

# INTERACTIVE MAP LESSON:

## THE LOYALISTS

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### RECOMMENDED TIME

90 minutes

### OBJECTIVES

After completing this lesson, students should be able to:

- Identify who the Loyalists were.
- Identify areas where significant numbers of Loyalists lived.
- Discuss battles in which Loyalists participated.
- Explain how the British planned to use Loyalists' help.
- List problems that people faced because they were Loyalists.

### LEARNING CONNECTIONS

- **Learning Styles:** linguistic, logical-mathematical, visual-spatial
- **Skills Mastery:** acquiring information, synthesizing information, using historical information

### RESOURCE

- **Interactive Map:** [The Loyalists](#)

### CONTEXT

Colonists who opposed independence from Great Britain were called Loyalists. Those who favored independence were called Patriots. Loyalists came from all areas of society—wealthy landowners, merchants, laborers, slaves, and American Indians. As support for independence grew in the colonies, Loyalists began to fear for their lives and property. Most Patriots held their Loyalist neighbors in low regard and sometimes treated them with violence. When war broke out, Loyalists either left the colonies for Canada or Great Britain, hid until the fighting ended, or openly supported the British.

**Developing Geographic and Sociopolitical Literacy.** In this lesson, students will learn about who the Loyalists were, areas where significant numbers of Loyalists lived, battles in which Loyalists participated, how the British planned to use Loyalists' help, and the problems that people faced because they were Loyalist.

### OPEN

1. Present the information from the Context section to students in the form of a brief lecture. Tell students that they will be learning more about who the Loyalists were, where they lived, battles in which they fought, how they aided the British during the war, and the problems they faced as a result of their political beliefs.

## TEACH

2. Have students explore The Loyalists Interactive Map on a computer. Students may work individually or in small groups, depending on the number of computers available. As they begin, caution them to read the stories and the true/false statements very carefully because the false statements can be quite subtle. (Note: You may wish to refer to or have students complete the first optional activity below to help them determine why some statements are false.)
3. Have students complete the online review at the end of The Loyalists Interactive Map. Check their scores to confirm their overall understanding of the material presented in the interactive map activity. If time permits, allow students who received low scores on the review to further explore the interactive map. Encourage them to take notes on the electronic notepad that is available to them throughout the activity.

If many students in the class experience difficulty with the interactive map activity and review, you may wish to have them complete one or more of the optional activities below to ensure mastery of the learning objectives.

## CLOSE

4. **Synthesizing Information and Using Historical Imagination.** Ask students to consider what it was like living as Loyalists during the Revolutionary War. Ask volunteers to say how they think they would have dealt with the danger of being Loyalists among Patriots. Would they have fled to another country, kept their political feelings a secret, or openly supported the British?

## OPTIONS

- Have students go back to The Loyalists Interactive Map and review the 12 true/false statements that gave them puzzle pieces. Have them write a true statement for every statement that is false. (There are eight false statements.) Students may write true statements similar to the following:

**Loyalist Areas:** People from many different backgrounds and who spoke many different languages were Loyalists.

**Thomas Hutchinson:** Patriots destroyed Thomas Hutchinson's home because they thought he had written the Stamp Act there.

**Molly Brant:** Molly Brant was a Loyalist who had great influence with the Mohawk.

**Joseph Brant:** The Mohawk fought for Britain during the American Revolution because Joseph Brant convinced them that it would help prevent powerful New York landowners from taking Mohawk land.

**William Franklin:** Although Benjamin Franklin supported the Patriots during the American Revolution, his son William Franklin was a Loyalist.

**Northern British Strategy:** The most important part of Britain's northern strategy was to control New York City and the Hudson River in order to control shipping and cut off the New England Colonies.

**Battle of Long Island:** Loyalists were extremely valuable to the British during the Battle of Long Island; they were the key to winning the battle.

**Capture of Charleston:** After six weeks of battle, the Patriots surrendered Charleston to the British in the greatest American victory of the war.

- **Synthesizing Information.** Have students create political cartoons that comment on the Loyalists during the American Revolution. Their cartoons may be from the perspective of Patriots or Loyalists. To assess students' work or to guide students, use the [Political Cartoons Rubric](#).