

The American Revolution

Unit

4



START WITH THE STANDARDS

California History-Social Science Standards

- 5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.
- 5.5 Students explain the causes of the American Revolution.
- 5.6 Students understand the course and consequences of the American Revolution.

The Big Idea



FREEDOM

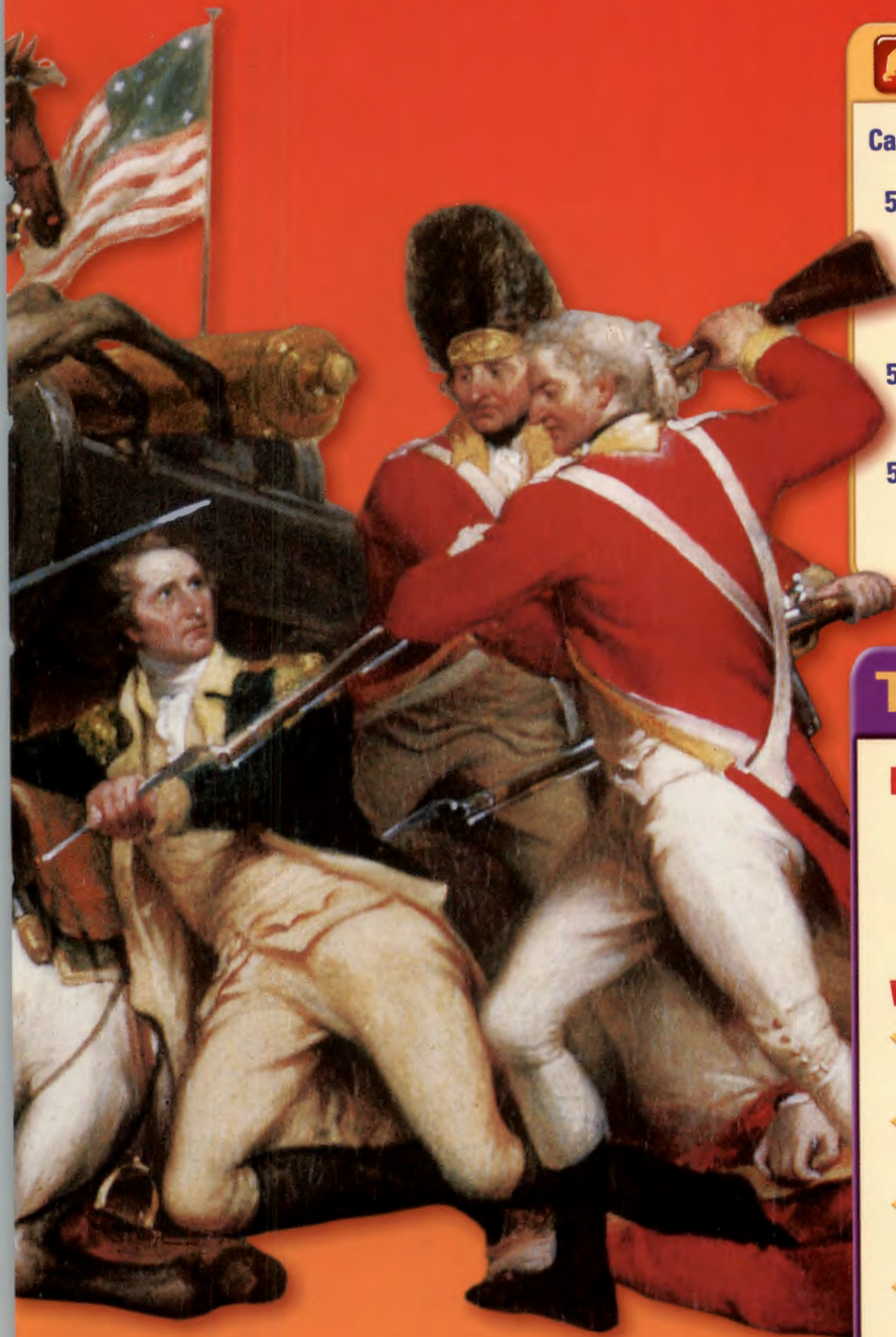
Freedom was so important to the colonists that they were willing to suffer terrible hardships and years of war to win it.

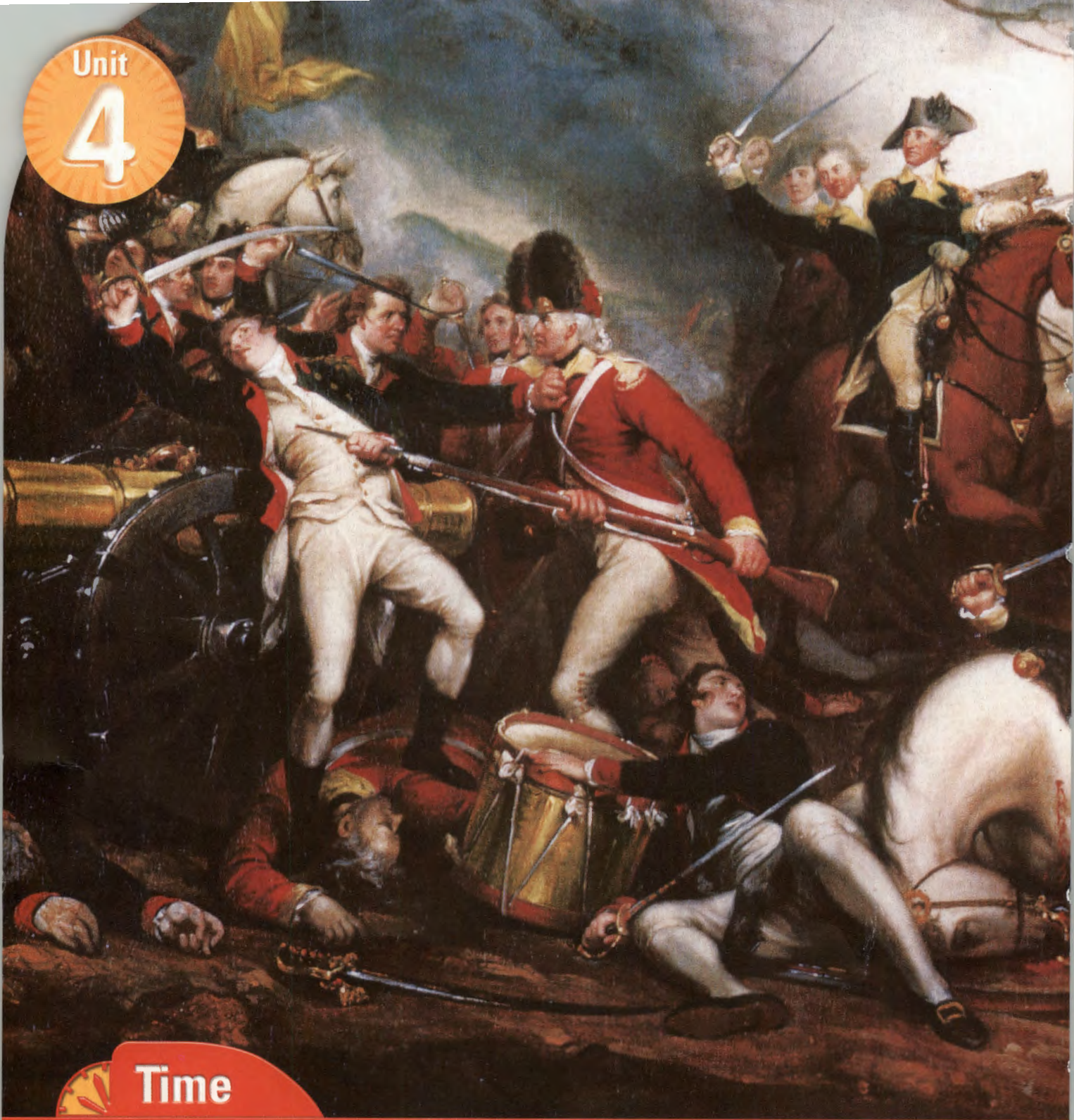
What to Know

- ✓ What disagreements led to the American Revolution?
- ✓ Which people and groups impacted the American Revolution?
- ✓ What were the major events and battles of the American Revolution?
- ✓ How did the American Revolution affect United States history?

Show What You Know

- ★ Unit 4 Test
- ✍ Writing: A Summary
- 📄 Unit Project: A Newspaper





Time

The American Revolution

1765 The Stamp Act is passed, p. 327

1770 The Boston Massacre takes place, p. 331

1773 The Boston Tea Party takes place, p. 337

1760

1770

At the Same Time



1762 Catherine the Great becomes ruler of Russia

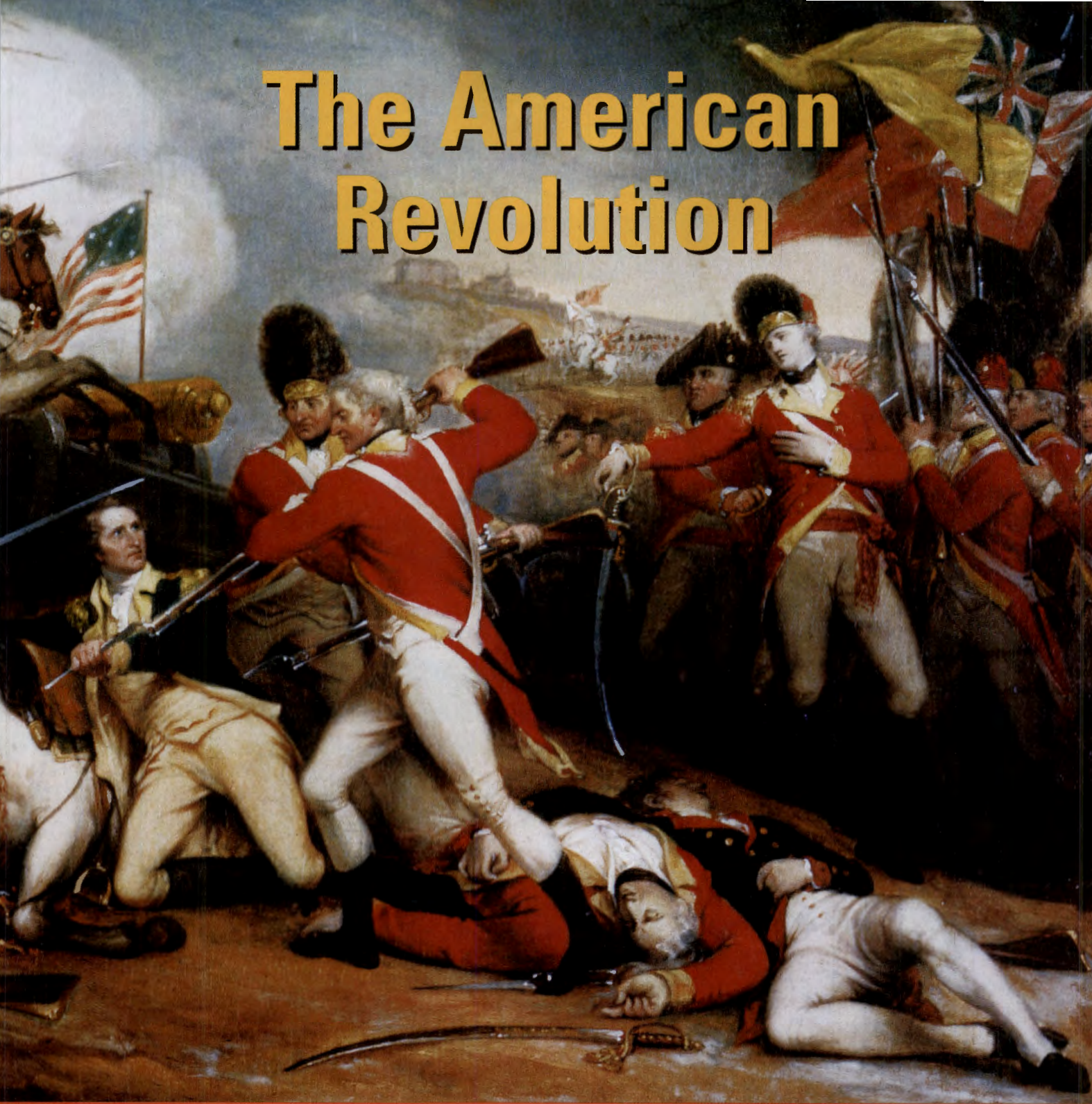


1769 Father Junípero Serra sets up the first Spanish mission in California



1770 James Cook explores Australia

The American Revolution




• **1776** The Declaration of Independence is approved, p. 351


• **1781** The British surrender to the Americans at Yorktown, p. 392

• **1783** The Treaty of Paris is signed, p. 394

1780

1790

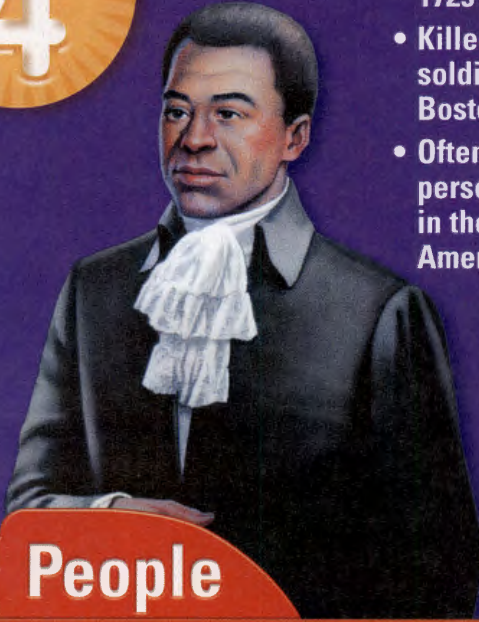
 **1776** The first settlers from Mexico arrive in California

 **1789** The French Revolution begins

Crispus Attucks

1725?–1770

- Killed by British soldiers at the Boston Massacre
- Often called the first person to be killed in the struggle for American freedom



Mercy Otis Warren

1728–1814

- Massachusetts patriot who wrote plays to protest British rule
- Wrote a history of the American Revolution



