



NorthMUNC IX

The Second Continental Congress



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Agamyia Singh
Secretary-General

Vidhi Shah
Director-General

Shreya Kumar
Director-General

Ronit Kapur
USG of Finances

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North Model United Nations Conference 2024

A LETTER FROM THE CHAIR

Hi everyone,

My name is Vidhi Shah, and I'm beyond thrilled to invite you to the Second Continental Congress. Before I disclose our congressional agenda, I want to take a moment to introduce myself. I am currently a senior at High School North, and serve as North MUN's Director-General of Specialized Agencies. When I'm not debating, you'll typically find me reading, attempting to master the art of baking french macarons, finding and sharing new dad jokes, and spending time with my family and friends.

I would also like to take a second to introduce our staffers. Tanush Singh is a junior at High School North, and serves as one of the USGs of Conference Affairs. When he's not strategizing resolutions, you can find him playing soccer or volleyball. Outside of sports, music is his second language, as he's been playing guitar and drums for many years. He also treasures moments spent laughing and making memories with family and friends. If you have any questions or concerns, don't hesitate and reach out to him at tanushxsingh@gmail.com. Olivia Xu is a sophomore at High School North, and serves as one of the USGs of External Affairs. Outside of her academic pursuits, she plays for the girls varsity volleyball team, competes in beach volleyball during the summer, is learning to surf, and loves to read dystopian or historical fiction novels. If you have any questions, feel free to reach out to her at olivia.hope.xu@gmail.com! Anusha Sharma is also a sophomore at High School North. Outside of Model UN, she's involved in North's Science Olympiad team, enjoys playing with her dog, studying and sleeping! Feel free to reach out to her at aanya4sha@gmail.com! Sanjana Angara is a sophomore at High School North. Outside of MUN, you can find her playing lacrosse during the spring season, listening to music, or spending time with her friends. She is looking forward to seeing some nuanced solutions, along with some great debate for this historical committee! Feel free to reach out to her at angara.sanjana@gmail.com with any questions.

Having played everything between an Aztec city-state leader and a Senator, I'm excited to welcome you all to my own iteration of the Second Continental Congress. Currently, both the loyalists and patriots have come to a reluctant understanding under British Rule. However, tensions have only been dissolved superficially. As Britain continues to impose taxes, and the rights of citizens become a topic of debate, it's up to you to formulate the future of the colonies.

I can't wait to congregate with you guys in April and dive into what is arguably the turning point of American history. If you have any questions, or just want to reach out and say hi, feel free to contact me at vidhishah157@gmail.com. See you all soon!

Best,

Vidhi Shah

Chair, The Second Continental Congress



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A LETTER FROM THE VICE-CHAIR

Hi Delegates!

My name is Dylan Gurram and I'll be serving as your Vice Chair for NorthMUNC IX's Second Continental Congress! Currently, I serve as one of North MUN's Head Delegates. I have been doing MUN for 3 years now and it has been an amazing journey along the way. I joined this team in an attempt to learn more about the world whilst bolstering my skills in public speaking, debate, and diplomacy. Some of my fondest memories were made within this club, including some of my closest friends who I have made along the way. Aside from MUN I love to cook and bike with my friends in my free time. I can't wait to meet all of you soon!

This year, The Continental Congress will be our specialized committee. We will be taking a historic look into the world of political affairs in the 17-18th century of American colonial history and the fight for fair governance. With tensions rising between the American colonists and the British it is up to you delegates to dispute the issue at hand. This can be done however your delegate seeks fit. As a side note, it's important to understand that this committee has history only established till 1775 - any future hindsight or knowledge past this year cannot be used as if it was an established fact. Whilst this may seem like a two sided dispute, there are multiple vantage points that must be taken into consideration when looking at the topic holistically, for example the views of native indigenous tribes, religious groups such as puritans, protestants, catholics and much more. These beliefs must all be taken into account when deciding the future course to save the colonies! One aspect this committee will not be touching upon is the issues regarding slavery and the treatment of black individuals, recognizing its sensitivity amongst delegates. Nevertheless, it's crucial to acknowledge that the treatment of these individuals holds a very significant historical importance. I have high hopes in all of your abilities to make this an amazing conference and committee!

