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The Storm: Lesson Plan For Teachers

BEFORE
(Preparing for and showing the episode should take approximately one 50-minute class period.)

To stimulate interest, show the introductory PowerPoint. The PowerPoint has images from the film that will ask students a) to begin thinking about colonial social structure, b) to confront the oft-forgotten fact that many Philadelphians were Loyalists, and c) to think about how social class differences influenced the Revolutionary War.

Words before watching:
These are terms that are used in the episode and/or on the note sheet. It will be helpful to review any unfamiliar terms with students or to distribute the list to students.

Exploit- Make use of and derive a benefit from
Tyranny- Cruel and oppressive form of government
Elite- Member of a superior group
Exquisite- Extremely beautiful
Capital- Money
Sugar Act- A law passed by the British Parliament in April, 1764 that imposed a tax on many goods such as sugar, coffee, and wine that came to the colonies from other places and put an export tax on products such as lumber and cheese. As a result, the colonial economy was severely disrupted.
Townshend Revenue Act- A law passed by the British Parliament in June, 1764 that put a tax on goods such as glass, paint, oil, lead, and paper.
Envoy- Representative
Wrath- Anger
Cajole- Convince
Resonance- Personal meaning
Pendant- Tendency
Rabble rouser- A person who speaks with the intention of inflaming the emotions of a crowd of people, typically for political reasons
Firebrand- Someone who aggressively promotes a cause
Regicide- Murder of a king
Vestige- Something leftover from an earlier time
Proprietary rule- A period in Pennsylvania history in which the colony was controlled by the Penn family per a land grant from the King of England
Feudal- Relating to a system of land ownership in which people work the land in exchange for protection from the powerful landowner
Commonwealth- An independent nation, state, or community
Consummate- Complete
Litany- List
Fifth column- A group within a country at war who are sympathetic to or working for its enemies
Troy - An ancient city located in modern day Turkey that is the legendary site of the Trojan War and was captured and destroyed by Greek forces in about 1200 BCE
Squat - To illegally stay in a residence that one does not own
Nadir - Low point
Ambivalence - Indecision
Mischianza - Italian for a medley or mixture, it is the term for an elaborate going away party given in honor of British General Sir William Howe in Philadelphia on May 18, 1778
Hubris - Pride, arrogance

Wondering before watching
These are the essential questions that permeate the episode and all supplementary materials. You may choose to present them before and/or after watching.
• What was the colonial class structure and how did it influence the unfolding of the American Revolution?
• In what ways did Benjamin Franklin’s ideas evolve during the period depicted?
• Who were some of the key people who influenced Philadelphians during the American Revolution and what were their ideas?
• How did British occupation of Philadelphia begin and end?

DURING
Work while watching:
Students will fill out a note-taking sheet that, once filled out, will provide an outline of the episode. Note that you should assign a third of the students to circle and take notes on each of the following: Elizabeth Griscomb, Thomas Paine, and Charles Willson Peale. The answer key for this final section of the note-taking sheet has more information than students will be able to write down.

Pause while watching:
At 12 minutes, 5 seconds—Ask students to determine why Benjamin Franklin replaced the word “sacred” with the word “self-evident” in the Declaration of Independence.

AFTER
Discussion after watching
These questions can be presented as a class discussion or as a homework assignment and can be answered before or after going over the note-taking sheet.
• Why were artisans more likely to become Patriots and elites more likely to become Loyalists?
• Was the American Revolution successful because of American successes or British missteps?
• Which women were portrayed in the episode and what roles did they each play?
• You have probably heard the saying that “the pen is mightier than the sword.” Which aspects of the American Revolution support this idea?
As Benjamin Franklin’s life came to an end, which actions depicted in this episode would have made him most proud? About which would he have the most regret?

*The Storm* portrays a city with distinct class divisions. Do you think the city is more or less divided today compared to the period depicted in the film?

