

Hum 111 midterm



**ASSIGN
BUSTER**

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KnappMidterm 1. Using the critical thinking skills you have gained so far and referring to the materials provided for this assignment, identify two possible strategies that Thomas Hutchinson or Samuel Adams likely used to develop and improve their thinking as those historical events unfolded prior to taking a stand and acting according to their beliefs. Two possible strategies Thomas Hutchinson or Samuel Adams likely used to develop and improve their thinking prior to taking a stand and acting according to their beliefs would be to ??? Visualize the solution??™ and ??? Construct pro and con arguments.

??™ Thomas Hutchinson may have envisioned the increasing problems with the colonists and the potential for confrontation unfolding, but in doing so did not fathom the outcome to be as forceful an action taken as the Boston Tea Party. In visualizing a solution, Hutchinson played against both sides when Parliament proposed the Stamp Act that he publicly refused to oppose and was caught decrying the measure that he secretly subscribed. He believed in his approach and that his position as a supporter of British authority would end the rule of law and restore balance between the ruling British and the rights of the colonists. Samuel Adams, on the other hand, I believe used his writing avenues, his voice, to construct pro and con arguments in colonists minds as well as his own. He offered ??? food for thought??™ and lead people to awareness and aided them in weighing the pros and cons of living in organized colonies that could face the loss of independence, liberty, and a voice. Both men had to apply critical thinking strategies to the numerous issues by problem solving. With the government set on taxing the American colonists to recoup from war costs, the ploy to

incur additional methods to control better the increasing independence of these people as the colonies grew.

The Stamp Act, the Townsend Act (The Historic Academy, 2008), and the Boston Massacre infuriated colonists, pushing them to defy the rules and gain their own rights and independence and not to be governed by British rules and its unjust laws. Careful observation, evaluation, and interpretation of the people and the situation from both sides were considered before Samuel Adams took action. Thomas Hutchinson may have surmised that the laws could stir trouble but not as to give cause for the rebellious and costly loss of goods resulting in the Boston Tea Party. I believe Adams was aware of the risks and consequences involved whether the action was taken or in taking no action what the results could be. In opinion only, I do not believe Hutchinson fully examined consequences.

Additionally, I believe that he assumed the colonist would do as they were supposed to do and not compromise themselves over taxation or any other law enacted. He assumed they would be submissive in the end. Critical thinking restructures one's thinking and lessens the chance of material consumed with false opinions. 2. Explain the importance of building a foundation for critical and creative thinking when evaluating historical events such as the Boston Tea Party. Building foundations for critical and creative thinking when evaluating historical events such as the Boston Tea Party are crucial in establishing and reconstructing past occurrences. One has to recognize the importance of multiple viewpoints to understand the people, the events, and issues. One must expand on ideas in historical periods, places, people and their backgrounds as well as make connections and the

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similarities to measure what is meant from historical and from current events.

In learning, most issues encountered are complicated and people should apply thoughtful analysis. Some may miss the simple solutions. The need for forming and expressing opinions are accomplished by considering the information and evidence yet be willing to revise opinions in view of further information and perspectives. This helps in visualizing an improved future and becoming responsible, involved members of society.

Without a firm grasp on one's ideas of free will, truth, knowledge, opinion, and moral issues, one cannot develop a strong foundation in thinking. 3. Explain the basis of the moral judgments made by Samuel Adams and Thomas Hutchinson. Morally, I believe Samuel Adams was a man who strove for the truth in all things.

He fought against common acceptances that people simply tolerate in their lives as part of following the rules or laws of governing. His integrity and sense of what was right pushed him to step beyond the normal boundaries and look further into a life that was fair, offered a voice, and a choice in one's own life, regardless of the consequences or even of the rewards. He believed that the colonists of America should be taxed only by consent and to be tried only by the jury of one's peers. Samuel Adams pursued ideals that included other's needs, justice, brotherhood, loyalty, and fairness, and in this, he gained the support of all colonies and rebelled against Great Britain's regime. Thomas Hutchinson had a sense of moral delusion in his approach to the colonists and their needs or what was best and was loyal to

Boston in the enforcement of authority in ruling over the colonists. He wanted the people to live in a society that adhered to the rule of the British and in this, he thought that the rules and regulations alone would make the situation better. I believe he made decisions that served Britain's purpose and best interests rather than the colonists and tightened the grip, or the power of the British, to the point of rebellion. As loyal as he was to his own ideas and of Great Britain's law and order, he believed he acted morally.

4. What steps do you believe Samuel Adams and Thomas Hutchinson took toward becoming individuals and which steps ultimately made them such important historical figures? A failure at business ventures, Samuel Adams was gifted in other ways. His talent for writing and his speeches promoted his beliefs in what was right and true for each individual. He stirred many pots of protest and gained political influence and support throughout the colonies.