I can't wait to meet all of you in April and hear the great ideas, documents, and proposals you present to the floor! If you have any questions or concerns please do not hesitate to reach out to me at any time, even late at night. You can contact me at Dylan.Gurram@gmail.com! Best of luck to all of you and see you soon!

Best,

Dylan Gurram

Vice Chair, The Second Continental Congress

The Second Continental Congress

Dear Delegates,

It is our pleasure to welcome you to the Second Continental Congress at this year's NorthMUNC IX. This committee spans from the time periods of 1774 to 1781. As a result, it is imperative that delegates stay grounded to the time periods listed above, which include creating and proposing solutions that pertain to the 18th century. Despite this, delegates should not feel restricted to the choices made in the past and have the power to take their own path if they choose. This specialized committee encourages delegates to take action into their own hands, leaving multiple possible outcomes and solutions. We highly encourage you to form a position based on your assigned representative, whether it be loyalist or patriot, and for the benefit of your state.

It is also necessary to keep in mind that this committee will occasionally engage in crisis updates with nuanced issues and problems that can actively be solved through the cooperation, diplomacy, and leadership you all display. Delegates are expected to work through these crisis updates and adapt their papers and solutions adequately to address them, while remaining respectful of the topics and ideas that are introduced. Each delegate will have the stance of their given character. While these stances are necessary and are an important aspect of keeping the committee historically realistic, do not hesitate to work with opposing individuals whose priorities can often overlap.

As a disclaimer, this committee will take place at the start of the Second Continental Congress. Consequently, any historical developments or events after the year of 1775 should not be referenced as if it were an established fact. Delegates are urged to operate without the hindsight of the future. Despite this we do still encourage you to create your own declarations and documents, However you should not presume the existence of any documents that have not been adopted or

ratified after the year of 1775. Please also note that mentions of slavery have purposefully been omitted from this background guide. While we understand that the historical issue surrounding slavery played a big role in the ideals and actions of many delegates during the Second Continental Congress, in an effort to ensure that all debate is respectful and comfortable, we have decided to refrain from engaging in debate regarding slavery.

With this, it is up to all of you delegates to rewrite the history of America and illustrate the future. Good luck!

Background/History

The Thirteen Colonies:

After Christopher Columbus's expeditions introduced the Americas to Europe, the competition for imperial expansion began. Britain entered the colonial race in America relatively late, only beginning to dispatch ships in the 1600s following years of internal conflict. Nonetheless, Britain emerged as a dominant force, securing Anglo settlers who sought royal charters to establish their presence in these new territories. By the 1700s, most of the settlements had formed into the thirteen colonies: Connecticut, Delaware, Georgia, Maryland, Massachusetts, New Hampshire, New York, New Jersey, Virginia, North Carolina, Pennsylvania, Rhode Island, and South Carolina.

The motivations for migration and the cultures of each region varied widely during the colonial period. The thirteen colonies grew independently of each other, pursuing markedly distinct objectives. In the New England and Middle colony regions, the majority of emigrants sought to establish family households, contributing to the development of a more liberated and family-oriented atmosphere. Conversely, the Southern colonies attracted young, impoverished white men seeking employment opportunities.

Religiously, the Southern colonies were predominantly Anglican, while the northern colonies' religion exhibited a greater religious diversity. The Middle colonies emerged with a mixture of religions, including Quakers, Catholics, Lutherans, Jews, and others, known for their religious tolerance. In contrast, the New England colonies were largely inhabited by Puritans. Due to the prevalence of Christianity and the historical issues the Church of England had dealt with, there was often a deep-seated animosity towards other religious denominations that were different from the Anglo-sentiment.

Thus, in the period leading up to the American Revolution, the disparate colonies faced significant challenges in forging a sense of unity and common purpose. This struggle for connection and a cohesive identity caused complex confusion and inability to fight for the same cause.

The French and Indian War:

The French and Indian War marked a significant change to the old ways of the colonies. As the Anglo-settlers poured into the colonies, more began searching for land West. France had claims of the majority of the North Americas during this time, and the Anglo-settlers came in contact with French territory. The French population was significantly smaller than the British population despite holding much more land than the 13 colonies. However, a smaller population also meant that they coexisted with Native Americans. Unlike the Anglo-settlers, they maintained good relationships for the purpose of trade, rather than persecuting them and looking solely for territorial purposes. Therefore, the French were less threatening to the Natives and they held extensive trade networks and even intermarriages.