People

1725

1750

1775

1725? • Crispus Attucks

1770

1728 • Mercy Otis Warren

1732 • George Washington

1736 • Patrick Henry

1742 • Thayendanegea

1743 • Thomas Jefferson

1746 • Bernardo de Gálvez

1786

1754? • Mary Ludwig Hayes McCauley

Thayendanegea

1742–1807

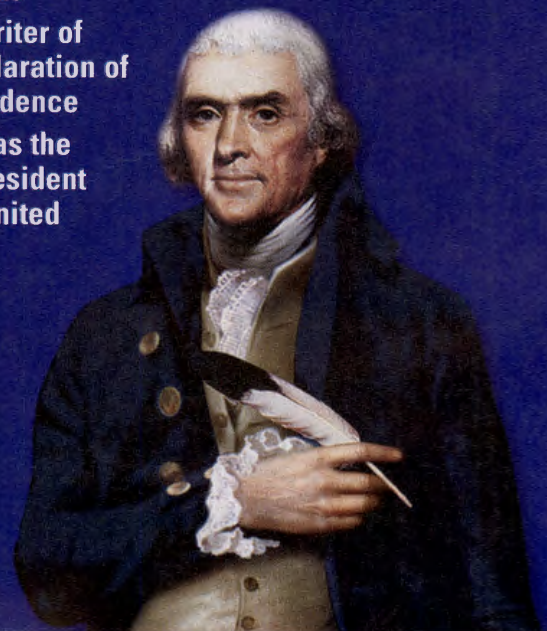
- Mohawk Indian leader who later took the name Joseph Brant
- Helped the British during the American Revolution



Thomas Jefferson

1743–1826

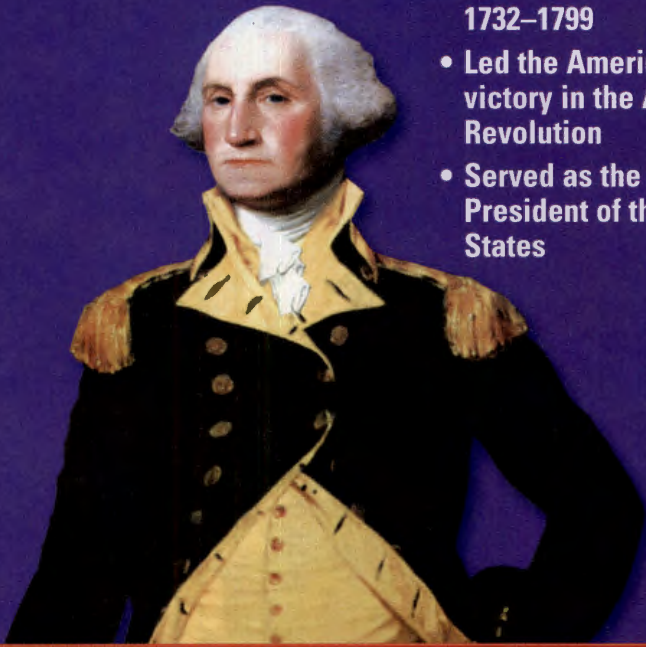
- Chief writer of the Declaration of Independence
- Served as the third President of the United States



George Washington

1732–1799

- Led the Americans to victory in the American Revolution
- Served as the first President of the United States

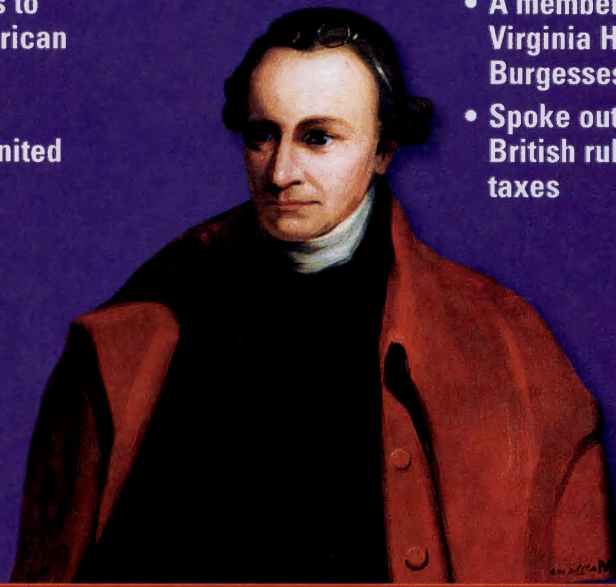


1800

Patrick Henry

1736–1799

- A member of the Virginia House of Burgesses
- Spoke out against British rule and taxes



1825

1850

1814

1799

1799

1807

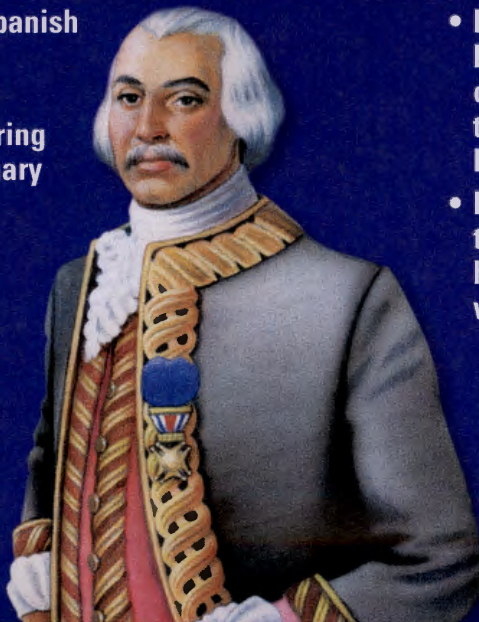
1826

1832

Bernardo de Gálvez

1746–1786

- Governor of Spanish Louisiana
- Helped the Americans during the Revolutionary War



Mary Ludwig Hays McCauley

1754?–1832

- Earned the nickname Molly Pitcher by carrying water to troops during the Battle of Monmouth
- Fired cannons during the battle after her husband was wounded





PACIFIC OCEAN



At the Same Time

Mission San Diego de Alcalá, in San Diego



Old North Church, in Boston



Pennsylvania State House, in Philadelphia



Virginia Capitol, in Williamsburg

- The 13 British Colonies
- Spanish
- FOX Name of American Indian Tribe
- Present-day national border

Reading Social Studies

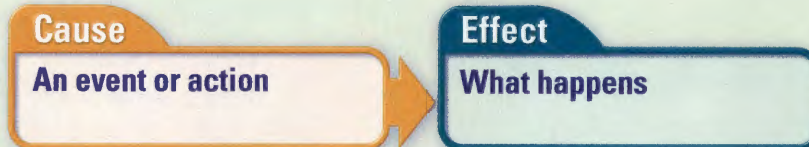


Cause and Effect

A **cause** is an action or event that makes something else happen. An **effect** is what happens as the result of that action or event.

Why It Matters

Understanding cause and effect can help you see why events and actions happen.



- ✓ Words and phrases such as *because*, *since*, *so*, and *as a result* are clues to cause and effect.
- ✓ Sometimes the effect may be stated before the cause.

Practice the Skill

Read the paragraphs that follow. Find causes and effects in the second paragraph.

In the mid-1600s, people began to leave the Massachusetts Colony and start their own settlements. Some left for religious reasons. Others left to find better economic opportunities.

Cause

By the mid-1700s, colonists no longer needed supplies from Europe to survive. They had their own cities and successful businesses. Also, more and more colonists had been born in America. It was the only home they knew. For these reasons, the colonists began to feel less dependent on England.

Effect

Apply What You Learned



Find Cause and Effect Read the paragraphs, and answer the questions.

From Strangers to Neighbors

In 1765, John Rutledge traveled from his home in South Carolina to New York. He called it his first trip to a foreign country. That says a lot about how the colonists viewed one another. The colonies had been founded at different times and for different reasons. Each had its own mix of people, its own economy, and its own form of government. As a result, the colonies really were like different countries.

Things were about to change, though, and John Rutledge would play a part in the changes. He was going to New York to meet with representatives from 10 colonies to discuss a new English tax.

The colonists thought that the tax was unfair and they wanted to figure out how to respond to it.

While in New York, Rutledge met with Sir William Johnson. Johnson was a wealthy English merchant who had a strong relationship with the Iroquois Indians. Johnson told Rutledge about how the Iroquois League worked together to solve problems.

Rutledge was impressed with what Johnson told him. He told other colonists about the Iroquois League. Like the Iroquois, the colonists soon began to cooperate and started seeing each other not as foreigners but as neighbors.



Cause and Effect

1. What caused John Rutledge to travel to New York?
2. What caused the colonists to see one another as foreigners?
3. What was Rutledge's opinion of the Iroquois League?

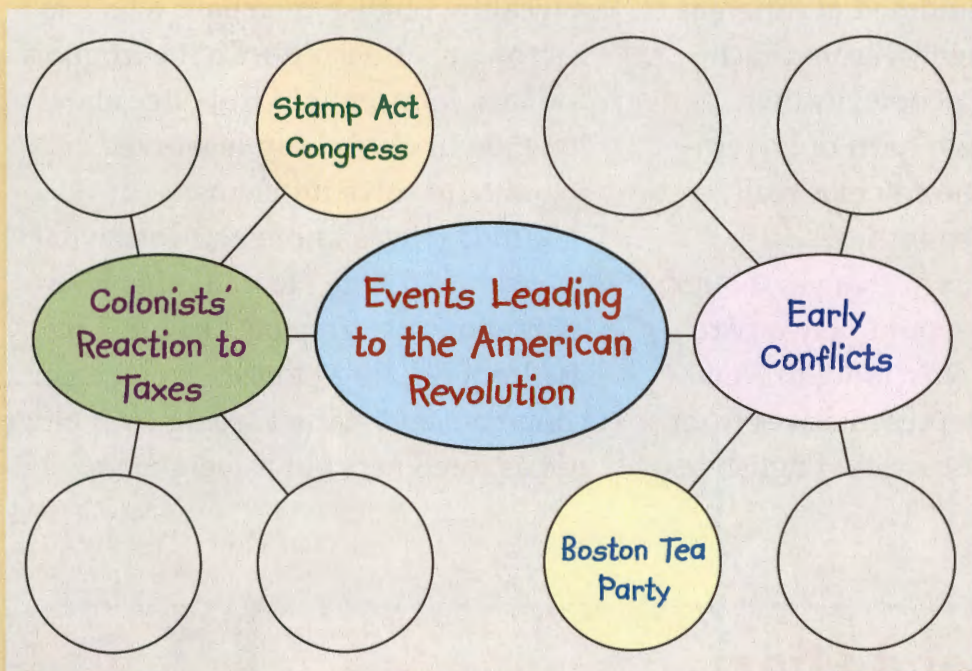


Study Skills

CONNECT IDEAS

Graphic organizers are drawings that help you organize information. They can help you connect ideas.

- ▶ One kind of organizer is a bubble map. On a bubble map, the main idea is written in the center bubble. The ideas that are related to the main idea are written in the surrounding bubbles.



Apply As You Read

As you read this chapter, copy and complete the graphic organizer above. Fill in each bubble by adding the facts and details that support the main idea.



California History-Social Science
Standards, Grade 5

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The Colonies Unite



SAMUEL ADAMS
1722—1803

A PATRIOT
HE ORGANIZED THE REVOLUTION
AND SIGNED THE
DECLARATION OF INDEPENDENCE

Start with a Poem



Paul Revere's Ride

THE LANDLORD'S TALE

**WRITTEN BY HENRY WADSWORTH LONGFELLOW
ILLUSTRATED BY CHARLES SANTORE**

On the night of April 18, 1775, British troops left Boston on their way to the towns of Lexington and Concord. Their instructions were to arrest colonial leaders Samuel Adams and John Hancock. When the colonists heard of the plan, they sent several men out in the night to warn the townspeople. One of those men was Paul Revere. Revere, a Boston silversmith, rode across the countryside risking his life to deliver the news of the British advance. Almost one hundred years after the legendary ride, poet Henry Wadsworth Longfellow wrote a poem in remembrance of Revere's brave deed. Read now a passage from the poem.

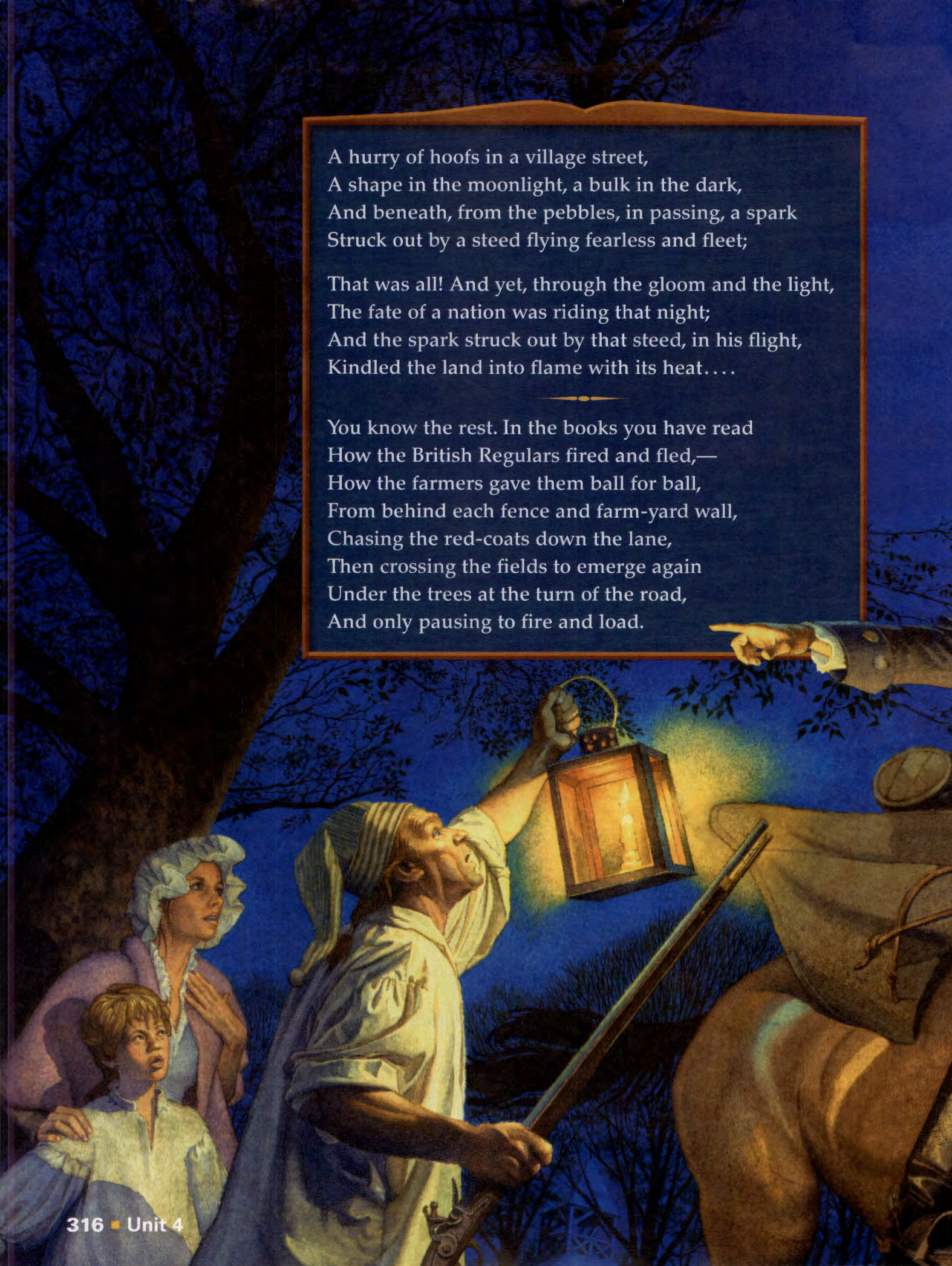


Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
by land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."...