Refer to essential questions

**Activity after watching:**
*(Approximately one class period)*

Have students meet in small groups with students who have taken notes on the same Revolutionary figures (Griscomb, Paine, or Peale). Have them compare answers to make sure that each student has as much information about “their” figure as possible.

Then, put students in groups of three or six, each student or each pair having taken notes on a different figure. Have students imagine that these three individuals are having a conversation in Philadelphia during the American Revolution. You can choose to let students choose the time and place of this encounter, or you can suggest that they are meeting at City Tavern during the period when the Mischianza is being held. Once students have written scripts of the length you require, have them perform these encounters for the other members of the class.

**Activity after watching—primary sources**
*(Approximately one class period)*

Show students the document *Pennsylvania Chronicle, July 4-11, 1768 Liberty Song*. Explain that the *Pennsylvania Chronicle* was a weekly newspaper printed between 1767 and 1774. Although the founder of the newspaper was William Goddard, Benjamin Franklin was also a partial owner. The newspaper challenged the authority of the Penn family and later the British crown.

This song was written by lawyer and political activist John Dickinson who submitted it to the *Pennsylvania Chronicle*. It was to be sung to the tune of “Heart of Oak,” the official march song for the Royal British Navy. (Lyrics to “Heart of Oak” and videos with images and music are readily available on-line.)

In the wake of the Townshend Acts of 1768, this song—which became known as “The Liberty Song”—spread quickly and was reprinted in numerous colonial newspapers. For more information and a music video, go to [http://allthingsliberty.com/2014/03/the-liberty-song/](http://allthingsliberty.com/2014/03/the-liberty-song/). If you’d like to learn more about the song’s author, John Dickinson, go to [http://www.archives.gov/exhibits/charters/constitution_founding_fathers_delaware.html](http://www.archives.gov/exhibits/charters/constitution_founding_fathers_delaware.html).

When you distribute the Primary Source sheet to students, explain that the verses on their copies have been numbered to help them answer questions analyzing the song. Also, in colonial texts, the letter “f” was often used where we now use “s”. Those “f”s have been replaced for ease of reading, but you may want to zoom in on a few of them on the image of the original document.
Once they have answered the questions about “The Liberty Song,” you may want to have them write a similar song, poem, or rap from the Loyalist perspective, either individually or in small groups. If you do so, please submit the results to amyc@historymakingproductions.com, and they will be shared on our website and social media.

Relevant Pennsylvania Common Core Standards

**Key Ideas and Details**

**Grade 6-8**
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions

**Grade 9-10**
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text

**Grade 11-12**
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship among the key details and ideas

**Integration of Knowledge and Ideas**

**Grade 6-8**
Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts

**Grade 11-12**
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem
Chapter 1: Class Divisions

1. On the table below, record characteristics of the elite and the artisan classes of 18th century Philadelphia.

<table>
<thead>
<tr>
<th>Elite Class</th>
<th>Artisan Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A tight ruling class of prominent families</td>
<td>• Highly skilled</td>
</tr>
<tr>
<td>• Wealthy</td>
<td>• Dependent on demands of upper class</td>
</tr>
<tr>
<td>• Culturally, want to be like the English</td>
<td>• Apprentices could only become independent if they had enough money</td>
</tr>
<tr>
<td>• Fancy clothing and furniture</td>
<td>• Hurt badly by British taxes</td>
</tr>
<tr>
<td>• Could purchase from many skilled artisans</td>
<td>• Carpenters, dressmakers, silversmiths, brick makers etc.</td>
</tr>
</tbody>
</table>

2. The Stamp Act, the Sugar Act, the Townsend Revenue Act, all of these in succession will serve to anger merchants, get people talking about breaking away from British tyranny.

3. Both Philadelphia’s wealthy elite and its artisans put their faith in Ben Franklin now the colonies’ chief envoy in London. But Franklin is inclined to please the British government.

4. After she turns an angry mob away from her house, Deborah Franklin convinces her husband to change his mind. He convinces the British to repeal the Stamp Act.