Eventually, war broke out between the French and colonists, and Britain declared war. The French were easily winning the war, especially with the

angry Natives who wanted the British out. This forced the thirteen colonies to finally begin to work together, despite the struggles they had to unify. The colonists eventually pulled through with inexperienced and sporadic guerilla warfare, with the aid of the British army.



The French and Indian war ended with signing the Treaty of Paris of 1763. The French lost all of their colonies (except for Haiti), and the British gained a significant amount of land. However, there was one shortcoming of the Treaty of Paris that changed the dynamics of everything in the British colonies; this treaty did not recognize the sovereignty of Native nations. Therefore, the colonists immediately began moving west, encroaching on Native lands and angering tribes.

End of Salutary Neglect:

In response to the colonists' settlement in Native lands, Pontiac, Ottawa Chief, organized a Western Confederation to strike back. Known as Pontiac's Rebellion, the confederation defended their lands by killing many of the colonists that stepped foot onto Native land.

This marked exactly where Britain's infractions began, as hatred grew for the motherland. In response to Pontiac's Rebellion, Parliament issued the Proclamation Line. Colonists were infuriated with this decision. They felt that rather than directly dealing with the issue by providing military

provisions, they simply didn't want to deal with the issue and ignored the colonists, leaving them to fend for themselves and restrict their movement. The Proclamation Line not only prohibited colonists from moving past the Appalachian Mountains, but this also marked the end of Salutary Neglect. Prior to the French and Indian war, the British passed legislation, but had never enforced them like they were doing now. The Navigation Acts that restricted trade to solely Britain was never strictly overseen, and smuggling was extremely common. The colonists were able to govern themselves. However, after the French and Indian war, the colonists were met with something they weren't used to. Strict new laws that King George III made his goal to enforce.



To repay debt from the war, Parliament began taxing the colonists to repay their debts. The British claimed that they protected the colonists, and it was only fair for them to repay this debt. However, the colonists simply weren't used to such degrees of control, and this aroused significant backlash. Protests to many acts and taxes including: the Stamp Act, Townshend Acts, the Tea Act, and more, were often repealed by Britain. Yet the colonists capitalized on the colonists' anger, creating a new sense of values and nationalism sentiment among the common people.

New sayings arose, the most popular one being, "no taxation without representation." The colonists argued that Parliament had no right to tax them

when the colonists had no say in the taxes being implemented. Riots accompanied these sayings, as those who didn't support such ideas were publicly humiliated and belittled in the colonies' newspapers. Parliament argued back claiming the colonists had "virtual representation." This meant that Parliament spoke for the interests of all British subjects.

Additional legislation beyond taxation was enacted; numerous laws emerged that curtailed the freedom of colonists, deepening their ties to British authority. The Navigation Acts were rigorously enforced, making smuggling nearly impossible. King George III implemented strict measures to channel colonial trade solely through Great Britain's ports, thereby eliminating alternative trading avenues and causing financial losses for many merchants. This heightened tensions considerably, as an increased presence of British soldiers monitored ports and towns throughout the colonies.

Another legislation that was passed was the Quartering Act, which forced the colonial families to house British soldiers in their own homes. A bed must have been provided, with adequate food and shelter. The soldiers could simply show up at one's house, and the family must take them in by law. The colonists felt they had no privacy and little of what was their own.

The Enlightenment and the Great Awakening:

Throughout the 1700s, beyond the violations that fueled action, new values were also being cultivated among the colonists. The 18th Century sprang up with ideals and values that grew as life was established. New ideas regarding human rights were questioned, as colonists desired to be closer with God.

The Great Awakening spanned from 1739-1740 and was an evangelical Protestant revivalism. Led by

individuals like Reverend George Whitefield, Church leaders and missionaries traveled around the colonies, preaching the need for colonists to bring back their morality and Christianity. Such speeches were designed to appeal to people's emotions, capitalizing on hope, sadness, grief, and other ideas that propelled unification and more wary attitudes. They argued that current church hierarchies populated by current ministers were a blockade to being closer with God, thus teaching people to question authority. This also inherently showed that British officials and their actions were not justified under the teachings of God.

