented in the desired format.</td>
<td>Arguments for how the student would deal with economic issues and revolution as a citizen of America or France are detailed and organized.</td>
</tr>
</tbody>
</table>
Acknowledgements

South Carolina owes a debt of gratitude to the following educators for their assistance in the development of this instructional unit resource.

Whitney Ford
The Learning Center-Alternative Education
Chester County School District
Anno quinto

Georgii III. Regis.

C A P. XII.

An Act for granting and applying certain Stamp Duties, and other Duties, in the British Colonies and Plantations in America, towards further defraying the Expences of defending, protecting, and securing the same; and for amending such Parts of the several Acts of Parliament relating to the Trade and Revenues of the said Colonies and Plantations, as direct the Manner of determining and recovering the Penalties and Forfeitures therein mentioned.

HEREAS by an Act made in the last Session of Parliament, several Duties were granted, continued, and appropriated, towards defraying the Expences of defending, protecting, and securing, the British Colonies and Plantations in America: And whereas it is just and necessary, that Provision be made for raising a further Revenue within Your Majesty's Dominions in America, towards defraying the said Expences: We, Your Majesty's most dutiful and loyal Subjects, the Commons of Great Britain in Parliament assembled, have
An Act for granting and applying certain Stamp Duties, and other Duties, in the British Colonies and Plantations in America, towards further defraying the Expenses of defending, protecting, and securing the same; and for amending such Parts of the several Acts of Parliament relating to the Trade and Revenues of the said Colonies and Plantations, as direct the Manner of determining and recovering the Penalties and Forfeitures therein mentioned.

Whereas by an Act made in the last Session of Parliament, several Duties were granted, continued, and appropriated towards defraying the expenses of defending, protecting and securing the British Colonies and Plantations in America: And whereas it is just and necessary, that Provision be made for raising a further Revenue within your Majesty’s Dominions in America, towards defraying the said Expenses...
South Carolina Department of Education | Office of Standards and Learning
2019
PUBLIC NOTICE IS HEREBY GIVEN,
That, by an act passed the last session of parliament, “for altering certain rates of postage, and for amending, explaining, and enlarging provisions in the act of the ? of Queen Anne, and other acts relating to the Post Office;” it is, among other things, ENACTED, That letters between LONDON and any port within the BRITISH dominions in AMERICA (in which all His Majesty’s Western Islands are included) which are carried in His Majesty’s mails by the packet-boats that now are or hereafter may be established, shall pay single One Shilling, double Two Shillings, treble Three Shillings, the ounce Four Shillings.
That letters, by sea, from any one port to any other port within said dominions, carried by such packet-boats as before-mentioned, shall pay single four Pence, double Eight Pence, treble One Shilling, the ounce One Shilling and Four Pence. That letters, by land, to or from any chief post-office in AMERICA, from or to any other part thereof not exceeding sixty miles from such chief post-office, or from the office where such letters, not passing through a chief office, may be put in, shall pay single Four Pence, double Eight Pence, treble One Chilling, the ounce One Shilling and Four Pence. And being upwards of sixty, and not exceeding one hundred miles within the said dominions, shall pay single Six Pence, double One Shilling, treble One Shilling and Six Pence, the ounce Two Shillings. And being upwards of one hundred, and not exceeding two hundred miles within the said dominions, shall pay single Eight Pence, double One Shilling and Four Pence, treble Two Shillings, the ounce Two Shillings and Eight Pence. And for every distance not exceeding one hundred miles above such two hundred, and for every such farther distance within the said dominions, shall pay single Two Pence, double Four Pence, treble Six Pence, the ounce Eight Pence.
Trade between Great Britain and the colonies, now the United States

<table>
<thead>
<tr>
<th>Average from</th>
<th>Imports from the colonies</th>
<th>Exports to the Colonies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1700-1710</td>
<td>265,783</td>
<td>267,??</td>
</tr>
<tr>
<td>1710-1720</td>
<td>392,653</td>
<td>363,61?</td>
</tr>
<tr>
<td>1720-1730</td>
<td>578,??</td>
<td>471,312</td>
</tr>
<tr>
<td>1730-1740</td>
<td>670,128</td>
<td>660,136</td>
</tr>
<tr>
<td>1740-1750</td>
<td>708,943</td>
<td>812,647</td>
</tr>
<tr>
<td>1750-1760</td>
<td>892,691</td>
<td>1,377,419</td>
</tr>
<tr>
<td>1760-1770</td>
<td>1,041,391</td>
<td>1,763,469</td>
</tr>
<tr>
<td>1770-1780</td>
<td>743,360</td>
<td>1,331,206</td>
</tr>
</tbody>
</table>

Imports from the United States to England, and exports from England to the United States.