Chapter 2: City Tavern

5. After the Boston Tea Party, Philadelphia becomes a place that develops a set of political principals.

6. City leaders encourage people to think “I could be an American.”

7. Merchants boycott British goods, artisans begin to arm themselves.

Chapter 3: Uncommon Man With Some Common Sense

8. It was a perfect time if you had a penchant for being a rabble rouser. Thomas Paine arrives in Philadelphia as emotions are boiling up.

9. Common Sense amounts to a symbolic literary act of regicide. When people read it, they can conceive of a future without a king.

10. A new Pennsylvania Constitution makes Pennsylvania a Commonwealth, something that belongs to its people.

11. The new constitution, which gave all tax-paying males the right to vote, was hated by which social class? The elites

Chapter 4: Declaration

12. In that great line that comes in the preamble, Jefferson writes, “We hold these truths to be sacred that all men are created equal.” Benjamin Franklin scratches out the word sacred and writes in self-evident.
13. Why wasn’t a ban on the slave trade included in the final version of the Declaration of Independence? *Southern delegates did not want it; some Northerners have economic ties to slavery*

**Chapter 5: The Heat Is On...Loyalists**

14. England was far and away the most powerful force on the planet. You had to be an imbecile….to think that this straggling bunch of colonies could win a war.

15. Upper class families must decide what side they’re going to be on.

16. Why do people like Charles Willson Peale want to remove Loyalists from Philadelphia?

*Fear they will be a fifth column; spies and traders with the enemy*

17. After the Declaration of Independence, the British army destroys New York; Washington brings his army to Philadelphia to calm people down.

18. But soon, the British take over Philadelphia, which pleases the city’s Loyalists.

19. Franklin tries to persuade France to help the Americans fight the British.

20. American passion is equaled only by British ambivalence & strategic missteps.

21. What was the Mischianza? *An elaborate party in honor of British General William Howe*

**Chapter 6: Franklin’s Last Acts**

22. Franklin saves the Continental Army by getting help from France.

23. When Franklin returns to Philadelphia in 1785, he wants to abolish slavery even though he owned slaves and became rich by advertising for runaway slaves.

24. Although the Constitutional Convention does not end slavery, Franklin’s last public act is to send an anti-slavery petition to Congress.

### Betsy Griscom | Thomas Paine | Charles Willson Peale

<table>
<thead>
<tr>
<th><strong>Background/Personality</strong></th>
<th><strong>Role during the Revolution</strong></th>
<th><strong>Position or location after the Revolution</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Betty Griscom</td>
<td>• Drawn into street protests led by a fellow Quaker</td>
<td>• Experiences blindness caused by a lifetime of sewing</td>
</tr>
<tr>
<td>• An upholsterer’s apprentice</td>
<td>• Expelled by other Quakers for joining the Revolution</td>
<td></td>
</tr>
<tr>
<td>• From an family that goes back to the founding [of Penna?] and had long tradition of crafts (great-granddad was carpenter; dad is carpenter; brother is silversmith; others are dressmakers)</td>
<td>• Marries an Anglican, John Ross</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Disowned by family</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Husband dies guarding an armory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Uses seamstress skills to sew cartridge caps, musket cartridges (and the flag)</td>
<td></td>
</tr>
</tbody>
</table>
The Storm: 1765-1820