The Enlightenment was a revival that happened around the globe, including in America. The values in the colonies were mostly centered around John Locke's values of life, liberty, and property. While his writings, like the *Essay Concerning Human Understanding*, outlined how individuals were formed based on their environment. For example, the aristocracy were wealthy and were successful because they had greater access to opportunities, education, and patronage, not because they were simply superior. He stressed the importance of education.

John Locke's social contract was also an idea that the colonies surrounded on. It gave the government the right to protect the people, but that power is abused, the people have the right to abolish or reform it.

The Boston Massacre:

On the evening of March 5, 1770, in Boston, Massachusetts, a group of colonists began taunting and harassing a British sentry stationed outside the Boston Custom House. As the confrontation escalated, a crowd gathered around the Custom House, pelting the soldiers with snowballs, ice, and other objects. British reinforcements were called in, including Captain Thomas Preston and a squad of

soldiers to suppress the rebellion. Amidst the chaos, the soldiers, feeling threatened by the hostile crowd, began firing into the crowd. No one knows who actually began firing first who gave the order to do so. Five colonists were killed, including an African American sailor, who is often regarded as the first casualty of the American Revolution. Several soldiers were charged with murder, however eventually got away unscathed by the British-dominated court. This event served as colonial propaganda against the British and generated sympathy for Bostonians and further anger against the British. Colonies around Massachusetts brought in aid and support for the Bostonians, as newspapers went wild in both the colonies and Britain.



Earliest Forms of Resistance:

The working-class colonists banded together, settling on agreements where they refused to purchase and import goods from the British. Known as the non-importation agreements, these economic boycotts were participated by all social classes in response to events like the Boston Massacre. Women chose to make handmade things rather than buying and supporting Britain's cause.

The Committees of Inspection was established to monitor merchants and residents, ensuring that no one broke the agreements. Offenders could expect to be shamed by having their names and offenses published in the newspaper and in broadsides.

British goods and luxuries previously desired now became symbols of tyranny.

The Sons of Liberty and Daughters of Liberty was a union of working-class colonists in resistance to British policies. They came together and rioted, forcing the repeal of many acts that were passed by Parliament, and even forced British officials working in the colonies to resign.

The Love for Britain:

Despite the colonists' arousal, there was initially NO desire to be separate from Britain. Independence was not even a question of a topic debated nor discussed. This was a common sentiment among both patriots and loyalists.

The main goals of discussions, debate, and meetings the colonists held with the Stamp Act Congress and others, were for the purpose of attempting to have Britain recognize their struggles and address the control that they had. It was solely a petition to repeal these acts and be granted representation within Parliament. They wanted their own colonial diplomats to enter Britain's political stage and discuss like true diplomats and members of Britain's society.

The "Declaration of Rights and Grievances" was issued during the Stamp Act Congress, where they demanded the act to be repealed. This specific paper that was sent to the King declared allegiance to the Crown and reasserted the idea that colonists were entitled to the same rights as Britons. The main purpose they wanted to get across was to assure the King that they were remaining loyal to the crown, despite the arguments they have made for a better life.

Before the non-importation agreements, colonists loved to enjoy a variety of British goods, and wanted to enjoy life and luxuries just like British

subjects. They even attempted to mimic British culture, obsessed with enjoying British liberties. Most families that could afford an education would always send their children back to the motherland to receive such, to gain not only knowledge but the etiquettes of society. However, in the Americas, they felt like second-class citizens who deserved nothing.

Many British people supported this feeling in the colonies, exerting sympathy for the colonists and their efforts to be recognized as citizens by the British Parliament.

Current Situation:

Soon after debate over the rights of the colonists spurred into society, the British government passed the Tea Act. This forced the colonists to purchase tea solely from the British East India Company to boost revenue as it reduced taxes on its imports to appear attractive to the colonists. The colonists were infuriated and saw this as an attempt to deceive them, and in response the Boston Tea party was initiated.

Patriots dressed up as Native Americans, and on the night of December 16th, 1773, they dumped gallons of tea into the Boston harbor to create a statement that emphasized their refusal to be buyers of "greedy" Britain.