And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns!

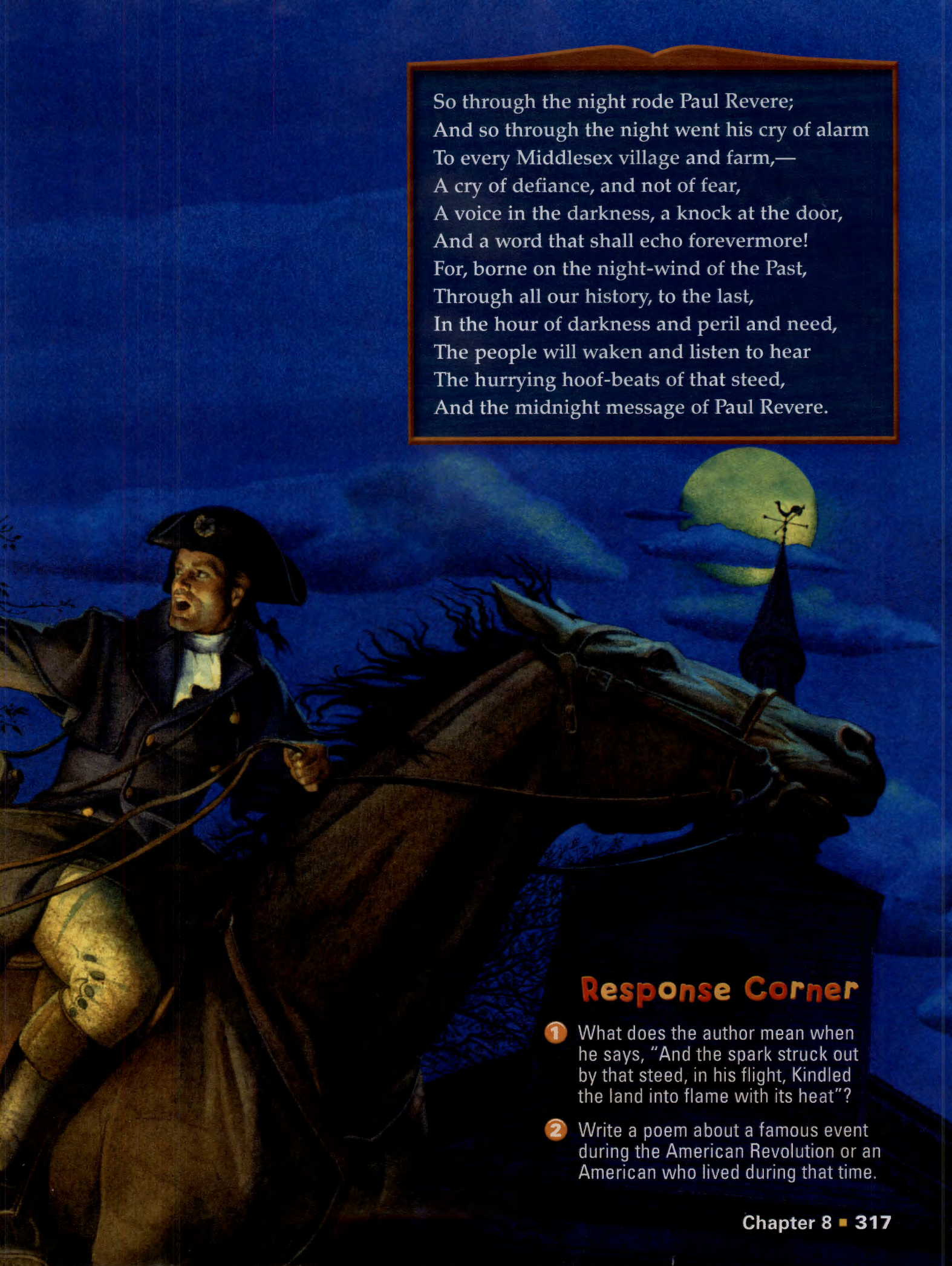
belfry a bell tower

An illustration of a man in a white shirt and blue shawl holding a lantern and a rifle, with a woman and child looking on at night. The scene is set outdoors at night, with a large tree on the left and a horse on the right. The man is looking up at the sky, and the woman and child are looking towards him with expressions of concern. The lantern is lit, casting a warm glow. The background is dark blue, suggesting a night sky.

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed flying fearless and fleet;

That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat. . . .

You know the rest. In the books you have read
How the British Regulars fired and fled,—
How the farmers gave them ball for ball,
From behind each fence and farm-yard wall,
Chasing the red-coats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.



So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm,—
A cry of defiance, and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed,
And the midnight message of Paul Revere.

Response Corner

- 1 What does the author mean when he says, "And the spark struck out by that steed, in his flight, Kindled the land into flame with its heat"?
- 2 Write a poem about a famous event during the American Revolution or an American who lived during that time.

Lesson

1

Time

1750

1790

1754

The Battle of Fort Necessity

1763

The French and Indian War ends

1764

Britain passes the Sugar Act

WHAT TO KNOW

What events caused the French and Indian War?

- ✓ Describe the fight for control of North America.
- ✓ Describe how alliances between American Indians and colonists affected the French and Indian War.
- ✓ Explain the new laws passed after the French and Indian War.

VOCABULARY

alliance p. 320

delegate p. 320

Parliament p. 321

proclamation p. 322

PEOPLE

George Washington

Benjamin Franklin

William Pitt

King George III

PLACES

Fort Necessity

Albany



CAUSE AND EFFECT



California Standards

HSS 5.3, 5.3.1, 5.3.2, 5.3.3, 5.5, 5.5.1, 5.5.4

Competition for Control

YOU ARE THERE

It's bright and sunny outside **Fort Necessity**, but you're not interested in the weather.

The Pennsylvania woods around you look dark and dangerous. Any minute now, your small fort may be attacked. You're scared, but you will fight to keep this land from becoming a French colony.

Listening carefully, you hear a twig crack in the woods. "Did you hear that?" you ask the soldier standing next to you.

There's a shout as one of the other soldiers in your group runs into sight. His uniform is torn and dirty. "It's the French!" he yells. "We're surrounded!"

► A replica of the original Fort Necessity can be seen at Fort Necessity National Battlefield near Farmington, Pennsylvania.



Conflicting Claims

By the mid-1700s, Spain, France, and Britain, as England became known, were trying to keep control of their lands in North America. For the most part, Spain claimed southwestern lands. France claimed lands to the north and in the middle of what is now the United States. Most of the land that Britain claimed was along the Atlantic coast or in what is now Canada.

Both Britain and France claimed the Ohio Valley—a region that stretches about 1,000 miles along the Ohio River from the Appalachians to the Mississippi River. To the French, the Ohio Valley was an important link between France’s lands in Canada and Louisiana. The British saw it as an area for trade and growth.

By about 1750, the French sent soldiers to the Ohio Valley to drive out British traders. They also began building forts near the eastern end of the valley. The British viewed this as an act of war.

READING CHECK CAUSE AND EFFECT

What caused the British and the French to compete for the Ohio Valley?



ANALYSIS SKILL Analyze Maps

Regions Which two groups of Europeans claimed land east and west of the Ohio Valley?

LOCATE IT

PENNSYLVANIA

Fort Necessity

The French and Indian War Begins

One fort that the French built was Fort Duquesne (doo•KAYN), where Pittsburgh, Pennsylvania, now stands. In 1754, the governor of Virginia sent 150 British soldiers into the Ohio Valley to regain control of the area.

George Washington, then only 21 years old, led the Virginians. On their way to the fort, the Virginians battled some French soldiers. Washington thought they were part of a larger French force, so to protect themselves, the Virginians quickly built Fort Necessity. Within days, the French and their Indian allies attacked the fort. Outnumbered, the Virginians surrendered. This battle turned out to be the start of the French and Indian War.

By the mid-1700s, both France and Britain had formed alliances with many of the American Indian tribes in the Ohio Valley. An **alliance** is a formal agreement among groups or individuals. Once fighting broke out, the French and the British asked their Indian allies for help.

In 1754, colonial leaders met at **Albany**, New York, to discuss the war. Seven colonies sent **delegates**, or representatives. **Benjamin Franklin**, from Pennsylvania, proposed what became known as the Albany Plan of Union. He said that the colonies should join together under one government in order to fight the French. Franklin's plan was rejected because the colonies were not yet willing to work together.

READING CHECK CAUSE AND EFFECT

What caused the Albany Plan of Union to be rejected?

► At the start of the war, the British had not yet adapted to fighting in the woods. Their red uniform jackets made them easy targets.



The British Road to Victory

As the French and Indian War continued, the colonists knew they needed more help if they were to win the war. So **Parliament**, the lawmaking body of the British government, sent an army to the colonies to help fight the French and their Indian allies. General Edward Braddock commanded the British.

In April 1755, Braddock and more than 1,800 British and colonial troops marched to attack the French at Fort Duquesne. Braddock invited George Washington along as an adviser. Washington later described how the soldiers looked in their bright, colorful uniforms—British red and colonial blue—marching off against a deep green forest.

The British soldiers had been trained to fight in open fields. They were surprised to find that the French fought like their Indian allies, from behind trees and large rocks. As a result, the early battles did not go well for the British, and Braddock was killed in the fighting. To win the war, British leader **William Pitt** sent more troops and supplies to the colonies.

Beginning in 1758, the war turned in Britain's favor. British soldiers captured several French forts, including Fort Duquesne. British troops and ships slowly circled around New France, defeating the French at Quebec and then at Montreal.

In the closing months of the war, which had spread to Europe, Spain joined



The French and Indian War, 1754–1763



ANALYSIS SKILL Analyze Maps

📍 **Location** At which French fort in present-day Pennsylvania was a major battle fought?

France in the fight against the British. Britain had a stronger navy, however, and it defeated the Spanish forces in 1762. To make up for Spain's losses in the war, France gave Spain most of its lands west of the Mississippi River.

The French and Indian War ended in 1763, when the French and the British signed the Treaty of Paris. It gave Britain most of Canada, all French lands east of the Mississippi River, and Spanish Florida. The French lost nearly all their lands in North America.

READING CHECK CAUSE AND EFFECT

What was the effect of the Treaty of Paris?

More Troubles

The end of the French and Indian War was not the end of Britain's troubles in the colonies. In 1763, an Ottawa Indian chief named Pontiac united tribes along the Mississippi River. Together, the Indians took control of some of the forts the British held. They hoped to destroy the colonists' settlements around those forts.

Britain's King George III tried to end the fighting between the Indians and colonists by making a



► Chief Pontiac

proclamation, or public announcement. The Proclamation of 1763 said that all lands west of the Appalachian Mountains belonged to the Indians. White settlers already in those lands were ordered to leave.

Most colonists ignored the Proclamation of 1763, and thousands more moved west. As a result, fighting between the Indians and the settlers continued. One British leader did not like the way settlers moved into Indian lands. He predicted that more people would move into the western areas of New York and start a war with the Indians there.



The Proclamation of 1763 upset many colonists. They believed they had fought the war to keep the French from blocking their settlement of the western frontier. The colonists did not like the British government telling them to stay out of those lands.

Colonists were also angered by new taxes passed by Parliament. The British thought the colonists should help pay for the cost of defending the colonies. In 1764, Parliament passed the Sugar Act to raise money for Britain. This act taxed the sugar and molasses brought into the colonies from the West Indies.

The Sugar Act mostly affected the shipping business of the New England Colonies. Many merchants objected to the tax. Still, the British government continued taxing goods in the colonies. Soon it would pass even more new taxes.

READING CHECK DRAWING CONCLUSIONS


How did colonists feel about British rule after the Proclamation of 1763?

► Many British leaders blamed Pontiac's rebellion on frontier settlers. These settlers often built and lived in log cabins.




Summary


Conflicting claims to North American land led to the French and Indian War. Britain defeated France in the war. After the war, Britain issued the Proclamation of 1763, but most colonists ignored it and kept moving west.

REVIEW

1.  What events caused the French and Indian War?
2. Use the term **alliance** in a sentence about the French and Indian War.
3. How did colonists react to the Proclamation of 1763?

CRITICAL THINKING

4.  Why do you think the French soldiers chose to fight in the same way as their Indian allies?
5.  What was the main effect of Britain winning the French and Indian War?
6.  **Write a Newspaper Story** Imagine you are a news reporter in 1763. Write a story describing colonists' concerns about the Proclamation of 1763.

7.  **CAUSE AND EFFECT**

On a separate sheet of paper, copy and complete the graphic organizer below.

Cause

Effect

The French attack troops at Fort Necessity.

Cause

The British thought colonists should help pay for the war.

Effect



Compare Historical Maps

► WHY IT MATTERS

The Treaty of Paris that officially ended the French and Indian War changed the map of North America. You can learn about the changes by comparing the historical maps on page 325. A historical map shows information about a place at a certain time in history. Knowing how to compare historical maps can help you learn how a place and its borders changed over time.

Flags over North America

► Spain



► Britain



► France



► Russia



► WHAT YOU NEED TO KNOW

Follow these steps to compare the historical maps on page 325.

Step 1 Study the map key for each map. Notice the colors on both maps. These colors show you which areas were claimed by Britain, France, Spain, and Russia.

Step 2 Look at Map B to find a pattern of stripes that mapmakers call hatch lines. Hatch lines may show land identified in two ways. The hatch lines on Map B show areas of British land reserved for American Indians.

Step 3 Study Map B to find the thick blue line. This line identifies the border created by the Proclamation Line of 1763.

► These flags were flown over different parts of North America in the mid-1700s.

Map A: North America Before the French and Indian War



Map B: North America After the French and Indian War



▶ PRACTICE THE SKILL

Use Maps A and B to answer these questions.

- 1 Which country claimed Florida before the French and Indian War? after the war?
- 2 Why is the border created by the Proclamation Line of 1763 shown only on Map B?
- 3 Did Spain gain or lose land as a result of the French and Indian War?
- 4 Why does Map A have much more purple than Map B?