<table>
<thead>
<tr>
<th>Thomas Paine</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Eloquent</td>
<td>• Meets with Benjamin Rush and form an impassioned team</td>
</tr>
<tr>
<td>• Fiery</td>
<td>• Explains to Americans what America will be</td>
</tr>
<tr>
<td>• Meets Franklin in London who tells him to go to Phila.</td>
<td>• Publishes <em>Common Sense</em> which sells quickly</td>
</tr>
<tr>
<td>• Talented writer</td>
<td>• Asks destructive questions about the King</td>
</tr>
<tr>
<td></td>
<td>• Speaks directly to craftspeople</td>
</tr>
<tr>
<td></td>
<td>• During the British occupation, he said “These are the times that try men’s souls” and “Tyranny, like hell, is not easily conquered.”</td>
</tr>
<tr>
<td></td>
<td>• Goes to France to join their revolution</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Charles Wilson Peale</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Son of a convicted forger; 30 years old</td>
<td>• Moves from Maryland to join rebellion in Phila.</td>
</tr>
<tr>
<td>• A painter</td>
<td>• Changes middle name to Willson</td>
</tr>
<tr>
<td>• Hungry for knowledge and opportunity</td>
<td>• Thinks it his duty to join revolution</td>
</tr>
<tr>
<td>• Started at lowest level of colonial society but rose to political prominence because of support of 1776 Constitution</td>
<td>• Paints a portrait of Washington that replaces one of King George III in state house</td>
</tr>
<tr>
<td></td>
<td>• Joins revolutionary cell called Committee of Safety—they prowl the streets looking for wealthy Loyalists—sends them into exile in VA.</td>
</tr>
<tr>
<td></td>
<td>• Created a museum dedicated to the heroes of the Revolution</td>
</tr>
</tbody>
</table>
A SONG.

COME, stand by in Bond, brave AMERICANS all
And rout before held Barns at fair LIBERTY's call.

No tyranny Fast shall impinge your just claim,
Or wear down your high spirit, with the aid of our arm.
For in FREEDOM we're born, and in FREEDOM we'll live.
Our Porter we've seen, steady, friends, fedly,
Not at SLAVE, but as FREEMEN our Master well gives.
Our worthy frontier—let's give them a cheer—
To Colonies unknown the contiguously near.

These Ghosts to Defers for Freedom they came
And dying honored us their fate and fame.
In FREEDOM we're born, & in FREEDOM we'll live.

Their generous Boston all Dregs of delights,
So easily, so simply, their Ruthers they guard;
With King and Power, in all that's right,
Win Transport then say, "Now our Billows we raise"
For our Children & all gather the Fruits of our Elm.'n

Oh, how sweet the Lullaby love America is, &
In FREEDOM we're born, & in FREEDOM we'll live.
Sweet that they shall enjoy all the Fruits thereof,
Or more such sweet labor America is.
If Freedom shall, respect what America knows.

In FREEDOM we're born, &
In FREEDOM we're born, &
In FREEDOM we're born, &
In FREEDOM we're born, &

Thus join Hand in Hand brave AMERICANS all,
For unity, & by deciding we will,
So righteous a cause let us hope to succeed.

For Heaven approves of each generous Deed.
In FREEDOM we're born, &
All ages shall speak with sincerity & deportment,
& the cause of FREEDOM shall IN SUPPORT OF OUR LAWS.

To为我们 can be born—but let's strive we achieve,

For blirets in to FREEDOM more drearful than pain.

In FREEDOM we're born, &
This Banner bright & glorious, for America's Health,
And this for Britannia's Glory & Wealth,
That Wealth and that Glory immortal may be.
If it be but just, & true, & free.

In FREEDOM we're born, &

The Militia have already begun to give away in PENNSYLVANIA, the Money they lately took out of our Pockets, WITHOUT OUR CONSENT.

THE PENNSYLVANIA CHRONICLE, &c. for 1768.
July 4—July 11.
Mr. GODBOLD.

M. GODBOLD.

To Printer to print the following in your next Chronicle, and give us thine own, &c. D.

A SONG.

COME. stand by in Bond, brave AMERICANS all
And rout before held Barns at fair LIBERTY's call.

No tyranny Fast shall impinge your just claim,
Or wear down your high spirit, with the aid of our arm.
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That Wealth and that Glory immortal may be.
If it be but just, & true, & free.

In FREEDOM we're born, &

The Militia have already begun to give away in PENNSYLVANIA, the Money they lately took out of our Pockets, WITHOUT OUR CONSENT.