Britain, in response to this, imposed the Coercive Acts of 1774, known as the intolerable acts by the colonists. This was a series of four laws: the Boston Port Act, Massachusetts Government Act, Administration of Justice Act, and the Quartering Act. The Boston port Act of 1774 closed all Boston ports, ending commerce, until the Bostonians have paid back the hefty cost of wasted tea. The Massachusetts Government Act restructured the government to give the "royally-appointed" more power, and it currently has colonists angered, as it

limits the rights of self-governance in the state of Massachusetts. In addition, the Administration of Justice Act was relatively simple. British officials that had an offense were to be given a fair trial, and could undergo their trial in different places. Many argued that this would allow British officials to get away with committing serious offenses. Furthermore, the Quartering has been established creating the rule that British soldiers can be housed in American Colonists homes, The Colonists are enraged by this as they view the soldiers as foreigners residing in American cities. These acts are supposed to serve as punishment from the British parliament onto the American colonist acts, as a result of the Boston tea party.

These acts have fueled the current division between the loyalists and patriots, as the patriots started to ponder on the idea of fighting for their rights and began meetings known as the “First Continental Congress” to discuss matters of the rights of the colonies. Through this, ideas of establishing an embargo on British imports circled around the minds of the participants of the first continental congress. As well as asking the King to repeal the intolerable acts. However, he ignored the requests and apologies over the Boston tea party, fueling a bigger frustration between the colonists and British Parliament. Nevertheless, it is important to note that after the First Continental Congress, the idea of loyalty to Great Britain has been re-established, and though the division between loyalists and patriots exists, all parties are currently, though loosely, under a common agreement to stay under the rule of Great Britain. There are many progressive outcomes in the eyes of the congressmen, however the dispute currently remains over the rights of the citizens and views on the legislation and taxes being enforced by the British parliament.

Furthermore, disaster begins to strike as anger and frustration continues to grow between designated

parties. Violent outbreaks, such as pouring tar on known Loyalists are occurring amongst more. The conflict has risen not only between England and the colonies, but between the colonies themselves.

This is where our committee is going to pick up. After the First Continental Congress, and at the banks of further dispute, it is up to you delegates to decide the fate of the colonies: do we continue under British Rule, or should another direction be taken?

Possible Solutions:

Diplomatic Efforts in America:

The colonies had a bit of success against the British, but the British have a strong navy and are a leading world power. If the war goes on too long at sea, the colonies will slowly run out of supplies and people to fight. It makes sense for the colonies to ask for help from different countries, which would give them more weapons and help them make new allies. But this is risky for the British because it could involve Native Americans who make up a significant part of the colonial population - 250,000 Native Americans east of the Mississippi River. If Native Americans chose to help either Loyalists or Patriots, they could make the Continental Army stronger for either. Specifically, if they joined the British, they could seriously hurt the Loyalists because of their knowledge of the land and important roles in colonial society. So, if the colonists ask for their help, they have to be ready for some bargaining, like giving back land to Native Americans.

Diplomatic Efforts in Europe:

A good move for changing the war's direction would be to get support from other European nations. France, for example, has been wanting to get back at the British since the French and Indian War. If European countries with the same goal of

weakening Britain make alliances with the colonies, the colonies could get more than just extra soldiers; they might just get a real chance to win. But diplomacy takes time and sailing across the Atlantic is risky. Plus, convincing the French to side with the Loyalists instead of staying loyal to Britain is tough, even if the idea of “uniting as European States” sounds beneficial. It's doubtful if France will agree or not.

Engaging in Direct Warfare:

Direct warfare is a bold move. It's hard to tell if it's brave or foolish, but colonists do know the local terrain. If they decide to fight head-on, they should use smart military tactics. Since it's only been a year after the Battle of Lexington and Concord, and the war is still mainly up north in places like Massachusetts, one strategy might be to draw the British south, hoping they'll get exhausted.

Negotiating with Great Britain:

For those who don't like fighting, perhaps diplomacy with the British might seem like a better option. The conflict started as a protest against British cruelty, so talking things out could end things peacefully. If the colonists and the British could agree on new trade and living conditions, both might benefit—at least for a while. Colonists would lose less, and the British would keep a trade partner. The problem is there's no guarantee the British would stick to the deal. If they break it, the colonists may not have the strength to fight anymore.

Bloc Positions:

Loyalists:

Loyalists, referred to as “King’s Friends”, “Royalists” or more commonly “Tories” are members who can easily pay taxes, and those who hold official or government jobs remain loyal to Britain. Loyalists fear the consequences of rebellion and are in favor of maintaining ties with British

rule. They are called Loyalists and are referred to as traitors by the patriots.