▶ APPLY WHAT YOU LEARNED

ANALYSIS SKILL Study the maps on this page. Then use the information on the maps to write a summary of changes caused by the French and Indian War. Share your summary with a classmate.



Practice your map and globe skills with the **GeoSkills CD-ROM**.

1765

Britain passes
the Stamp Act

1767

Britain passes
the Townshend Acts

1770

The Boston Massacre
takes place

Colonists Speak Out

**YOU
ARE
THERE**

A hush falls over the British Parliament as Benjamin Franklin rises to speak. He is about to speak out against the latest tax law passed by Parliament, and you have traveled with him to write about his speech and maybe even meet with **King George III**.

"Do you think it right that the colonies should be protected by Britain and pay no part of the expense?" asks one member of Parliament sharply.

"That is not the case," Franklin says. "The colonies raised, clothed, and paid, during the last year, near 25,000 men, and spent many millions."*

Surely, you think, Parliament will take back the law.

*Benjamin Franklin. *The Parliamentary History of England*. T.C. Hansard, 1813.



➤ A meeting of the
British Parliament

WHAT TO KNOW

Why were colonists angered by Britain's new colonial tax laws?

- ✓ Identify the laws that caused conflict with the colonies.
- ✓ Explain the importance of the Committees of Correspondence.

VOCABULARY

budget p. 327

representation p. 327

treason p. 327

Committee of

Correspondence p. 328

imperial policy p. 328

boycott p. 329

repeal p. 329

PEOPLE

King George III

George Grenville

Patrick Henry

Samuel Adams

Crispus Attucks

Paul Revere

PLACES

Boston

New York



CAUSE AND EFFECT



California
Standards

HSS 5.5, 5.5.1, 5.5.2, 5.5.4

Stamp Act Protest

Analyze Drawings

This 1765 drawing shows a group of colonists in New Hampshire protesting the Stamp Act.

- 1 The coffin represents the wish to see the Stamp Act die.
 - 2 The figure made of straw represents a stamp tax collector.
 - 3 This angry protester prepares to throw a rock at the straw figure.
- ❖ Why do you think the protesters placed the straw figure high on a pole?



The Stamp Act

After the French and Indian War ended, the British Parliament reviewed its **budget**, or plan for spending money. British leader **George Grenville** said that Parliament needed more money to pay off the costs of the war. He argued that the American colonists should pay higher taxes. Parliament agreed and passed the Sugar Act in April 1764.

Less than a year later, in March 1765, Parliament passed the Stamp Act. The Stamp Act placed a tax on paper documents in the colonies. Newspapers, legal documents, and even playing cards had to have a special stamp on them to show that the tax had been paid.

In the colonies, the reaction to the Stamp Act was quick and angry. Many colonists said that Parliament could not

tax them because the colonists had no **representation**, or voice, in Parliament.

In 1765, delegates from nine colonies met in New York City in what became known as the Stamp Act Congress. James Otis of Massachusetts spoke out against the Stamp Act. The colonists began repeating the words—no taxation without representation.

That same year, **Patrick Henry** told his fellow members of the Virginia House of Burgesses that Parliament did not represent the colonies. Those who agreed with Parliament shouted “Treason! Treason!” By accusing Henry of **treason**, they were saying he was guilty of working against his own government. Still, the House of Burgesses voted not to pay the new taxes set by Parliament.

READING CHECK CAUSE AND EFFECT

What caused Parliament to pass new taxes?

Colonists Join Together

The Stamp Act Congress showed that colonists could work together, but to do so, they would need new ways to share information. News traveled slowly in those days. It could take weeks for people to find out about events in other colonies.

To speed information, the colonists formed **Committees of Correspondence**. Members of these committees started by corresponding with, or writing letters to, one another. Then, they used the mail to spread the news. In 1764, people in **Boston** formed a Committee of Correspondence in response to the Sugar Act. The next year, colonists in **New York** formed another committee. They wrote about important events, such as New York's protest of the Stamp Act.

In 1772, **Samuel Adams** asked leaders in Boston to begin a new Committee of Correspondence, and they agreed. The Boston committee began writing to other cities and towns, asking them to protest British **imperial policies**, the laws and orders issued by the British government.

Colonists soon spoke about the need for a Committee of Correspondence in every colony. Virginia formed a committee in 1773. The members wrote that all colonists should be "much disturbed by various rumors and reports of proceedings tending to deprive them of their . . . rights."* The Virginia colonists then asked other colonies to start their own Committees of Correspondence to gain support for their cause and share news and information.

*Virginia Resolutions Establishing a Committee of Correspondence, 1773. Lillian Goldman Law Library, Yale University.

Delivering the Mail



Colonists wrote letters to express their points of view about British laws.

Analyze Illustrations During the colonial era, delivering the mail took much longer than it does today.

❓ About how long did it take mail to go from Boston to New York City? from Boston to Williamsburg?

Boston

→ **New York City**

→ **Philadelphia**

Journey starts

1–4 days from Boston

4–8 days from Boston

Working as a group, many colonists tried to force Britain to take back the Stamp Act. They decided not to buy goods that were taxed. More and more people in the colonies began to **boycott**, or refuse to buy, British goods.

Soon after the Stamp Act was passed, a group of colonists called the Sons of Liberty began working to stop it.

This group took its name from a speech that was given in Parliament and that called the colonists “these sons of liberty.”*

The Sons of Liberty captured several British officials who tried to collect the tax. They covered the officials in sticky tar and dumped feathers on them. People in Britain had used this practice, known as tarring and feathering, to scare away tax collectors.

Women played a role in resisting. They formed their own group, known as the Daughters of Liberty. In Rhode Island, members of the group began spinning and weaving cloth for sale in place of British cloth. The cloth was so popular that the women chose a large place to make it—the city courthouse!

By 1766, British merchants had lost a lot of money from the boycott. Sales of British goods fell by almost half in some colonies. More and more people in Britain spoke out against the Stamp Act. Soon after Benjamin Franklin spoke to Parliament, it voted to **repeal**, or take back, the act.



► Colonial teapot

READING CHECK MAIN IDEA AND DETAILS

What did colonists want to accomplish by forming Committees of Correspondence?

*Isaac Barré. *Liberty: The American Revolution* by Thomas Fleming. Viking, 1997.

→ Baltimore

→ Williamsburg

8–12 days from Boston

12–16 days from Boston



Colonists could gain support in distant cities by writing letters.

Supporting the Boycott

To support the boycott against British goods, sewing groups sprang up all over the colonies. Much of the spinning, weaving, and sewing was done by girls. Twelve-year-old Anna Green was part of a sewing group at her church in Boston. Each morning, as the minister read from the Bible, Anna worked away at the spinning wheel.

Fifteen-year-old Charity Clark spun wool at her home in New York City. In a letter to her cousin in Britain, she wrote, "Heroines may not distinguish themselves at the head of an Army, but freedom [will] also be won by a fighting army of [women] . . . armed with spinning wheels."*

Make It Relevant Would you have been willing to work in support of the boycott?

*Charity Clark. *We Were There, Too! Young People in U.S. History* by Philip Hoose. Melanie Kroupa Books, 2001.



The Townshend Acts

Soon more tax troubles began, as Parliament proposed new taxes for the colonies. In 1767, Parliament passed the Townshend Acts, which taxed imports such as glass, tea, paint, and paper brought into the colonies. The Townshend Acts also set up a new group of tax collectors. By passing the Townshend Acts, the British government showed it believed that Parliament still had the authority to make laws for the colonists.

The Daughters of Liberty asked people to stop drinking British tea, so some colonists drank tea made from local plants. Merchants in Boston would not import taxed goods. Some Boston colonists even refused to paint their

houses because they did not want to pay the tax on paint.

Like the Stamp Act, the Townshend Acts were a failure for Britain. Sales of British goods in the colonies went down, and tax officers collected little money. In 1770, Parliament repealed all of the Townshend Acts except for the tax on tea. Still, many colonists resisted imperial policy by refusing to buy British tea.

As the colonies grew more rebellious, Parliament sent more soldiers to Boston and New York City. By 1770, about 9,000 British soldiers were in the colonies, and about 4,000 of them were stationed in Boston.

READING CHECK CAUSE AND EFFECT

What were some of the effects of the Townshend Acts?

The Boston Massacre

TIME March 5, 1770

PLACE Boston, Massachusetts

Having British soldiers in their cities angered many colonists. They made fun of the soldiers' bright red uniform jackets, calling them "lobsters" and "redcoats." Some of the soldiers became so angry that they destroyed colonial property.

The anger between the colonists and the British soldiers grew, and fights broke out more and more often. One of the worst fights took place in Boston on March 5, 1770, when a large crowd of angry colonists gathered near several British soldiers. The colonists shouted insults at the soldiers and began throwing rocks and snowballs at them.

As the crowd moved forward, the soldiers opened fire. Three colonists were killed on the spot, and two others died later.



GEOGRAPHY

Boston

Find the Old State House, also called the Town House, on the map of Boston shown below. Then look at the painting of Boston in 1770, which shows the Old State House in the middle. The Old State House was the headquarters of Britain's Custom House in Boston, where taxes on trade goods were paid and collected. The

Boston Massacre took place just east of this building.





Engraved, Printed & Sold by Paul.

► **Crispus Attucks** was one of the colonists killed at the Boston Massacre. This event increased colonists' fears of having British soldiers in their cities.



Among the dead was an African American sailor from Massachusetts named **Crispus Attucks** (A•tuhks). Many people consider Crispus Attucks to be the first person killed in the fight for the colonies' freedom.

Paul Revere, a Boston silversmith who supported the colonists, made a picture of the shooting and titled it *The Bloody Massacre* (MA•suh•ker). A massacre is the killing of many people who cannot defend themselves. The shooting in Boston soon became known as the Boston Massacre.

READING CHECK ⚡ **CAUSE AND EFFECT**

What was the cause of the Boston Massacre?

Summary

The Stamp Act angered many colonists because they believed they had a right to be represented in any government that taxed them. Colonists began to work together to protest Britain's imperial policies. As anger between the colonists and Britain grew, fights broke out. Some of the worst fighting took place in Boston.

REVIEW

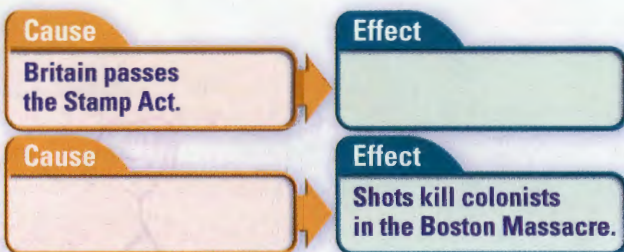
1. Why were colonists angered by Britain's new colonial tax laws?
2. Write a sentence explaining what **representation** has to do with taxation.
3. Why did some colonists accuse Patrick Henry of treason?

CRITICAL THINKING

4. **ANALYSIS SKILL** What made Boston a likely place for conflict to develop between colonists and British soldiers?
5. **ANALYSIS SKILL** List two primary sources that appear in this lesson.

6. **Draw a Cartoon** Imagine you are a colonist who is against British tax laws. Draw a cartoon that encourages others to boycott British goods.

7. **FOCUS SKILL** **CAUSE AND EFFECT**
On a separate sheet of paper, copy and complete the graphic organizer below.



Patrick Henry

Biography

Trustworthiness
Respect
Responsibility
Fairness
Caring

Patriotism

*“I know not what course others may take: but as for me, give me liberty or give me death!”**

These words rang out in the Virginia House of Burgesses on March 23, 1775. It was just six months after the First Continental Congress had sent its petition to Parliament. The speaker was Patrick Henry, a colonial leader. The purpose of his speech was to persuade Virginians to prepare for war against Britain.



Patrick Henry used his eyeglasses for reading.

Patrick Henry was born in Virginia in 1736. As a young man, Henry worked as a storekeeper and as a farmer. He later studied law and became a lawyer.

Over time, Patrick Henry became greatly admired for his skill as a public speaker. In 1765, he was elected to the Virginia House of

Burgesses. Henry became an important voice among the colonists who opposed British rule. He encouraged them to work together and to think of themselves as Americans, not just colonists.

In 1776, Henry became the governor of Virginia. As governor, he worked hard to prepare Virginia for war. Unlike some leaders, Henry never held a high national office, but his words and speeches helped unite Americans everywhere.

*Patrick Henry. *Patrick Henry, Life, Correspondence, and Speeches* by William Wirt Henry. Charles Scribner's Sons, 1891.

Why Character Counts

❖ How did Patrick Henry's words show his belief in liberty?

Bio Brief

1736

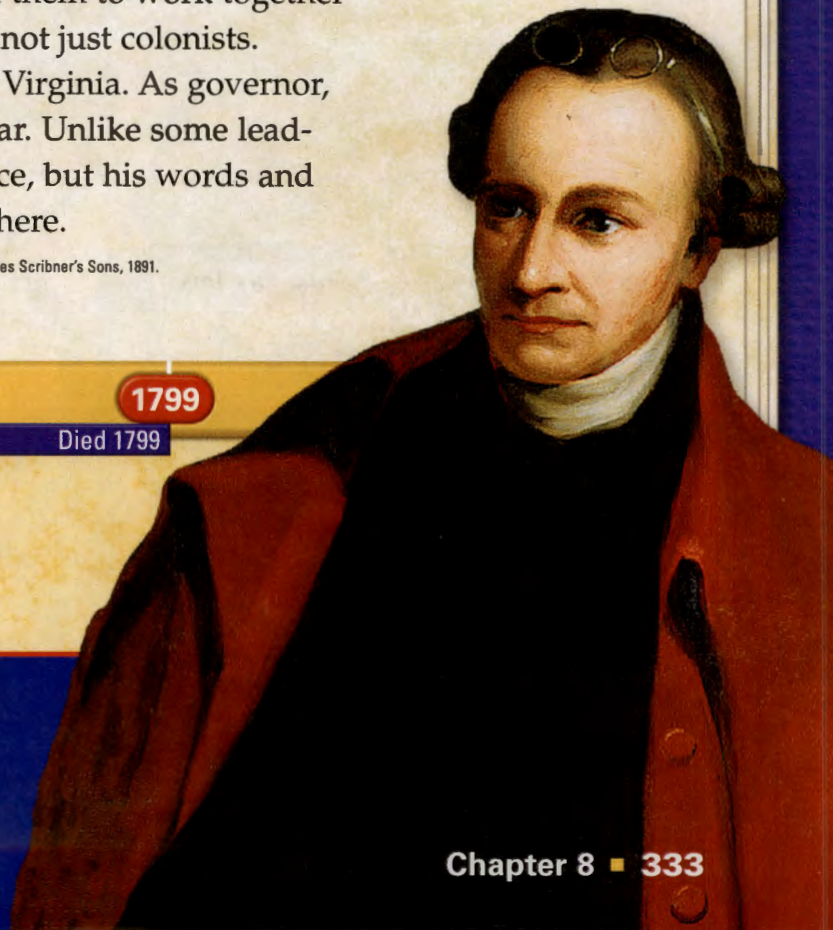
Born 1736

1765 Henry is elected to the House of Burgesses

1775 Henry delivers his famous "liberty or death" speech

1799

Died 1799



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Distinguish Fact from Fiction

► WHY IT MATTERS

If you are going to write a research paper or make a presentation in class, you need to know facts about history. So it is important to know if the historical accounts you are reading are true or made up. In other words, you need to be able to tell the difference between factual writing and fictional, or made-up, writing.