Fine LONDON SOAP, SUGAR, choice LIS- BON WINE, of the Vintage 1765, a few Tons at SHOT, a scant Affirmation of MILL, CROSS, and HANDSAWS, and a few Sets of PUR -VER's TRANSLATION of the BIBLE, bound and half bound, so much lower thansmithing the same, together with a large Abundance of EUROPEAN and EAST INDIA GOODS, conta- ble for the Season, to be sold by
Joshua Fisher and Sons.

N. B. Supposed to be taken, by Mr. Milne of the Porters, from alongside of the ferry on Long Island, about 100 CASK of WOOL CARDS, containing thirteen dears. It is thought the Mill she made from the mill. Of the subscription has not received in it, whatever may be the case, are requested to inform Mr. JOSHUA FISHER and SONS.

Wanted on Interret, FIVE HUNDRED POUNDS, for which good Security, will be given. For further particulars inquire of the Printer.
This song, submitted to The Pennsylvania Chronicle newspaper in July of 1768, was meant to be sung to the tune of “Heart of Oak,” the official marching song of the British Royal Navy.

1. Before reading the song lyrics, list the words that are written in LARGE, CAPITAL LETTERS. You do not need to list words that are used more than once. What do these words indicate about the message the songwriter was intending to convey?

COME, AMERICANS, LIBERTY, FREEDOM, NOT SLAVES, FREEMEN, IN SO RIGHTEOUS A CAUSE, IN SUPPORT OF OUR LAWS, DIE, SERVE, SHAME

The songwriter seems passionate about the importance of American liberty/freedom.

2. In the first verse, to what “tyrannous acts” might the songwriter be referring?

Answers could include any of the following: Sugar Act (1764), Currency Act (1764), Stamp Act (1765), Quartering Act (1765), Townshend Acts (1767).

3. In the third verse, what is the “BIRTHRIGHT” that has been left, and from whom was it given?

The forefathers who bravely came to America bequeathed liberty to their descendants.

4. Explain the line “No more such sweet Labors AMERICANS know, If Britons shall reap what Americans sow” in the fifth verse.

Americans cannot happily do their work if the British are going to take their profits in the form of taxes.

5. Explain the metaphor used in the sixth verse.

The songwriter is comparing British agents to locusts who are ruining the “crops” for American “farmers.” He is referring more generally to these agents destroying the work of Americans by taking the profits.

6. The word “Bumper,” as used in the ninth verse, is a large glass of alcohol, such as one would use in making a toast. To what does the songwriter propose a toast and under what conditions?

He toasts to the health of the British king and the wealth of Britain as long as it does not come at the expense of the Americans who deserve to be free.
The Storm: 1765-1820 Quiz Questions (Based on Note Taking Sheet)

1. Each of the following is true of colonial Philadelphia’s artisan class EXCEPT
   a. They wanted to be culturally like the English.
   b. They were dependent on the upper class.
   c. Many had to serve as apprentices.
   d. Many were highly skilled.

2. Benjamin Franklin was able to convince the British to repeal
   a. The Stamp Act.
   b. The Sugar Act.
   c. Both of the above.
   d. Neither of the above.

3. Each of the following led Philadelphians to believe that they could govern their own affairs without British control EXCEPT
   a. Pennsylvania became a Commonwealth.
   b. Thomas Paine’s *Common Sense*.
   c. British soldiers began joining their cause.
   d. City leaders encouraged people to think of themselves as Americans.

4. British forces came to Philadelphia
   a. After they conquered Boston.
   b. But were immediately defeated by Washington’s troops.
   c. Following an invitation by Benjamin Rush.
   d. To the delight of many members of the city’s elite.

5. At the end of his life, Benjamin Franklin
   a. Returned to France where he died peacefully.
   b. Went bankrupt following the failure of his newspaper.
   c. Sent an anti-slavery petition to Congress.
   d. All of the above.

Answer Key:

1. a  2. a  3. c  4. d  5. c