Samuel Adams led the voice of opposition to the tax that the British imposed and gained fame. Elected into legislature, he had his hand in quite a few resolutions that led to invitations to other colonies to aid in defending American rights. Town meetings led to angry crowds organized by Samuel Adams.

It was not solely the duties on tea because it was easy to smuggle tea in and avoid the duties. Rebellion sparked against unjust laws of imposed taxes from the Tea Act that gave complete control to British East India Company. This was another ploy to tax citizens without their consent. Joined by supporters, the Sons of Liberty dressed as Indians, boarded the ships laden with tea that came into harbor, and dumped the cargo over the side.

This was Samuel Adams and many others protest toward Parliament's unjust right to tax its citizens and their liberty. Adams was the first statesman to conclude that independence was the only remedy for colonists' problems. Most likely no other man did as much in aiding the making of the Declaration of Independence. His honest objectivity in which he viewed himself and others made him the individual who he became. His leadership and moral conviction in his beliefs led the way to America's independence.

The perspective he viewed was one that was sensitive to others and toward a greater balance and equality for all. Thomas Hutchinson, historian and talented statesman gained attention by sponsoring a plan to redeem paper money that fostered a stable economy. As Chief Justice of Massachusetts Superior Court and lieutenant-governor, both positions proved problematic with rivals in the holding of dual positions. He was a loyal supporter of British authority and tried to play both sides- Parliament's and the influential Englishmen's- when the Stamp Act was proposed. When ships laden with tea entered port, Thomas Hutchinson planned to have the cargo unloaded. He assumed the low price would not counter his actions with forceful action and was duly surprised by the Boston Tea Party. In this error of assuming and not critically evaluating the reasons behind the growing discontent of colonists, the precious cargo that was destroyed cost him his position(s) in Great Britain.

His greed for power gave him cause to neglect considering strategies to console or compromise, but to rule by the laws. Hutchinson conformed to his own way of thinking and did not allow room for balance to enter. 5. In this

class, we have discussed common habits that hinder critical thinking. Which of these habits may have been a factor in how Samuel Adams and Thomas Hutchinson viewed the issues that led to the Boston Tea Party? How could they have overcome those habits? People should never be hindered or limited in their thoughts, yet go through life accepting what is offered without question. Face saving may have been a factor in how Thomas Hutchinson viewed the issues that led to the Boston Tea Party. In considered as the symbol of loyalty to Britain in pre-Revolutionary Boston, Thomas Hutchinson was sensitive to the fears and wants of the colonists but was devoted to the needs of the government that he served and to the enforcement of law and order.

He tried to restore balance rather than risk confrontation. He refused to oppose the Stamp Act imposed by Parliament in public yet held a different opinion privately to influential Englishmen. I had the impression that Thomas Hutchinson rationalized issues to the point of completely missing Samuel Adams attempts of establishing a fair balance for colonists as well as the British that Hutchinson stepped around and tried stick with conformity that did not provide a solution to the issue.

King George ruled with little regard for the colonists needs. However, the rebellion that was developed by Samuel Adams, cared less for the laws and rules established and ordered by the British. A compromise and agreement of mediation may have led both parties to the balance each was seeking. 6.

What is one important distinction you could not overlook making when critically evaluating the information provided in these materials about the Boston Tea Party? Clarify the importance of that distinction. The one

important distinction that I could not overlook making when critically evaluating the information provided in the material about the Boston Tea Party was the dogmatic ruling of the British. Even in their arrogance of passing various laws to colonists, they had to see and know problems would arise in their judgments. The British with their monarchical rule demanded and set rules that garnered whether its people adhered to British political understanding or suffer consequences.

Only a person who was capable of rising above their station of a lowly subject could ascend to the morally, higher level that allowed one to make decisions for the betterment of his or her community. If you were a poor laborer, you were considered beneath the level of gaining support in the eyes of a community than a more prestigious working individual, such as a banker. The less fortunate had no voice and would not be heard for a lesser importance in status and this level could not be entrusted to one that could not gain importance in the eyes of others. 7. What strategies of critical reading, listening, and viewing did you utilize when evaluating the provided materials? Several strategies are utilized in evaluating the provided material. Taking into consideration and evaluating the judgments of the parties involved as well as the people who would be affected, the timeframe, the issues prompting actions, attitudes, beliefs, background, political values, morals, bias, controversy, rights, laws, etc., helped to gain a broader perspective of the historic events.