► WHAT YOU NEED TO KNOW

One way to tell for sure if information is factual is to find the same information in a trusted reference source such as a dictionary or an encyclopedia or in a nonfiction book such as a textbook.

Other sources of facts are letters, diaries, and other documentary sources.

Documentary sources are often produced at the time an event takes place, often by

► It could not be proved in court that Captain Preston ordered his soldiers to fire on colonists at the Boston Massacre.



a person who experiences the event. However, documentary sources must be studied carefully. They can contain opinions or statements by the writer that may not be true.

Sometimes fiction writers base their stories on real people and events. But the writers add made-up details, such as words that the people did not say.

► PRACTICE THE SKILL

Here are two descriptions of the Boston Massacre. The first description is from Ebenezer Bridgman, a witness to the events in Boston that day. His testimony was recorded in court. The second description tells what it was like to be at the Boston Massacre. This story is fiction, because no one present on that day recorded what happened.

In the fiction story, the writer is describing an actual event. However, she has made up details to make the story sound exciting. Read these two accounts, and answer the questions that follow.

“[The soldiers] stood with their [guns] before them, to defend themselves; and as soon as they had placed themselves, a party, about twelve in number, with sticks in their hands . . . immediately surrounded the soldiers, and struck upon their guns. . . . I saw the people near me on the left, strike the soldiers’ guns, daring them to fire.”*

“Those in front of the mob surged forward then, pushing against the soldiers. Again I heard Henry Knox’s voice from somewhere close, pleading for sanity. But it was too late. The mob and the soldiers were pressing on each other, so close you couldn’t tell one from the other. Shouts and curses filled the air. Then I heard the order ring through the night. ‘Fire!’

The world exploded in my ears. The sound echoed in my soul. I shut my eyes tight as muskets went off.”**

- 1 How are the descriptions similar? How are they different?
- 2 Which description is a documentary source? Which is fictional? How are you able to tell?

► APPLY WHAT YOU LEARNED

ANALYSIS SKILL Choose any statement in this lesson. Then check another nonfiction book to make sure the statement is a fact.

*Ebenezer Bridgman. *A History of the Boston Massacre* by Frederic Kidder. J. Munsell, 1870.

**Ann Rinaldi. *The Fifth of March: A Story of the Boston Massacre*. Gulliver Books, 1993.

1773
The Boston
Tea Party

1775
The Battles of
Lexington and Concord

Disagreements Grow

YOU ARE THERE

The year is 1773. It's late at night, and you're supposed to be asleep. You hear your father leave the house, quietly closing the door. Tonight, he is going to a meeting with Samuel Adams. Your father said they plan to teach the British a lesson.

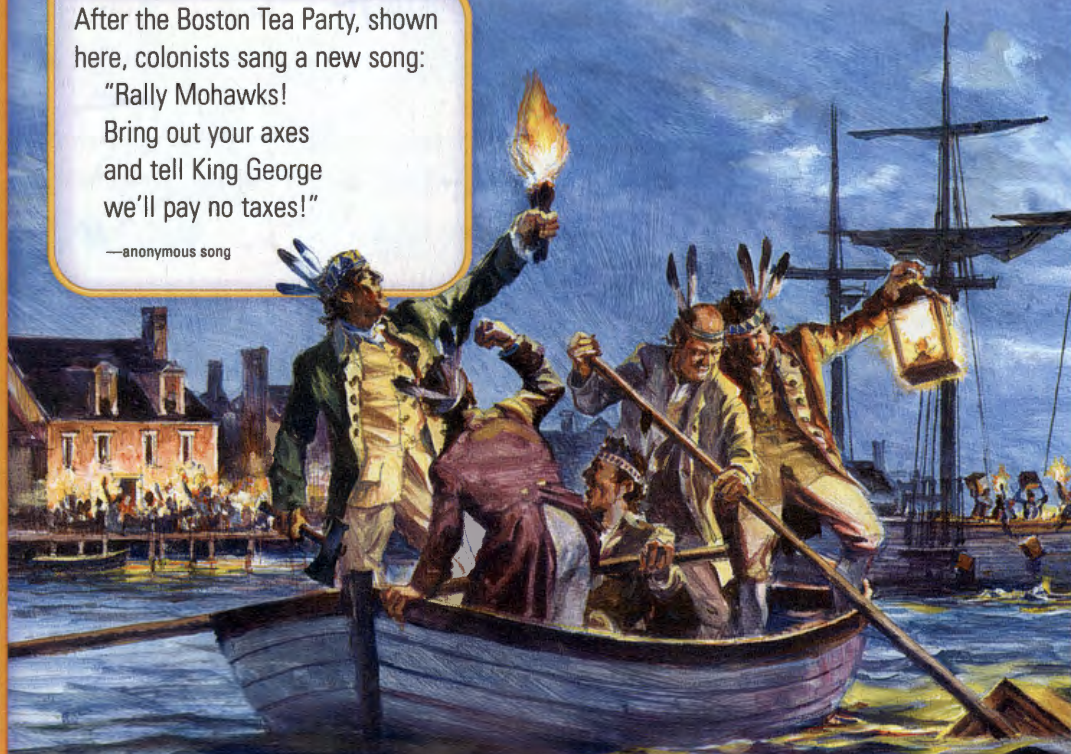
Angry shouts have been heard in the streets, and you're worried that your father may be hurt. He has promised to be careful, but all the same, you lie wide awake until you hear him come home again.

FAST FACT

After the Boston Tea Party, shown here, colonists sang a new song:

"Rally Mohawks!
Bring out your axes
and tell King George
we'll pay no taxes!"

—anonymous song



WHAT TO KNOW
What did colonists do when Parliament passed more tax laws?

- ✓ Explain why the colonists refused to accept the new laws passed by Parliament.
- ✓ Describe why fighting broke out at Lexington and Concord.

VOCABULARY

monopoly p. 337
coerce p. 338
blockade p. 338
quarter p. 338
congress p. 339
petition p. 339
Minutemen p. 340
revolution p. 341

PEOPLE

Edmund Burke
 John Hancock
 Paul Revere

PLACES

Philadelphia
 Lexington
 Concord



CAUSE AND EFFECT



California
Standards

HSS 5.5, 5.5.1, 5.5.2, 5.5.4, 5.6, 5.6.1

The Boston Tea Party

TIME December 16, 1773

PLACE Boston, Massachusetts

In 1773, Parliament passed the Tea Act, which gave Britain's East India Company a monopoly on tea. A **monopoly** is complete control of a good or service in an area, by either a person or a group. As a result of this monopoly, only the East India Company could legally sell tea to the colonies, and it could sell tea for less than colonial merchants could. This meant colonial merchants could not make money in the tea trade. The British government believed the colonists would choose to buy the cheaper tea—and pay the tax on it. Instead, many colonists decided to boycott tea.

Ships carrying thousands of pounds of tea set sail for the colonies. In November 1773, three of the ships arrived in Boston Harbor. Against the wishes of many

colonists, the Massachusetts governor sided with the British by allowing the ships to dock. More than 1,000 colonists in Boston protested.

Many people think Samuel Adams planned what happened next. On the night of December 16, 1773, about 150 members of the Sons of Liberty dressed as Mohawk Indians and marched down to Boston Harbor.

At the harbor, hundreds of people had gathered on the docks to watch the event. When the Sons of Liberty arrived, they boarded the ships, broke open 342 chests of tea, and threw it all overboard. Their angry protest became known as the Boston Tea Party.

READING CHECK **CAUSE AND EFFECT** What caused colonists to take part in the Boston Tea Party?



The Coercive Acts

The Boston Tea Party greatly angered British leaders. In March 1774, Parliament passed a new set of laws to punish the Massachusetts colonists. The colonists called these laws the Coercive Acts because people were **coerced** (koh•ERST), or forced, to obey the laws.

One law closed the port of Boston until the colonists paid for the destroyed tea. To enforce this law, Parliament ordered the British navy to **blockade** Boston Harbor. British warships stopped other ships from entering or leaving the harbor.

To punish the colonists further, Britain stopped the Massachusetts legislature from making any laws. It put the colony under the control of British General Thomas Gage and banned all town

meetings not approved by him. Britain also ordered the colonists to feed and house British soldiers. This order required colonists to **quarter** the soldiers even if they didn't want to.

Many colonists said the new laws were "intolerable." As a result, the laws also came to be known as the Intolerable Acts. The harshness of these laws led many colonists to feel that Britain was now their common enemy.

Not all British leaders agreed with these laws. In April 1774, Edmund Burke said to Parliament, "You will force them [to buy taxed goods]? Has seven years' struggle yet been able to force them?"* However, Parliament ignored Burke's request for cooperation.

READING CHECK CAUSE AND EFFECT

Why did Parliament pass the Coercive Acts?

*Edmund Burke. *The Writings and Speeches of Edmund Burke*, edited by Paul Langford. Oxford University Press, 1961.

CITIZENSHIP

Democratic Values

★ **The right to privacy is one of our most valued rights in the United States today.**

The English Bill of Rights guaranteed British citizens certain rights, including the right to privacy in one's own home. Soldiers and other government officials were not allowed to enter a home without the owner's permission or a warrant from a court of law. As more British soldiers were sent to North America, the British government needed more places for them to live. Some British soldiers took over colonists' homes and lived there without the owners' permission.

► **Many colonists were forced to take British soldiers into their homes.**



The Road to War

1773

December 1773

The Boston Tea Party takes place

1774

September 1774

The First Continental Congress meets at Carpenters' Hall in Philadelphia

1775

April 1775

British and colonial forces clash at Lexington and Concord

1776



ANALYSIS SKILL Analyze Time Lines

❖ Did the First Continental Congress meet before or after the Boston Tea Party?

The First Continental Congress

People in Britain worried about the unrest in the colonies. In June 1774, William Pitt, a member of Parliament, asked British leaders to be patient by saying, “[I] would advise the noble lords in office to adopt a more gentle mode [way] of governing America. . . .”*

In the colonies, many people feared that Britain might take stronger action to enforce its rule. In September 1774, representatives of the colonies met in Philadelphia to discuss how to respond to Britain. Because it was the first meet-

ing of its kind on the North American continent, it was later called the First Continental Congress. A **congress** is a formal meeting of representatives.

The delegates decided to send a signed request to the king. This **petition** stated their basic rights as British citizens. It said that the colonists had the right to life and liberty, the right to assemble, or gather together, and the right to a trial by jury.

Congress set May 10, 1775, as the deadline for Parliament to respond. Also, Congress stopped most trade with Britain and asked the colonies to form militias.

READING CHECK SUMMARIZE

What did the petition sent by the First Continental Congress ask for?

*William Pitt. *William Pitt, Earl of Chatham* by Walford Davis Green. G. P. Putnam's Son, 1901.



ANALYSIS SKILL Analyze Maps

- ❖ **Place** In which town did Revere's route begin?
- ❖ **Movement** In which direction did Revere travel?

Lexington and Concord

TIME April 1775

PLACE Massachusetts

Colonists in Massachusetts quickly organized militia units. They were called **Minutemen** because they were said to be ready to fight at a minute's notice.

In April 1775, General Gage heard that Samuel Adams and **John Hancock**, two leaders of the Sons of Liberty, were meeting in **Lexington**. Gage also heard that the Minutemen were storing weapons in nearby **Concord**. He ordered more than 700 British soldiers to march to Lexington and Concord. They were to arrest Adams and Hancock and find the weapons.

The British wanted their march to Lexington to be a secret. However,

Paul Revere, a member of the Sons of Liberty, found out about the plan and rode to Lexington to warn Adams and Hancock. When the British arrived in Lexington, the Minutemen were waiting for them. The leader of the Minutemen, John Parker, ordered his troops to "stand their ground." He shouted,

“Don't fire unless fired upon, but if they mean to have war, let it begin here.”*

No one knows who fired first, but shots rang out. Eight Minutemen were killed, and several others were wounded. The British then marched to Concord, but the weapons they expected to find had been moved.

*Captain John Parker, April 1775. *Dictionary of American Quotations*. Penguin Reference, 1997.

► This statue of Paul Revere stands near the Old North Church in Boston. Two lanterns were hung in the church tower to signal British plans to cross the Charles River by boat.

As the British returned to Boston, the Minutemen fired at them from nearby woods and fields. By the time the British arrived in Boston, 73 had been killed and 174 wounded. Fewer than 100 colonists had been killed or wounded.

The poet Ralph Waldo Emerson later called the shots fired at Lexington and Concord “the shot heard round the world.” The fighting marked the first step in creating the United States of America, and it was the beginning of a long, bitter war called the American Revolution. A **revolution** is a sudden, complete change of government.

READING CHECK ⚡ **CAUSE AND EFFECT**


What caused the fighting at Lexington and Concord?




Summary


After the Boston Tea Party, Parliament passed laws to punish the colonists. The First Continental Congress sent the king a petition arguing for the rights of colonists. Battles at Lexington and Concord marked the start of war between Britain and the 13 colonies.


REVIEW

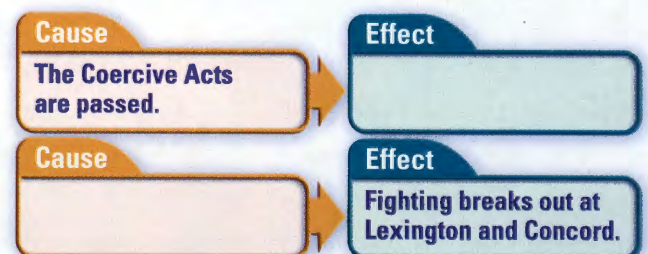
1.  What did colonists do when Parliament passed more tax laws?
2. Use the term **petition** in a sentence about the First Continental Congress.
3. How did the Coercive Acts affect trade in Boston?
4. What was Paul Revere’s role in the fighting at Lexington and Concord?

CRITICAL THINKING

5.  **ANALYSE SKILL** William Pitt’s advice to Parliament asked for “a more gentle mode [way] of governing America.” How do you think his idea could have solved Britain’s problems with the colonies?