<table>
<thead>
<tr>
<th>In the Year</th>
<th>Imports to Britain</th>
<th>Exports to the United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>1784</td>
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<tr>
<td>1790</td>
<td>1,191,071</td>
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</table>
Nothing was thought of but this taxation, and the easiest method of liquidation.

T-A-X

'Twas enough to vex the souls of the men of Boston town, to read this under the seal of the Crown.

They were loyal subjects of George the Third; so they believed and so they averred, but this bristling, offensive placard set on the walls, was worse than a bayonet.
COMMON SENSE.

Of the origin and design of government in general. With concise remarks on the English constitution.

SOME writers have so confounded society with government, as to leave little or no distinction between them; whereas they are not only different, but have different origins. Society is produced by our wants, and government by our wickedness; the former promotes our happiness positively by uniting our affections, the latter negatively by restraining our vices. The one encourages intercourse, the other creates distinctions. The first is a patron, the last a punisher.

Society in every state is a blessing, but government even in its best state is but a necessary evil; in its worst state an intolerable one; for when we suffer, or are exposed to the same miseries by a government, which we might expect in a country without government, our calamity is heightened by reflecting that we furnish the means by which we suffer. Government, like dress, is the badge of loft innocence; the palaces of kings are built on the ruins of the bowers of paradise. For were the impulses of conscience clear, uniform, and irresistibly obeyed, man would need no other lawgiver; but that not being the case, he finds it necessary to surrender up a part of his property to furnish means for the protection of the rest; and this he is induced to do by the same prudence which in every other case, advises him out of two evils to chuse the least. Wherefore security being the true design and end of government, it unanswerably follows, that whatever form thereof appears most likely to infuse it to us, with the least expence and greatest benefit, is preferable to all others.
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The unanimous Declaration of the thirteen united States of America.
In Congress, July 4, 1776.
A Declaration by the Representatives of the United States of America, In General Congress Assembled.

When in the Course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature’s God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.

We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all Experience hath shewn, that Mankind are more disposed to suffer, while Evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed. But when a long Train of Abuses and Usurpations, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security. Such has been the patient Sufferance of these Colonies; and such is now the Necessity which constrains them to alter their former Systems of Government. The History of the present King of Great-Britain is a history of repeated Injuries and Usurpations, all having in direct Object the Establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid World.

He has refused his Assent to Laws, the most wholesome and necessary for the public Good.
He has forbidden his Governors to pass Laws of immediate and pressing Importance, unless suspended in their Operation till his Assent should be obtained and when so suspended, he has utterly neglected to attend to them.
He has refused to pass other Laws for the Accommodation of large Districts of People, unless those People would relinquish the Right of Representation in the Legislature, a Right inestimable to them, and formidable to Tyrants only.
He has called together Legislative Bodies at Places unusual, uncomfortable, and distant from the Depository of their public Records, for the sole Purpose of fatiguing them into Compliance with his Measures.
He has dissolved Representative Houses repeatedly, for opposing with manly Firmness his Invasions on the Rights of the People.
He has refused for a long Time, after such Dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the Dangers of Invasion from without, and Convulsions within.
He has endeavoured to prevent the Population of these States; for that Purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their Migrations hither, and raising the Conditions of new Appropriations of Lands.
He has obstructed the Administration of Justice, by refusing his Assent to Laws of establishing Judiciary Powers.
He has made judges dependent on his Will alone, for the Tenure of their Offices, and the Amount and Payment of their Salaries.
He has erected a Multitude of new Offices, and lent hither Swarms of Officers to harass our People, and eat our their Substance.
He has kept among us, in Times of Peace, Standing Armies, without the consent of our Legislatures.
He has affected to render the Military independent of and superior to the Civil Power.
He has combined with others to subject us to a Jurisdiction foreign to our Constitution, and unacknowledged by our Laws; giving his Assent to their Acts of pretended Legislation:

South Carolina Department of Education | Office of Standards and Learning
2019
For quartering large Bodies of Armed Troops among us:
For protecting them, by mock Trial, from Punishment for any Murders which they should commit on the Inhabitants of these States:
For cutting off our Trade with all Parts of the World:
For imposing Taxes on us without our Consent:
For depriving us, in many Cases, of the Benefits of Trial by Jury:
For transporting us beyond Seas to be tried for pretended Offenses:
For abolishing the free System of English Laws in a neighboring Province, establishing therein an arbitrary Government, and enlarging its Boundaries, so as to render it at once an Example and fit Instrument for introducing the fame absolute Rule into these Colonies:
For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:
For suspending our own Legislatures, and declaring themselves invested with Power to legislate for us in all Cases whatsoever.
He has abdicated Government here, by declaring us out of his Protection and waging War against us.
He has plundered our Seas, ravaged our Coasts, burnt our Towns, and destroyed the Lives of our People.
He is, at this Time, transporting large Armies of foreign Mercenaries to complete the Works of Death, Desolation, and Tyranny, already begun with circumstances of Cruelty and Perfidy, scarcely paralleled in the most barbarous Ages, and totally unworthy the head of a civilized Nation.
He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become Executioners of their Friends and Brethren, or to fall themselves by their Hands.
He has excited domestic insurrections amongst us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the United States of America, in General Congress Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of the Colonies, solemnly publish and declare, That these United Colonies are, and of right ought to be Free and independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.
Source H
Declaration of the Rights of Man and of the Citizen

Preamble:
The representatives of the French people, organized as a National Assembly, believing that the ignorance, neglect, or contempt of the rights of man are the sole cause of public calamities and of the corruption of governments, have determined to set forth in a solemn declaration the natural, unalienable, and sacred rights of man, in order that this declaration, being constantly before all the members of the Social body, shall remind them continually of their rights and duties; in order that the acts of the legislative power, as well as those of the executive power, may be compared at any moment with the objects and purposes of all political institutions and may thus be more respected, and lastly, in order that the grievances of the citizens, based hereafter upon simple and incontestable principles, shall tend to the maintenance of the constitution and redound to the happiness of all.

Therefore the national Assembly recognizes and proclaims, in the presence and under the auspices of the Supreme Being, the following rights of man and of the citizen:

Articles:

1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
2. The aim of all political association is the preservation of the natural and imprescriptible rights of man. These rights are liberty, property, security, and resistance to oppression.
3. The principle of all sovereignty resides essentially in the nation. No body nor individual may exercise any authority which does not proceed directly from the nation.
4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law.
5. Law can only prohibit such actions as are hurtful to society. Nothing may be prevented which is not forbidden by law, and no one may be forced to do anything not provided for by law.
6. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its foundation. It must be the same for all whether it protects or punishes. All citizens, being equal in the eyes of the law, are equally eligible to all dignities and to all public positions and occupations, according to their abilities, and without distinction except that of their virtues and talents.
7. No person shall be accused, arrested, or imprisoned except in the cases and according to the forms prescribed by law. Any one soliciting, transmitting, executing, or causing to be executed, any arbitrary order, shall be punished. But any citizen summoned or arrested in virtue of the law shall submit without delay, as resistance constitutes an offense.
8. The law shall provide for such punishments only as are strictly and obviously necessary, and no one shall suffer punishment except it be legally inflicted in virtue of a law passed and promulgated before the commission of the offense.
9. As all persons are held innocent until they shall have been declared guilty, if arrest shall be deemed indispensable, all harshness not essential to the securing of the prisoner’s person shall be severely repressed by law.
10. No one shall be disquieted on account of his opinions, including his religious views, provided their manifestation does not disturb the public order established by law.
11. The free communication of ideas and opinions is one of the most precious of the rights of man. Every citizen may, accordingly, speak, write, and print with freedom, but shall be responsible for such abuses of this freedom as shall be defined by law.
12. The security of the rights of man and of the citizen requires public military forces. These forces are, therefore, established for the good of all and not for the personal advantage of those to whom they shall be entrusted.
13. A common contribution is essential for the maintenance of the public forces and for the cost of administration. This should be equitably distributed among all the citizens in proportion to their means.
14. All the citizens have a right to decide, either personally or by their representatives, as to the necessity of the public contribution to grant this freely; to know to what uses it is put; and to fix the proportion, the mode of assessment and of collection and the duration of the taxes.

15. Society has the right to require of every public agent an account of his administration.

16. A society in which the observance of the law is not assured, nor the separation of powers defined, has no constitution at all.

17. Since property is an inviolable and sacred right, no one shall be deprived thereof except where public necessity, legally determined, shall clearly demand it, and then only on condition that the owner shall have been previously and equitably indemnified.