Patriots:

Patriots, referred to as “Rebels”, “Continental”, and “Revolutionaries” are members that oppose British rule, and advocate for independence from the crown. They are often common-class individuals who can't pay taxes and are concerned with the amount of liberty they have in America. This impoverished majority group capitalizes on their radicality and conjoins together to form a coalition of patriots, to work together to resist the legislation of the British.

Neutralists:

In the context of the Second Continental Congress, neutralists are individuals who choose not to take sides within conflicts between colonists. They seek to avoid any involvement in a desire to protect their own assets, maintain stability and to avoid any possible consequences of joining either side. They are essential in sustaining the local economy during conflict and they make up most of the working class.

Indigenous:

The original inhabitants of this land are the Indigenous people. They consist of many tribes each holding unique culture, experiences, and values. British forces continue to attempt to keep colonists and Indigenous people separate, but their interests lie with both sides. This is causing internal conflicts within Indigenous tribes, despite their initial attempts of not becoming involved as a measure to prevent this. Some side with the Patriots, while others join the Loyalists, seeing as both groups continue to offer protection in exchange for service towards their cause.

French:

While only a small number of French diplomats are present in the colonies, there are several American traders who collaborate closely alongside the French. Under the guise of private commercial ventures, the French often secretly ship supplies such as arms, ammunition, and uniforms to these American traders in the colonies. In doing so they are able to weaken British forces, fueling the longstanding rivalry between the two nations. It is also imperative to note that during this time France's involvement is strictly unofficial, with every operation being secretly executed.

British Parliament:

The British Parliament is highly influential in the development of ongoing conflicts. Members draft legislations, taxations and policies for colonists and continue to deter the progress of the Patriot agenda by employing stricter governance across the colonies. While some members are empathetic of the colonial cause, due to personal and familial ties to the American colonies, most remain loyal to the British docket. These select members may attempt to secretly aid the Patriot cause while appearing neutral when brought into Parliament. The remaining members however, continue to create assertive and controlling policies causing distress for colonists across the Atlantic.

Canadian Colonists (New France):

Canadians, inhabitants of the former French colony, New Canada, have varied opinions regarding the British-colonist conflict. Certain Canadians, specifically French-speaking Catholics, are wary of Protestant British colonists. Others are supportive of the Patriots for the reason of weakening British control and gaining greater autonomy over Canadian territories.

Journalists:

Journalists play a pivotal role in the advancement of both causes. They publish newspapers, pamphlets and other media that inform both Patriots and Loyalists of the latest updates and events. Through the spread of information and misinformation, in the form of propaganda and political commentary, journalists wield a powerful weapon capable of destroying the efforts of either side. Writers come from all types of backgrounds with the majority being in the common class, providing a unique and, on occasion, false perspective of current events.

Quakers:

The quakers are a very religiously tolerant group of individuals that offered a sanctuary and safe place for many colonists. Their beliefs originate from inner peace, equality and peace. It's important to maintain these values within the committee and portray yourself in accordance to these values. Quakers are centralized within Pennsylvania led by their leader William Pen. Pen established the colony as a safe place for individuals to practice religious freedom and a high tolerance for individual liberties that was even granted for women and other smaller indigenous groups.

Despite the name, this topic and committee are more than just Loyalists and Patriots. Thus, it's important that every perspective is taken into account when devising and implementing solutions.

Questions to Consider:

1. What event(s) pertain specifically to your party/character? How do these events shape your perspective? Was it the initiation of the event(s) that were favorable for your character, or was it the outcome?
2. Do you find your view(s) overlapping with other delegates? What are those overlaps?

3. What do you think is the best course of action to address Britain's dominance? Do you believe it is possible to coexist with Britain without war and additional turmoil?
4. What was the outcome of the First Continental Congress for your character? What are the views you are holding on to and/or letting go of, and why?
5. Do you believe the colonies have enough power to overthrow British dominance? What resources and strengths do the colonies and your characters have? What are their weaknesses and shortcomings?
6. What are the benefits and drawbacks of staying neutral? If tensions increase, is choosing a side the best course of action? If so, what side?
7. Who is responsible for the current tensions according to your character? How does this shape your perspective? Was your character strong on their position, or did they demonstrate flexibility between the two sides?
8. What aspects of the Enlightenment and Great Awakening resonate with your character? Does that change your stance, or does it further stabilize it?

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