6.  **Write a Poem** Write a poem about the events at the battles of Lexington and Concord. Use details from the lesson to describe the battle scenes.

7.  **CAUSE AND EFFECT**
On a separate sheet of paper, copy and complete the graphic organizer below.



1775

The Second Continental Congress meets

1775

The Battle of Bunker Hill

**WHAT TO KNOW**

How did the colonists prepare for war with Britain?

- ✓ Explain the significance of the Second Continental Congress.
- ✓ Understand the importance of the Battle of Bunker Hill.

VOCABULARY

commander in chief p. 343

earthwork p. 344

olive branch p. 345

PEOPLE

George Washington

John Dickinson

John Adams

King George III

PLACES

Breed's Hill

**CAUSE AND EFFECT**

California Standards

HSS 5.5, 5.5.2, 5.6, 5.6.1

The Road to War

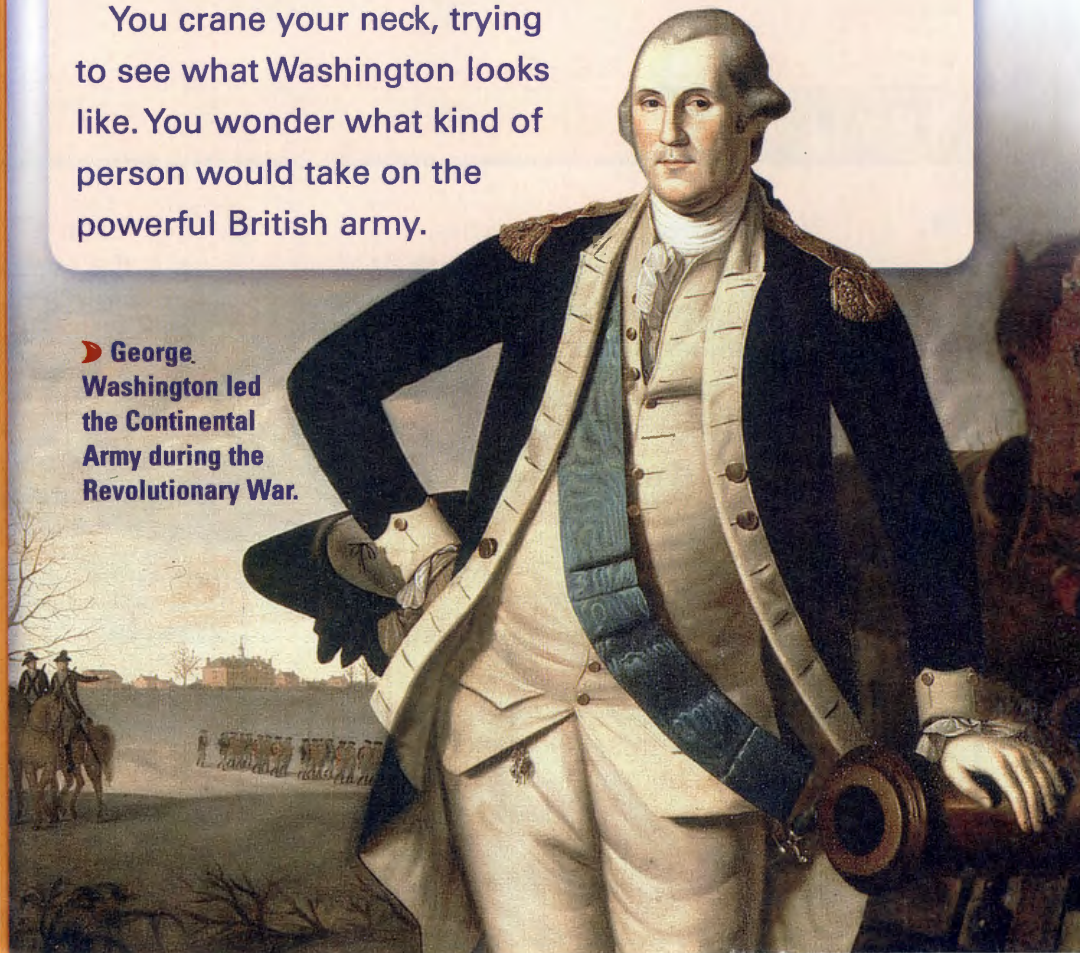
YOU ARE THERE

Today the Second Continental Congress is meeting in Philadelphia. You and many others are waiting in the street for news about the meeting, when several men walk by, talking hurriedly.

A woman nearby nudges your shoulder. "Look! That's **George Washington**," she whispers. "Some people say he'll lead us against the British."

You crane your neck, trying to see what Washington looks like. You wonder what kind of person would take on the powerful British army.

► George Washington led the Continental Army during the Revolutionary War.





► The assembly room at Independence Hall is where the Second Continental Congress met.

The Second Continental Congress

TIME 1775

PLACE Philadelphia, Pennsylvania

News of the fighting at Lexington and Concord spread quickly throughout the colonies. As a result, the Second Continental Congress was called to meet in Philadelphia on May 10, 1775. Colonial leaders gathered at the Pennsylvania State House to decide what the colonies should do. Only Georgia did not send representatives.

The delegates were divided in their views. Some called for war against the British. Others, such as **John Dickinson**, tried to persuade the group to avoid fighting. By June, however, Congress had agreed that the colonies should at least prepare for war.

The first step was to form an army. The Continental Army, as it came to be called, was the first united colonial army in the 13 colonies. It was made up of full-time soldiers, unlike the part-time militias that each colony already had.

George Washington was chosen to be the army's **commander in chief**, the leader of all the military forces. **John Adams**, a delegate from Massachusetts, suggested Washington partly because he had fought in the French and Indian War.

To supply the Continental Army, Congress asked each colony to contribute money to pay for guns, food, and uniforms. Congress also decided to print its own paper money, which came to be known as Continental currency. Congress paid the soldiers in bills called continentals.

READING CHECK ⚡ **CAUSE AND EFFECT**
What caused Congress to form an army?

The Battle of Bunker Hill

By the time George Washington was chosen to lead the Continental Army, the first major battle of the Revolutionary War had already been fought. The Battle of Bunker Hill took place near Boston on June 17, 1775.

After sunset on June 16, colonial commanders Israel Putnam and William Prescott had arrived at **Breed's Hill**, across the Charles River from Boston. They ordered their soldiers to build **earthworks**, or walls made of earth and stone. When British General Thomas Gage learned of this the next morning, he sent General William Howe and 2,400 British soldiers to capture Breed's Hill. Shortly after noon, these soldiers

began marching up the hill to the roll of drums. When the British drew close, the 1,600 colonists inside the earthworks let loose with a deadly hail of shooting. To save bullets, colonial commander Putnam said to his own soldiers,

“Don't fire until you see the whites of their eyes.”*

Fighting on the hill was much fiercer than the British had expected. Twice they were forced back toward the river. One of the many soldiers who fought bravely at the earthworks was Peter Salem, a free African American. Salem wounded a British leader.

In Boston, thousands of people climbed to their rooftops to view the fighting

*Israel Putnam. *Liberty: The American Revolution* by Thomas Fleming. Viking, 1997.



across the river. They watched in horror as the nearby city of Charlestown was hit and set afire by cannons shooting from British ships in the harbor.

Back on Breed's Hill, the colonists were running out of ammunition and had to retreat from their earthworks. By early evening, the British had captured Breed's Hill. More than 1,000 British soldiers and about 350 colonists had been killed or wounded.

The battle at Breed's Hill was misnamed for nearby Bunker Hill. Although the colonists lost the battle, they had fought bravely. The British had learned that fighting the colonists would not be easy.

The Second Continental Congress, hoping to avoid more fighting, sent another petition to **King George III**. This petition, sent on July 5, 1775, came to be known as the Olive Branch Petition because it asked for peace. An **olive branch** is an ancient symbol of peace.



A Closer Look

The Battle of Bunker Hill

The first major battle of the Revolutionary War, the Battle of Bunker Hill, was fought on June 17, 1775. The British won the battle, but they suffered the heaviest losses of the entire war.

- 1 Colonists fired on the British from behind earthworks on Breed's Hill.
 - 2 British forces marched up Breed's Hill to attack the colonists.
 - 3 British forces first landed near Morton's Point and formed battle lines.
- ◆ Why do you think the colonists chose to build earthworks on top of Breed's Hill?



Mystic River

Morton's Point

British ships

main landing site

reinforcements

British forces



► King George III's proclamation to crush the rebellion ended any chance of a peaceful resolution between the 13 colonies and Britain.

By the time the Olive Branch Petition reached London, it could do little good. The Battle of Bunker Hill had further angered British leaders, who advised King George III to get tougher with the colonists. On August 23, the king sent a proclamation promising to use every possible way to crush the rebellion. As a start, the king began to send more troops to the colonies.


READING CHECK ⚡ **CAUSE AND EFFECT**

What caused the colonists to abandon Breed's Hill?

Summary


The Second Continental Congress formed the Continental Army and made George Washington the commander in chief. By that time, the first major battle of the Revolutionary War, the Battle of Bunker Hill, had been fought. The British prepared to fight the colonists.

REVIEW

1.  How did the colonists prepare for war with Britain?
2. Use the term **earthwork** in a sentence about the Battle of Bunker Hill.
3. What did British leaders advise King George III to do after the Battle of Bunker Hill?

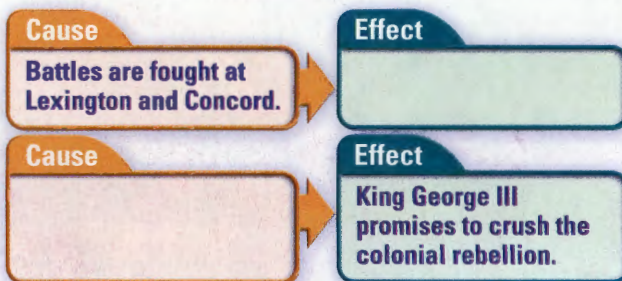
CRITICAL THINKING

4. Why was it necessary for the Second Continental Congress to print its own money?
5. **ANALYSIS SKILL** Why do you think the colonists were proud of the Battle of Bunker Hill, even though they lost?

6.  **Conduct an Interview** Imagine you are a reporter who has been asked to interview General Washington. Write a list of questions you would ask and answers Washington might give.

7.  **Focus Skill CAUSE AND EFFECT**

On a separate sheet of paper, copy and complete the graphic organizer below.



Phillis Wheatley

Biography

Trustworthiness
Respect
Responsibility
Fairness
Caring

Patriotism

*“A crown, a mansion, and a throne that shine,
With gold unfading, WASHINGTON! be thine.”**

Patriots are sometimes best able to express their feelings in poems, stories, or songs. Phillis Wheatley was such a patriot. Wheatley was not born in the 13 colonies, but she became a

patriot in her new home. Wheatley was born in Africa and kidnapped by slave traders when she was about eight years old. She was sold to a Boston family named Wheatley, who gave her the name by which she is now known.



Phillis Wheatley's first book

One day, family members saw her trying to write on a wall with a piece

of chalk. They later helped her learn to read and write. As a result, Wheatley began writing poetry as a teenager.

Wheatley's poetry was first published in 1770, and it became well known throughout the colonies and in England. She was the first African American woman in the colonies to have her work published. In 1775, Wheatley wrote a poem honoring George Washington for being named commander in chief of the Continental Army.

Why Character Counts

❖ How did Phillis Wheatley express her patriotism?

*Phillis Wheatley. *The Poems of Phillis Wheatley*, edited by Julian D. Mason. University of North Carolina Press, 1989.

Bio Brief

1753

Born 1753?

1761 Wheatley is taken to Boston

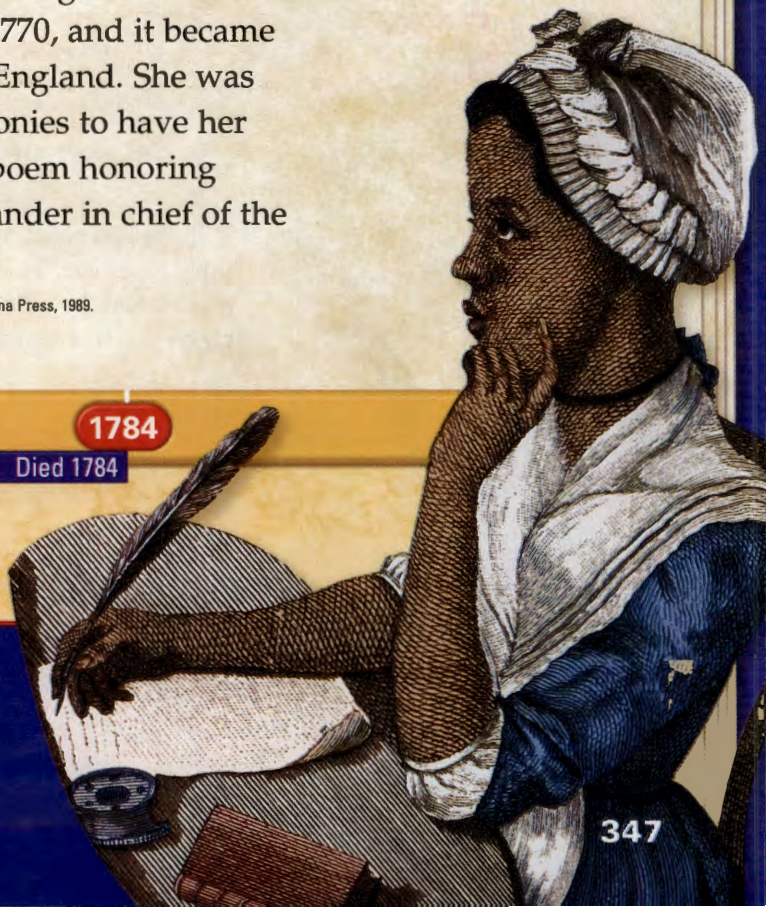
1784

Died 1784

1770 Wheatley's poetry is first published

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1776
Common Sense
is published

1776
The Declaration of
Independence is issued

1777
The Articles of
Confederation
are written

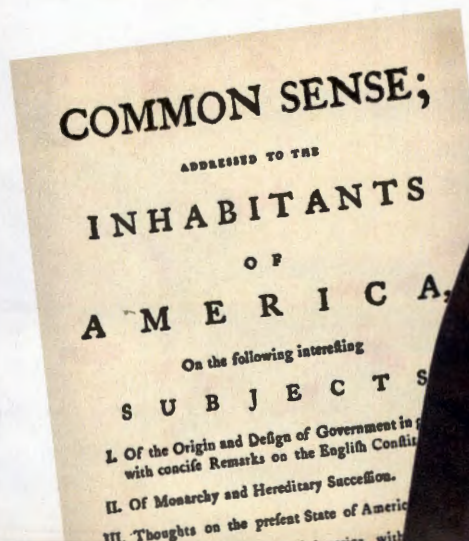
Declaring Independence

You ARE THERE

Your friend waves a pamphlet in your face. "This will change the course of history!" You notice that the pamphlet's title is *Common Sense*. Your friend says, "In here are all the reasons we should be our own country."