Weighing and considering views rather than accepting written work at face value, proves challenging in critical evaluation. The readings from class allowed examination, prompted questions, and aided in finding ways to

recognize problems and creative means in which to find solutions. In the continued reading material, the distinction between the person and the idea did not lend to a biased, close-minded opinion, but rather thoughts on the merits regarding the issues.

Factual evidence in many forms establishes a right to judge carefully what is presented. Seeing and knowing the difference between fact and interpretation as well as literal and ironic statements takes conscious effort and a careful eye in understanding meanings expressed, opinions stated, and evaluating the true content behind the reading. If not caught, this could confuse interpretation and put an end to critical analysis of the material. Validity of the provided materials lent to a greater understanding and acted as a means of allowing and aiding in questions to form.

In reading the material, ideas generated and questions formed regarding the colonists and the British's stake in controversial issues. Reflection free of bias is next to impossible, but needs to be eliminated to weigh fairly each side's reasons for their actions. Evaluating and expressing one's own judgment takes careful analysis and should not be given in opinion only. By applying strategies to one's critical evaluation of material, one could gain a sense of order, a grasp of the truth, and a better knowledge in understanding. 8. Considering what you have learned about the Boston Tea Party, Samuel Adams, and Thomas Hutchinson, apply your creativity to describe what could have been done proactively to avoid the incident. Thomas Hutchinson's deep loyalty to Great Britain and his resistance toward the movement to independence collided with Samuel Adams rebellious convictions in unjust measures enforced on the colonists.

With the costs of the war, the government wanted American colonists to start paying to help and this happened at a low point in the economy at this time. New taxes on imports fell to the citizens unjustly so and making it a harder task for merchants to smuggle cargoes and avoid taxes. Taxes on newspapers and such were dropped but the Tea Act could not be budged. Angry people, the talk of independence, and the forcing of payment for power could have strived to meet in the middle and compromise. Parliament had plans to ??? shore up??™ all revenue of the East India Company, eliminate all the smuggling crooks, and sell their tea cheap. It is as though the wealthier merchants, and not as much Parliament, were the people making the moves in ??? what is and what shall be??™ for the colonists and their rights.

Tax cuts and movements toward fairness could have saved much conflict but did prove to lead the way for America??™s independence. 9. What techniques could you use to regain a level of curiosity about history or other subjects you learned previously in school? To regain a level of curiosity about history or other subjects learned in school, one can observe the material presented, read, evaluate, examine, support, and question the values. A person can gain an understanding in learning by researching and learn of the things going on in that timeframe, the issues, attitudes, beliefs, political ideas, laws, and ideals.

One learns to view different situations as room for improvement in most things by seeing the imperfections and developing methods of betterment. Dissatisfaction can be frustrating, but taking charge and looking at the issue as a positive experience provides a better perspective. One must face the

issue in dissatisfaction, which is a need that is not fully met and needs to be addressed. The challenge is there for one to make improvements. Search for reasons or causes why things are the way they are, how they became that way, and how they work.

Challenge an issue and understand it. Work with it to gain knowledge and logic. Every idea or new perspective makes an impact and one should be sensitive to the influences. Enter with an open mind and do not judge, but question to learn. One should be bold and explore new perspectives.

Controversial issues allow one to develop further interpretations. Curiosity makes your mind active, not passive.

People learn to observe and anticipate new ideas rather than rely on the first thing that comes to mind. Possibilities and opportunities happen with an open mind and the need to dig a little deeper for a better understanding or to make an improvement keeps curiosity fresh. Read, question, evaluate, examine, learn, think, keep an open mind, do not take things for granted, have fun and learn to keep a level of curiosity about everything, every day of your life.

10. Explain at least two key elements for producing ideas that you believe led the American colonists to the Boston Tea Party and the eventual American Revolution. Two key elements for producing ideas that I believe led the American colonists to the Boston Tea Party and the eventual American Revolution are visualizing a solution and forcing uncommon responses. The British government visualized a solution to the costs of war and at a time when there was a slump in the economy by casting the burden on the

colonists in form of unjust taxes. With the military looked upon by the government as a benefit to all citizens and then they assumed they were just in their laws and the enforcing of them to the people. It is possible that they used the element of forcing uncommon responses in their strategies as well. Common ideas of holding town meetings, forming committees, discussing avenues available to aid with the help of the government comes to mind. However, this did not happen.

Laws were imposed and colonists rebelled. The Stamp Act, Tea Act, Townsend Act, Boston Massacre, the Boston Tea Party, to the American Revolutionary War resulted in resistance and unfair play of power on Great Britain's part. These steps spurred the colonists to action and laid the ground work that led to the Revolutionary War.

ReferencesThe Historic Academy. (2008). Retrieved from <http://www.thepathtoindependence.com/groups.php>