The year is 1776, and battles between the colonists and British soldiers have already taken place. However, many colonists still hope that they can avoid an all-out war with Britain. Your friend tells you, "*Common Sense* is going to make everyone want to be free of Britain."

► In his pamphlet, or short book, titled *Common Sense*, Thomas Paine argued that the colonies should claim their independence.



WHAT TO KNOW

How did the 13 colonies cut their ties with Britain?

- ✓ Understand the people and events associated with the Declaration of Independence.
- ✓ Tell why the Declaration of Independence is important and identify its key political concepts.

VOCABULARY

independence p. 349
resolution p. 349
declaration p. 349
preamble p. 350
grievance p. 351
Articles of Confederation p. 352

PEOPLE

Thomas Paine
 John Adams
 Thomas Jefferson
 John Hancock
 John Dickinson

PLACES

Independence Hall



CAUSE AND EFFECT



California
Standards

HSS 5.5, 5.5.2, 5.5.3, 5.5.4

Moving Toward Independence

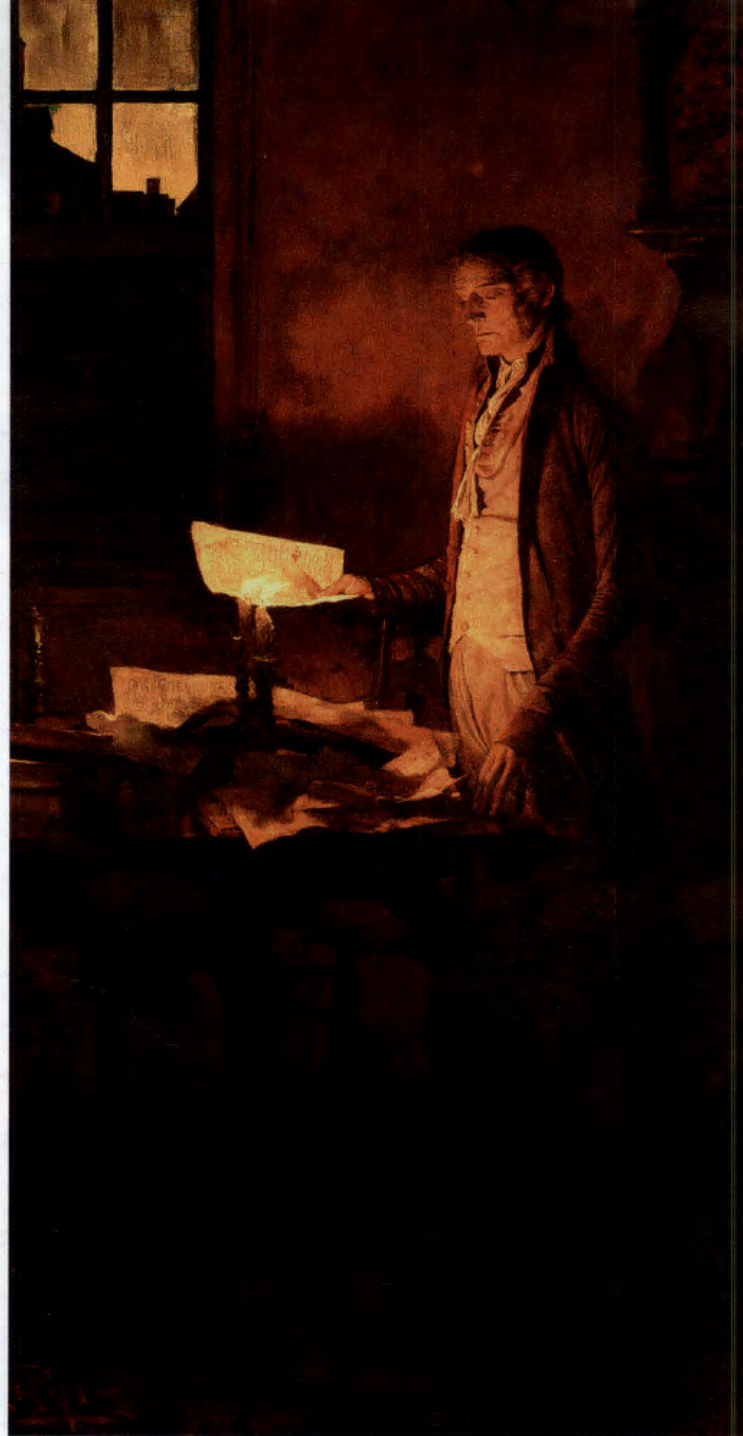
More colonists were starting to think that their differences with Britain could not be settled. One person responsible for this change in thinking was **Thomas Paine**. In his pamphlet *Common Sense*, Paine wrote that the colonists should rule themselves.

From Georgia to New Hampshire, people were reading and talking about Paine's pamphlet. Many began to call for **independence**—the freedom to govern themselves. It was the only way, they said, to have liberty.

On June 7, 1776, Richard Henry Lee, of Virginia, slowly rose from his chair. He turned to his fellow delegates at the Second Continental Congress, in Philadelphia, and said that the 13 colonies no longer owed loyalty to the king. He called for a **resolution**, or a formal group statement, of independence: "Resolved: That these united colonies are, and of right ought to be, free and independent states."^{*}

Congress debated the resolution and chose a committee to write a **declaration**, or official statement, about independence to be sent to the king. The committee included Benjamin Franklin of Pennsylvania, **John Adams** of Massachusetts, Robert R. Livingston of New York, **Thomas Jefferson** of Virginia, and Roger Sherman of Connecticut.

Jefferson, a 33-year-old lawyer who had studied government and law, used this knowledge to explain his ideas. The other members of the committee also



► **Thomas Jefferson's talents as a writer were well known to other members of the committee.**

added ideas, but Jefferson did most of the writing. Every evening for about 17 days, he wrote and rewrote the draft of the Declaration of Independence.

READING CHECK ⚡ CAUSE AND EFFECT

What caused many people in the colonies to call for independence?

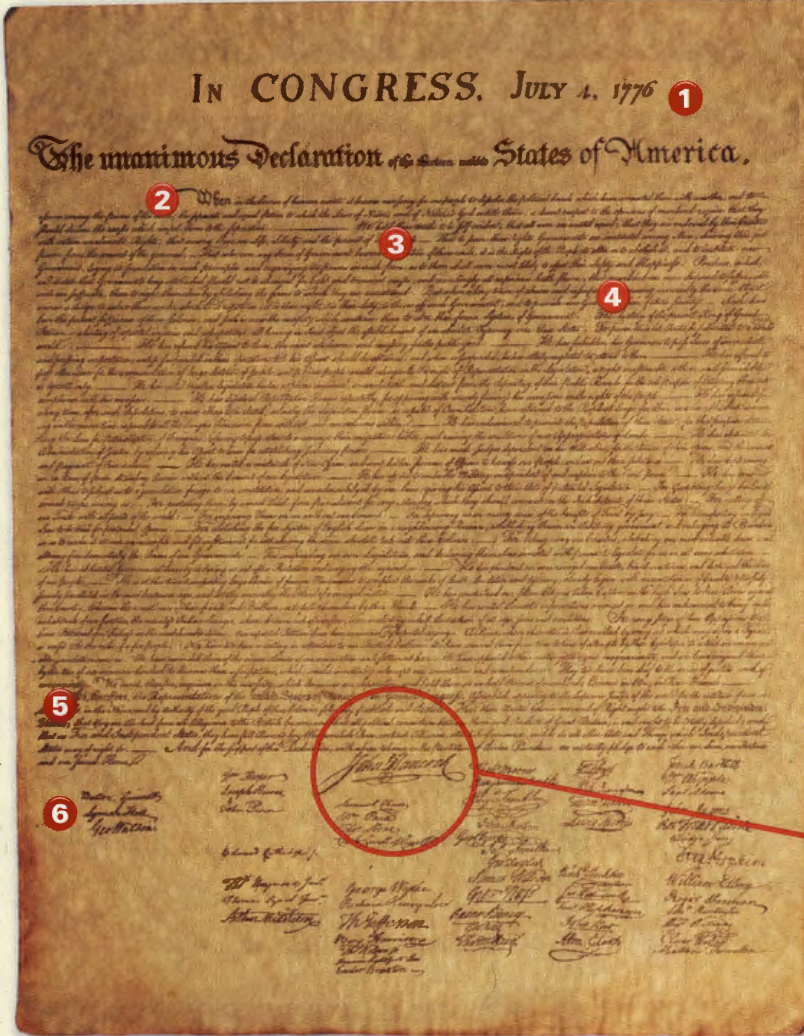
^{*}The Continental Congress, June 7, 1776. Documents Illustrative of the Formation of the Union of the American States, Government Printing Office, 1827. House Document 398.

The Declaration of Independence

ANALYSIS SKILL Analyze Documents

This important document includes the idea that a government gets its power from the consent of the people.

- 1 date
- 2 Preamble
- 3 statement of rights
- 4 charges against the king
- 5 statement of independence
- 6 signers of Declaration
- ◆ How is John Hancock's signature different from those of the other signers?



The Declaration of Independence

Thomas Jefferson carefully planned the draft of the Declaration of Independence. The first part, called the **Preamble**, states why the Declaration was needed. Jefferson wrote that sometimes events leave a group of people no choice but to form a new nation.

The next part of the Declaration describes the colonists' main ideas about

government. It argues for liberty and equality. Those political concepts were stated with some of the most famous words in United States history:

“We hold these truths to be self-evident, that all men are created equal, that they are endowed [provided] by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.”*

*from the Declaration of Independence.

The longest part of the Declaration lists the colonists' **grievances**, or complaints, against the British king and Parliament. Jefferson also listed the ways the colonists had tried to settle their differences with Britain peacefully. In the last part of the Declaration, Jefferson wrote that the colonies were free and independent states.

When he finished writing, Thomas Jefferson gave his draft to Congress. On June 28, it was read aloud to the delegates. For several days, it was discussed, and changes were made. Then, on July 2, the delegates voted to approve Richard Henry Lee's resolution to cut ties with Britain. The American colonies had now said that they were free and independent states.

On July 4, 1776, the Congress voted to accept the Declaration's final wording. Delegates from 12 colonies voted. New

York had not yet given its delegates the power to vote.

On July 8, crowds gathered at the State House, today called **Independence Hall**. Bells rang out, and Colonel John Nixon announced the first public reading of the Declaration of Independence. Members of the Second Continental Congress also listened as Nixon read.

John Adams was so pleased by the people's joyful reaction to recent events that he wrote about them in a letter to Abigail Adams, his wife. He said that Independence Day should be celebrated "from this time forward evermore."^{*}

READING CHECK SUMMARIZE

What important ideas did Thomas Jefferson express in the Declaration of Independence?

*John Adams. *The Book of Abigail and John*, edited by L. H. Butterfield. Harvard University Press, 1975.

Cultural Heritage

Independence Day

The Fourth of July, or Independence Day, is a national holiday. It is the birthday of the United States of America. The holiday was first celebrated on July 4, 1777, with fireworks and the ringing of the Liberty Bell. Although Independence Day had been celebrated for many years, it was not made an official holiday until 1941.





► This famous painting of the signing of the Declaration of Independence shows the Second Continental Congress in what is today Independence Hall.

Forming a New Government

By August 2, a formal copy of the Declaration of Independence was ready to be signed by members of the Second Continental Congress. The first to sign it was **John Hancock**, the president of the Congress. He said that he wrote his name large enough so that King George III could read it without his glasses. The way he signed the document became so famous that the term *John Hancock* now means “a person’s signature.”

The work of the Second Continental Congress did not end with the final approval of the Declaration of Independence. With independence, a new government had to be formed. Congress

quickly set up another committee. Its job was to develop a plan for how to unite the former 13 colonies into a new country.

John Dickinson, of Pennsylvania, was chosen to head the committee to write the plan of government. The committee decided that the new states—the former colonies—should form a confederation. This Confederation of the United States of America would bring the 13 independent states together into a firm league of friendship.

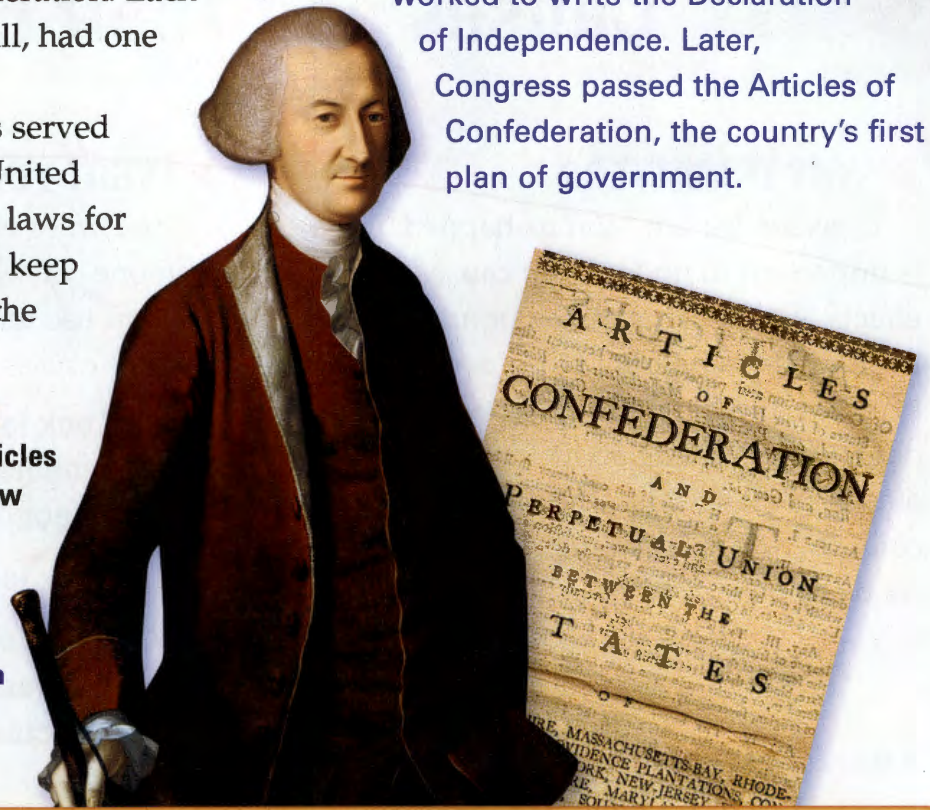
On July 12, 1776, Dickinson’s report was presented to Congress. After debating the plan for more than a year, Congress finally approved it on November 15, 1777. The country’s first plan of government was called the **Articles of Confederation**.

Under the Articles of Confederation, the voters of each state would elect leaders to their state legislatures. These state leaders would then choose representatives to a national legislature called the Congress of the Confederation. Each state, whether large or small, had one vote in the new Congress.

Until 1789, this Congress served as the government of the United States. The Congress made laws for the new nation and helped keep the states together during the Revolutionary War.

READING CHECK **CAUSE AND EFFECT** What effect did the Articles of Confederation have on the new nation?

► **John Dickinson of Pennsylvania** helped write the Articles of Confederation.



Summary

Partly because of Thomas Paine's *Common Sense*, many colonists began to call for independence. Thomas Jefferson worked to write the Declaration of Independence. Later, Congress passed the Articles of Confederation, the country's first plan of government.

REVIEW

- How did the 13 colonies cut their ties with Britain?
- Use the words **preamble** and **grievance** in a sentence about the Declaration of Independence.
- What are some of the ideas described in the Declaration of Independence?

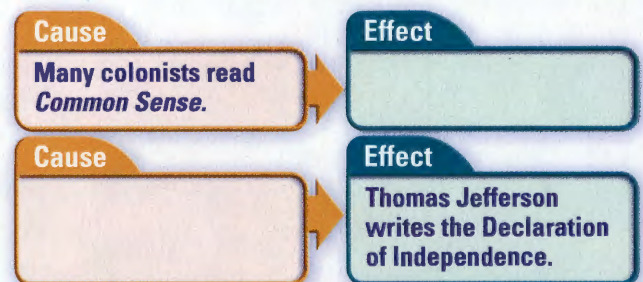
CRITICAL THINKING

- ANALYSIS SKILL** Why do you think it was important for the colonies to take a united stand against Britain?
- Make It Relevant** How might your life be different if the Declaration of Independence had never been written?

- Write a Persuasive Letter** Imagine it is 1776. Write a letter to the editor of a local newspaper, telling why you support independence for the 13 colonies. Include evidence that supports your argument.

- Focus Skill** **CAUSE AND EFFECT**

On a separate sheet of paper, copy and complete the graphic organizer below.





Identify Multiple Causes and Their Effects

► WHY IT MATTERS

To recognize why things happen, it is important to understand causes and effects. A cause is an event or an action that makes something happen. An effect is what happens as a result of that event or action. Knowing about causes and effects can help you predict likely outcomes. Then you can make more thoughtful decisions.

► Minutemen first fought British troops at Lexington.

► WHAT YOU NEED TO KNOW

Sometimes events in history have more than one cause and more than one effect. You can use these steps to help you identify causes and their effects.

Step 1 Look for the effects. Determine whether there is more than one effect.

Step 2 Look for the causes of the effects.

Step 3 Think about the connections between the causes and their effects.



Multiple Causes and Effects of the Revolution

CAUSES

Britain needed to pay for the French and Indian War.

Britain sent more troops to the colonies.

EFFECTS

New tax laws such as the Sugar Act, Stamp Act, and Tea Act were passed.

Colonists boycotted British goods.

The Boston Tea Party was held.

The Coercive Acts were passed and the Battles of Lexington and Concord were fought.

The 13 Colonies declared independence from Britain.

► PRACTICE THE SKILL

The cause-and-effect chart above lists the causes and effects of British actions on the colonies. Use the chart to answer these questions.

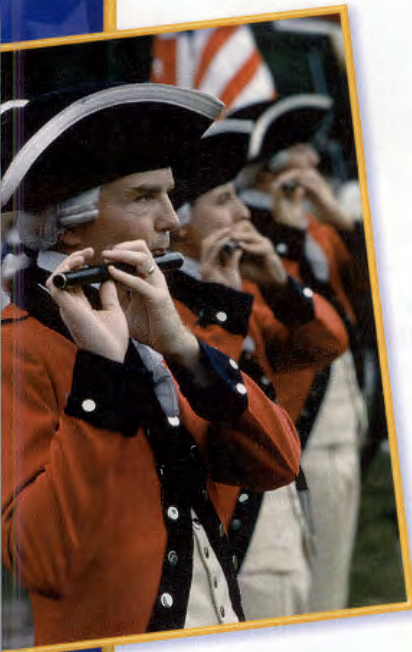
- 1 What was the effect of Britain needing to pay for the French and Indian War?
- 2 What was one effect of new tax laws being passed?

- 3 In your opinion, did one cause have greater impact than the others? Why or why not?

► APPLY WHAT YOU LEARNED

ANALYZE SKILL Choose one of the lessons in this chapter. In that lesson, find at least one cause-and-effect relationship other than those shown in the chart. Then share your findings with a classmate.

DEFENDING FREEDOM



These reenactors take part in a festival to honor Revolutionary War soldiers.

“... we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.”*

—from the Declaration of Independence

When the American Revolution began, no one knew what its outcome would be. However, the Patriots were determined to win their freedom. In the Declaration of Independence, Thomas Jefferson wrote the words above. They mean that the signers of the Declaration would defend one another, no matter what.

The signers of the Declaration were in terrible danger. If the colonies lost the war, the British would try them for treason.

FAST FACT

The signers of the Declaration of Independence were willing to risk their lives because they believed in freedom. During the war, five of the signers were captured by the British army. Twelve had their homes burned to the ground or taken by the enemy. Seventeen lost all their money, and nine lost their lives in the war. Others lost members of their families.

*The Declaration of Independence. Bantam Classics, 1998.





Treason was a crime punishable by death. Benjamin Franklin tried to joke about this when it was his turn to sign the Declaration. "We must all hang together," he said, "or most assuredly we shall all hang separately."*

The signers were not the only Americans who risked all they had for freedom. Throughout the colonies, Patriots were willing to suffer terrible hardships and years of war to win their freedom. Thousands of them died in the struggle.

Since the United States won its independence, millions of others have served their nation or given their lives to keep our country free. The spirit of 1776 lives on today.

*Benjamin Franklin. *American Heritage Dictionary of American Quotation*, edited by Margaret Miner and Hugh Rawson. Penguin Reference, 1997.

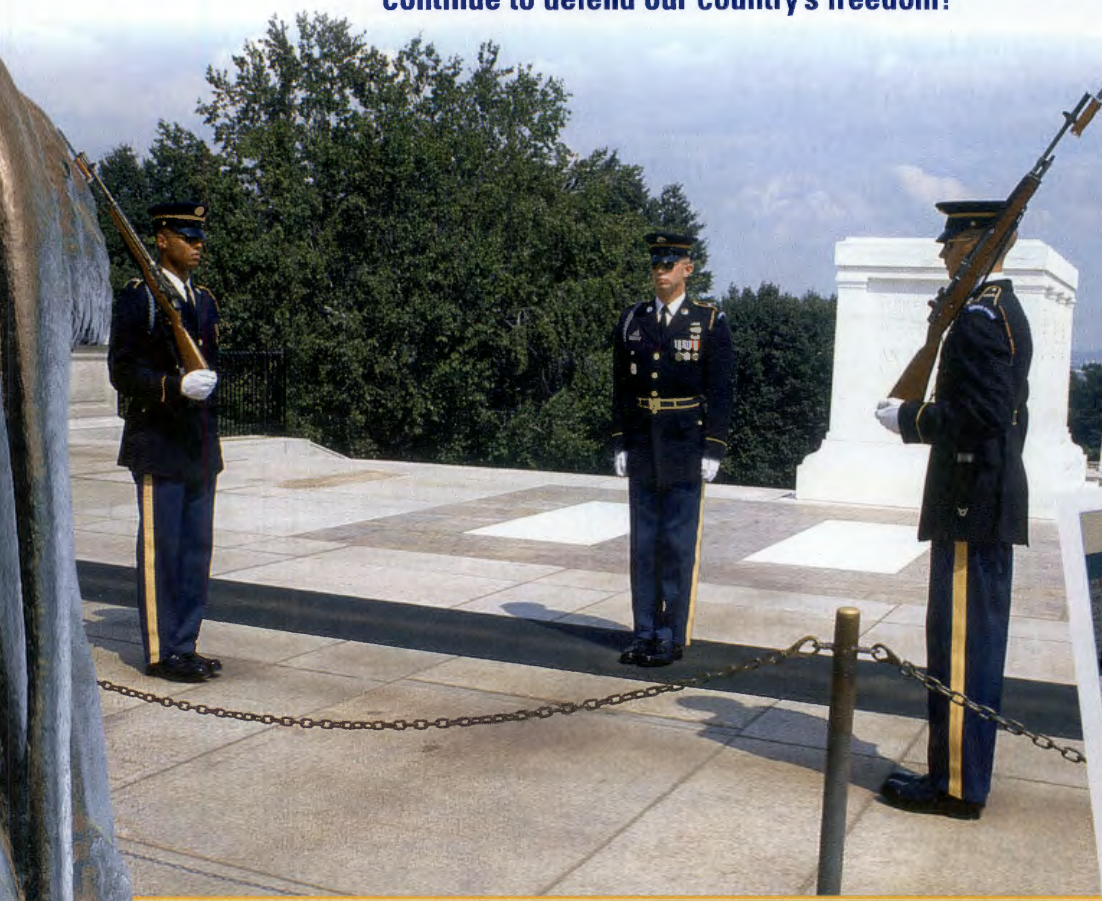


Soldiers (above) help defend our country's freedom. The Tomb of the Unknowns (bottom left) honors soldiers who have given their lives in our country's wars.

Think About It!

Make It Relevant Why is it important for citizens to continue to defend our country's freedom?

Honoring our country's flag is one way that citizens can show their support of freedom.



1750

1760



1754
The French and Indian War begins



1765
Parliament passes the Stamp Act

Reading Social Studies

A **cause** is an event or action that makes something happen. An **effect** is what happens as a result of that event or action.



Cause and Effect

Complete this graphic organizer to show that you understand the causes and effects of the American Revolution. A copy of this graphic organizer appears on page 88 of the Homework and Practice Book.

Uniting the Colonies

Cause

Britain needed money to pay for the French and Indian War.

Effect

Cause

Effect

Colonists staged the Boston Tea Party.

Cause

Britain passed the Intolerable Acts.

Effect



California Writing Prompts

Write a Persuasive Letter Imagine that you are a colonial newspaper owner. Write a letter to persuade others that the colonists should separate from Britain. Support your position with evidence.

Write a Narrative Imagine you are a newspaper reporter who has just heard the first public reading of the Declaration of Independence. Write a narrative explaining the setting and the people's points of view on the Declaration.

- **1775**
Fighting breaks out at Lexington and Concord

- 1776**
Declaration of Independence is signed



Use Vocabulary

Identify the term that correctly matches each definition.

- to refuse to buy
- the act of working against one's own government
- a sudden change in people's lives or government
- the act of speaking or acting for someone else
- freedom to govern on one's own

representation, p. 327

treason, p. 327

boycott, p. 329

revolution, p. 341

independence, p. 349

Use the Time Line

ANALYSIS SKILL Use the chapter summary time line above to answer these questions.

- In what year did the French and Indian War start?
- Did fighting in the colonies start before or after the Declaration of Independence was signed?

Apply Skills

ANALYSIS SKILL Compare Historical Maps

- Examine the maps on page 325. Then write a few sentences explaining how Britain's land claims in North America changed as a result of the French and Indian War.

Recall Facts

Answer these questions.

- What was the purpose of the Proclamation of 1763?
- Why did many colonists boycott British goods?
- How did the Battle of Bunker Hill change Britain's view of the colonists?

Write the letter of the best choice.

- Where did the Battles of Lexington and Concord take place?
 - Massachusetts
 - New York
 - Pennsylvania
 - Virginia
- Who was chosen to be the commander in chief of the Continental Army?
 - Samuel Adams
 - Thomas Gage
 - Thomas Jefferson
 - George Washington

Think Critically

Think Critically

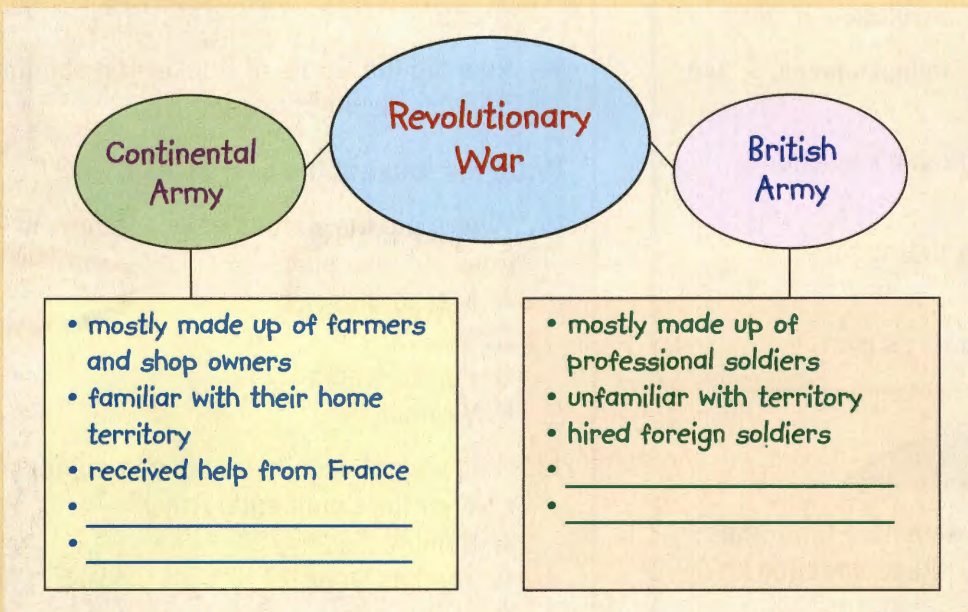
- ANALYSIS SKILL** What effects did the Committees of Correspondence have on communication between colonies?
- ANALYSIS SKILL** What were some of the benefits of the colonies declaring independence?

Study Skills

ORGANIZE INFORMATION

By organizing the information you read, you can better understand it. Graphic organizers can help you organize information.

- ▶ Graphic organizers help you categorize, or group, information.
- ▶ Putting people, places, and events into categories makes it easier to find facts.



Apply As You Read

As you read the chapter, continue to add new facts and details to the organizer. You may also want to create additional organizers to categorize other important information that you read in the chapter.



California History-Social Science Standards, Grade 5

5.6 Students understand the course and consequences of the American Revolution.